



CURRICULUM

Hul'q'umi'num' 5 to 12

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use and respond to simple memorized questions and commands. • recognize and respond to strong warnings - e.g., <i>La'lum'uthut!</i> (<i>Be careful!</i>) • recognize gestures and expressions that accompany requests. • 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>) • ask for help - e.g., <i>'Uwu tsun tul'een'u.</i> (<i>I don't understand.</i>) • identify high frequency and meaningful words (e.g., common objects, actions, places, and names and/or roles of people). • demonstrate an understanding of the context for words learned (i.e., questions and responses). 	<p>For many students, this is their first exposure to a second language. Because Grade 5 sets the stage for years to come, it is important that the experience be non-threatening, rewarding, and enjoyable. Give students every opportunity to hear, repeat, practice, and “play” with the language. Routinely give classroom instructions in Hul'q'umi'num' instead of English. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication.</p> <ul style="list-style-type: none"> • Model simple sentences for identifying animals, objects, actions and states – e.g., <i>Pous p'e' tu'i.</i> (<i>This is a cat.</i>) <i>Nilh thunu lelum'.</i> (<i>It's my house.</i>) <i>Stth'oom p'e' tu'i.</i> (<i>These are berries.</i>) <i>Xeem kwthu qeq.</i> (<i>The baby is crying.</i>) <i>Nan tsun slhsw's.</i> (<i>I am so tired.</i>) Then have students draw pictures of similar items and actions, and follow the models to create sentences to identify them. • Using appropriate props or illustrations, have the class respond with actions or one or two words to questions and commands such as: <i>'A stem kwu'elh tey'?</i> (<i>What is that?</i>) <i>Nilh lhwet tu'i?</i> (<i>Who is this?</i>) <i>'I tsukwsta'mut?</i> (<i>What is he/she doing?</i>) <i>'Amustham'sh!</i> (<i>Give me that!</i>) <i>Lemut!</i> (<i>Look!</i>) <i>M'i 'ewu!</i> (<i>Come here!</i>) • Model actions and gestures to illustrate Hul'q'umi'num' verbs, and have students repeat the actions regularly to reinforce their learning, either individually or as a class. • As a class or in partners, have students create and demonstrate gestures to represent a need or a want - e.g., <i>I need a pencil</i> (gesture could be writing on hand), <i>I don't understand</i> (gesture with hands). • Play <i>Go Fish!</i> Using index cards or slips of paper (or the FirstVoices Flash Card Creator web site), each student creates ten pairs of illustrated and labelled vocabulary cards. With partners, students combine and shuffle both decks, choosing five cards each. Students take turns asking their partner, e.g. <i>'Ii ch tsq'uwut?</i> (<i>Do you have a drum?</i>) The partner either hands over the card, saying, e.g., <i>'Uy', 'i tsun tsq'uwut.</i> (<i>Yes, I have a drum</i>), or says <i>Nem' ch tseelhtun.</i> (<i>Go fish.</i>), and the student who asked takes another card from the deck. When a student gets a pair, he or she lays the two cards on the table. The game continues until one player runs out of cards. • Label objects in the classroom and encourage students to read and recognize the words.

SUGGESTED ASSESSMENT STRATEGIES

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

- As students engage in communication activities, observe and note how well they:
 - listen actively to follow instructions
 - choose appropriate expressions and greetings from those they have practiced
 - approximate Hul'q'umi'num' pronunciation
 - take risks to speak in Hul'q'umi'num'
 - experiment with sounds and words
 - participate willingly in classroom activities in Hul'q'umi'num'
 - support and encourage each other

- After students have been introduced to new vocabulary and structures, note how well they comprehend the spoken word by accurately representing it through models, illustrations, and actions.

- When students create pictures or vocabulary cards, assess how well they:
 - reproduce key vocabulary accurately
 - include supporting details in the form of drawings, graphics, photos, or symbols

RECOMMENDED LEARNING RESOURCES

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



Flash Cards: (use for *Go Fish!*)

- *Alphabet Flash Cards*
- *Flash Card Games*
- *Pronunciation Flash Cards*



Hul'q'umi'num' Elders and Speakers



Web Resources:



- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

- *FirstVoices' Flash-Card Creator*
*(use to make cards for *Go Fish!*)*
<http://www.firstvoices.com/scripts/WebObjects.exe/LabelMaker>

- *Peoples and Places:*
Tatul'ut tthu Hul'q'umi'num' –
Vocabulary sections 1.7 – 1.8
http://web.uvic.ca/hrd/hulq/vocab/lesson01/vc01_07.htm

- *People and Roles:*
Tatul'ut tthu Hul'q'umi'num' –
Vocabulary sections 3.7 – 3.8
http://web.uvic.ca/hrd/hulq/vocab/lesson03/vc03_07.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize expressions for days of the week, months of the year, seasons, and times of day. • recognize and use words for position in the environment - e.g., <i>stutes</i> “close”, <i>tsakw</i> “far”. • produce lists based on a grouping. • share basic information orally. 	<p><i>Presenting Information</i> focuses on organizing ideas into connected speech or text. The building blocks for these skills are introduced in Grade 5, as students are encouraged to respond with basic words, phrases and sentences, recognize time expressions, and begin to organize ideas by producing lists. It is important to make these language-learning experiences enjoyable and non-threatening for students. Encourage them to use non-verbal gestures and visual aids to extend their communication, and provide frequent opportunities for them to listen to, repeat, and experiment with Hul'q'umi'num'.</p> <ul style="list-style-type: none"> • Open the day with Calendar Time in Hul'q'umi'num'. Present seasonal vocabulary and songs, celebrate birthdays, and ask students to respond to questions on the season, weather (<i>sht'es tthu skweyul</i>), temperature, and how they are feeling (<i>shqwaluwun</i>, “emotions”). Also bring in expressions for times of day, e.g. – <i>netulh</i> (morning), <i>tahw skweyul</i> (mid-day), <i>hwune'unt</i> (evening), <i>snet</i> (night). • Using appropriate props or flash cards, invite students to group like items, e.g. things that are round. • Ask students to complete a questionnaire related to their preferences and interests. For example: <i>Stem kwun' stli'?</i> (Which do you prefer?) <ol style="list-style-type: none"> 1. <i>t'itsum 'o' hiw'a'lum'</i> (swimming or playing games) _____ 2. <i>t'ilum 'o' qw'uyilush</i> (singing or dancing) _____ 3. <i>sqw'il'muhw 'o' 'apuls</i> (blackberries or apples) _____ <p>Then have students summarize the class results in a list or chart, illustrating their work with drawings or collage.</p> • Use rhythm or music to frame sentences of a story. Leave words out and have students call out the words to fill in the blanks. • Using pre-framed models, have students interview partners to obtain information such as name, age, and home community. Students then introduce their partners to the class, using the following format: <p><i>Nilh p'e' tthunu / thunu sye'yu.</i> (This is my friend.) _____ <i>tthu / thu snes.</i> (His/her name is _____.) _____ <i>sil'anum.</i> (He/she is _____ years old.) <i>Tuni' 'utl'</i> _____. (He/she is from _____.)</p>

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>A supportive environment will allow beginning language students to feel more at ease and gain confidence in their new language skills as they present their work orally and visually. Assessment should encourage students to participate actively and take risks with language, rather than emphasizing correctness.</p> <ul style="list-style-type: none"> • When students summarize and illustrate the class questionnaire results, consider the extent to which they: <ul style="list-style-type: none"> - represent the information in a clear, easy to follow manner - present key words in Hul'q'umi'num' - convey meaning in Hul'q'umi'num' by combining illustrations and words • When students introduce their partners to the class, note the extent to which they: <ul style="list-style-type: none"> - follow the pre-framed model provided - include a new or interesting detail about their partner - approximate pronunciation of Hul'q'umi'num' words and phrases learned in class - listen attentively to classmates' presentations - support and encourage each other 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <div style="text-align: center;">  </div> <p>Flash Cards: (for grouping like items)</p> <ul style="list-style-type: none"> • <i>Alphabet Flash Cards</i> • <i>Flash Card Games</i> • <i>Pronunciation Flash Cards</i> <div style="text-align: center;">  </div> <p>Web Resources:</p> <ul style="list-style-type: none"> • <i>FirstVoices Archive – Hul'q'umi'num':</i> www.firstvoices.com <i>(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)</i> • <i>Slug Song:</i> <i>Tatul'ut tthu Hul'q'umi'num' –</i> <i>Grammar section 1.2</i> http://web.uvic.ca/hrd/hulq/grammar/lesson01/gr01_02.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify selected information from Hul'q'umi'num' resources for a purpose. • express acquired information in simple oral and visual forms. 	<p>Students at this level already use a variety of strategies for accessing information in their first languages. By identifying these strategies, they can use them more effectively in Hul'q'umi'num' and become more confident when working with Hul'q'umi'num' materials.</p> <ul style="list-style-type: none"> • Have students look at a menu from the Riverwalk Café or another Hul'q'umi'num' restaurant, noting Hul'q'umi'num' words used on the menu. Then ask students to create their own menus with labelled illustrations of some traditional dishes. • Invite an Elder to demonstrate traditional cooking using Hul'q'umi'num' - e.g., making <i>sch'u'kwx suplil</i> (fried bread), preparing fish, etc. Have students enter the information they learn in their journals in simple Hul'q'umi'num', with sketches and labels. • Using pre-framed models, have students survey their classmates with simple closed questions - e.g., <i>'Uy'stuhw 'u ch kwthu smuyuth?</i> (Do you like deer meat?), <i>'Uy'stuhw 'u ch kwthu sth'oom?</i> (Do you like berries?) Students could note classmates' responses in a checklist and then display them in charts or graphs with accompanying illustrations. Ask students to respond to simple questions about the information they have gathered – e.g., <i>Kw'tinu kwthu 'i 'uy'stuhw kwthu sth'oom?</i> (How many people like berries?) - to determine which of the dishes most class members would enjoy. • Have students use a sample timetable in Hul'q'umi'num' to extract information about a student's day. Then students to prepare their own timetables in Hul'q'umi'num', including scheduled after-school activities such as sports practices or music lessons. Students could display their timetables on a bulletin board. • Provide historical background information about the Hul'q'umi'num' presence in British Columbia. Ask students in small groups to use Treaty Group maps to find and record Hul'q'umi'num' place names. This information could be used as a starting point for further research on Hul'q'umi'num' culture, as students investigate the meanings of the place names. Challenge students to look for words or word-parts in the place names which are related to vocabulary they have learned in class (e.g., <i>-'ew't-hw</i>, “building”). • Have students view simple text or listen to brief audio clips and ask them to identify key words and phrases - e.g., days of the week, greetings, weather descriptions, numbers - by filling in the blanks or circling the correct answer on a response sheet. In listening activities, have the class repeat identified key words aloud.

SUGGESTED ASSESSMENT STRATEGIES

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

- As students work with Hul'q'umi'num' materials (e.g., menus and school timetables) and gather information such as food preferences, look for evidence that they are able to:
 - recognize key information and cognates
 - understand words and phrases that are repeated frequently in the same context
 - anticipate familiar or repeated patterns
 - recognize and make generalizations about Hul'q'umi'num' spelling patterns and word endings
 - use pictures to make predictions about the language

- When students use visual representation to reflect their comprehension, assess the extent to which they:
 - recognize words or identify key information
 - use strategies for discovering the meaning of unfamiliar words
 - actively listen

- After students have researched Hul'q'umi'num' place names and Hul'q'umi'num' culture in BC, ask them to respond to prompts such as:
 - The most important thing I learned was _____.
 - I was surprised that _____.
 - I would like to learn more about _____.

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Let's Make Fried Bread*



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

- *Hul'q'umi'num' Snuhwmuhw:*
http://www.hulquminum.bc.ca/pubs/Place_Names_maps_2005.pdf
Place names maps of the Hul'q'umi'num' Treaty Group traditional territory.

- *Riverwalk Café Menu:*
<http://www.quwutsun.ca/cafemenu.html>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • respond to creative works from Hul'q'umi'num' culture. • recognize and use high frequency verbs of creating - e.g., <i>xut'ukw'</i>, “carving”, <i>yutl'qels</i>, “painting”. • identify and relate to characters, actions or objects in simple stories. 	<p>In the first years of language study, students' exposure to songs, rhymes, and picture books provides a source of original Hul'q'umi'num' which is simple and repetitive, yet rewarding and stimulating. Student responses typically involve very little language: students may be asked to draw, mime, move to music, or sing the chorus of songs.</p> <ul style="list-style-type: none"> • Select a Hul'q'umi'num' song with simple lyrics and an appealing rhythm, and play a recording for students. Have them identify as much vocabulary as possible and brainstorm in order to determine meaning. Once students have learned the meaning of the words, replay the song and have students learn to sing it. Draw students' attention to Hul'q'umi'num' pronunciation and intonation. Students may also use musical instruments to accompany the rhythm of the song, or create actions to go along with the words. • Challenge the class to invent new lyrics to a familiar Hul'q'umi'num' song. Students could brainstorm possible themes – e.g., seasonal topics, favourite things. • Present a demonstration or video of typical dances from Hul'q'umi'num' culture. Invite students in small groups to choose a dance and learn a few basic steps. Groups present their steps to the rest of the class. • Show students a simple picture book and have them respond by recreating a favourite scene through role-play, or a mime for other students to guess. Students could create publicity posters or use art media to reproduce or expand scenes. • Read or relate a simple story to students, and ask them to follow the illustrations and simple text. Then retell the story and have students accompany you with appropriate actions for key words, or point to and identify illustrations of key characters, actions, or objects. • Ask students simple questions that allow them to connect their own experiences to those of characters in a story presented. For example, point to a dog in an illustrated story and ask: <i>'I' u ch ts-qwumey'?</i> (<i>Do you have a dog?</i>) Students respond using memorized vocabulary and sentence patterns - e.g., <i>'Ni', 'i tsun ts-qwumey'.</i> (<i>Yes, I have a dog.</i>)

SUGGESTED ASSESSMENT STRATEGIES

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

- As students learn Hul'q'umi'num' songs or stories, or present examples of Hul'q'umi'num' dances, look for evidence that they are:
 - taking risks to sing in Hul'q'umi'num' or dance in Hul'q'umi'num' styles
 - curious about the meanings of the songs or dances
 - trying to match their interpretations (gestures and expressions) to the meanings or moods of the story, song, or dance
 - attentive and responsive to other students' interpretations
 - willing to extend or repeat the activity (e.g., adding props to their performances and voluntarily using the lyrics or dance steps in subsequent activities)

- In role-play activities, look for evidence that students:
 - participate willingly
 - convey meaning
 - use familiar and appropriate vocabulary and phrases
 - interpret the scenes correctly

- When students illustrate or expand scenes from a book, note the extent of their:
 - engagement in the task
 - interest in and enthusiasm for the original story
 - interest in their classmates' illustrations
 - ability to capture the meaning of the original story

RECOMMENDED LEARNING RESOURCES

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Hul'q'umi'num' Elders and Speakers



Web Resources:

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- *Slug Song:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar section 1.2
http://web.uvic.ca/hrd/hulq/grammar/lesson01/gr01_02.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize and respond to simple greetings and expressions of politeness. • identify formal and informal forms of address. • recognize and use simple expressions for sharing and offering. • demonstrate an understanding of traditional ways with language. • demonstrate an understanding of the protocol for appropriate times to say phrases. • use age-appropriate language associated with Hul'q'umi'num' traditional celebrations, customs, sports and games. • demonstrate an understanding of simplified, significant stories related to celebrations and traditional ceremonies. • recognize and use words to identify themselves and their ancestors. • identify elements of their own and classmates' cultural backgrounds. • demonstrate an awareness of Hul'q'umi'num' culture. 	<p>It is important to establish an atmosphere of mutual respect in the classroom to encourage students to share backgrounds and traditions. The focus should be on students' participation in identifying Hul'q'umi'num' regions in British Columbia, and their growing awareness of Hul'q'umi'num' culture.</p> <ul style="list-style-type: none"> • Provide opportunities for students to hear greetings and expressions of politeness. For example, begin lessons with 'Uy' skweyul. 'Ii tseep 'o' 'eli' 'ul'? (Good day. How are you all?) Have students create posters or a mural of the greetings and expressions. • Instruct students in a traditional song or chant which they can perform for parents or schoolmates – e.g., recreational songs, clan songs, spiritual songs. Students could then create their own song in Hul'q'umi'num'. • Provide students with a selection of greeting cards for a chosen celebration (e.g., birthday, special occasion). Have students identify common Hul'q'umi'num' expressions and forms of address and use them to create cards for classmates. • Introduce students to appropriate expressions for identifying themselves and their ancestors - e.g., <i>ts'lhnuuts'amat</i> “family”, <i>shtun'ni'iws</i> “ancestors”, and have students practice introducing themselves to partners or the class. Also present cultural terms such as <i>smustimuhw</i> “body”, <i>shhwuli</i> “foods, survival items”, <i>slhexun</i> “medicine”. Knowledge of their cultural backgrounds gives full meaning to students’ identities, and helps them build inner strength and self respect. • Assist students in developing an understanding of their cultural backgrounds, including the special foods they eat, special celebrations, and culturally significant objects relating to their heritage. Students might then organize displays to introduce their classmates to their cultures. Displays could include samples or demonstrations, significant objects, brief explanations of special traditions, photos, or geographic details. • After the class has learned about a variety of Hul'q'umi'num' seasonal celebrations, have students choose ways of demonstrating their knowledge, for example: <ul style="list-style-type: none"> - create calendars with each square showing a custom associated with the time of year - design banners - create other seasonal decorations • Have students create collages or murals that represent what they know and have learned about Hul'q'umi'num' culture. Their collages or murals will be mostly visual but include appropriate Hul'q'umi'num' words. Students may add to their artwork as they learn more about the culture.

SUGGESTED ASSESSMENT STRATEGIES

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

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

- When students present their displays, note the extent to which they:
 - include key features from their own backgrounds
 - attempt to engage their classmates' interest
 - ask and respond to questions
 - listen attentively
 - support and encourage one another

- To assess creative activities such as posters, murals, calendars, banners or collages, consider the extent to which students:
 - convey meaning in Hul'q'umi'num' by combining pictures, words, and actions
 - present key words in Hul'q'umi'num'

RECOMMENDED LEARNING RESOURCES

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Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Gifts of the Seasons*
- [*Ouw'utsun' Syuw'entst*](#)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use and respond to simple commands and requests. • ask questions using the question marker 'u, and respond affirmatively and negatively. • express simple wants and needs with <i>nu stl'i'</i>. • follow or respond to a simple routine. • respond to initiation of conversation by an Elder or other familiar adult in the school. • participate in known and predictable classroom situations. 	<p>The emphasis at this level is on continuing to help students develop positive attitudes to learning and using Hul'q'umi'num'. Students may feel successful using the Hul'q'umi'num' they learned in Grade 5, but need the challenge of new topics and new situations. Interactions with partners and small groups are more frequent. Pre-framed models continue to help students express their ideas.</p> <ul style="list-style-type: none"> • Using appropriate props, have students work in pairs to practice giving and responding to simple commands and requests. Encourage students to incorporate learned vocabulary such as numbers and locations, as well as expressions of politeness - e.g.: <i>Hiqut thun' q'uluts'tun 'u thun' lutem.</i> <i>(Put your umbrella under your desk.)</i> <i>Tth'ihwum ch 'i' m'istuhw lhihw ts'e'wi'.</i> <i>(Please bring three bowls.)</i> <i>Tth'ihwum 'i' tsala'ltham'sh 'u kw' xul'tun.</i> <i>(Please lend me a pencil.)</i> <i>Nem' kw'shem 'u tthu sunihwulh.</i> <i>(Go count the canoes.)</i> • Using pre-framed models, have students role-play situations in which they need to give information about themselves – e.g., registering for a soccer team, entering a contest, meeting new people. Students may respond with real or invented information. • Have students practice changing statements into questions by adding the question marker 'u – e.g., <i>T'ilum ch tse'. (You will sing.)</i> <i>T'ilum 'u ch tse'? (Will you sing?)</i> • Provide students with opportunities to use expressions of wants or needs. For example, students could draw pictures of five things they need for school and label them with simple sentences – e.g., <i>Nu stl'i' kw' xuxil'tun. (I need some pencils.)</i> • Provide opportunities for students to follow and lead routine classroom activities (e.g., Calendar Time, star of the week). • Post illustrated charts displaying routine classroom instructions and associated expressions to remind students to integrate them throughout the day. Invite students to copy the instructions and expressions into their journals, and add their own illustrations and memory aids.

SUGGESTED ASSESSMENT STRATEGIES

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

- To assess students' abilities in a role-play or other oral interaction, note the extent to which they are able to:
 - use structures and vocabulary they have practiced
 - reproduce or approximate pronunciation of the more familiar words they use
 - use appropriate intonation or emphasis
 - smoothly say phrases they have practiced, pausing after phrases or groups of words
 - use appropriate greetings and expressions of politeness
- After students work on classroom oral activities, bring the class together to talk about how effectively they were able to use familiar structures and vocabulary in a new situation:
 - Which parts of the activity went well?
 - Did they obtain the information they wanted?
 - Which questions were most difficult to ask? Why?
 - How did they help others get the information they wanted? How did others help them?
 - What did they notice about their use of Hul'q'umi'num'?

RECOMMENDED LEARNING RESOURCES

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Hul'q'umi'num' Elders and Speakers



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Locations:*
Tatul'ut tthu Hul'q'umi'num' –
Vocabulary sections 5.2 and 5.5
http://web.uvic.ca/hrd/hulq/vocab/lesson05/vc05_02.htm
Grammar sections 5.11 – 5.13
http://web.uvic.ca/hrd/hulq/grammar/lesson05/gr05_011.htm
- *Questions with 'u:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 2.5 – 2.6
http://web.uvic.ca/hrd/hulq/grammar/lesson02/gr02_05.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES								
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • express dates and times. • produce phrases and simple sentences using learned vocabulary. • share information about themselves, their families and community. 	<p>At this level, students should be encouraged to move on from the basic phrases memorized in Grade 5 to independently create phrases and simple sentences using new topical vocabulary. Positive attitudes toward learning and speaking Hul'q'umi'num' should be encouraged by providing interesting and enjoyable contexts for language use.</p> <ul style="list-style-type: none"> • Invite students to take turns opening Calendar Time and giving the date and time in Hul'q'umi'num'. • Provide opportunities for students to share information about themselves, their families and community, using the vocabulary they have learned – e.g., <i>ts'lhnuts'amat</i> “family”, <i>shtun'ni'iws</i> “ancestors”. For example, students could create family trees or neighbourhood maps, labelling relationships and places in Hul'q'umi'num'. Students could present their work to the class orally, using simple phrases and sentences they have practiced. • Provide a large map (<i>xutsten</i>) of the Hul'q'umi'num' territories and invite each student to label his or her family's region of origin. Students could add their own names to the map in their home communities, as well as the names of family members who originated from various locations. As students present this information to the class, have other class members complete simple response sheets with information such as: <table border="1" data-bbox="831 1045 1341 1388"> <tbody> <tr> <td><i>Snes</i> (Name of student)</td> <td></td> </tr> <tr> <td><i>Shtun'ni's</i> (Community of origin)</td> <td></td> </tr> <tr> <td><i>Xutst tthu shni's</i> (Meaning of the community's name)</td> <td></td> </tr> <tr> <td><i>'Iyus 'ul' 'un'</i> <i>shta'tul'ut</i> (Interesting facts)</td> <td></td> </tr> </tbody> </table>	<i>Snes</i> (Name of student)		<i>Shtun'ni's</i> (Community of origin)		<i>Xutst tthu shni's</i> (Meaning of the community's name)		<i>'Iyus 'ul' 'un'</i> <i>shta'tul'ut</i> (Interesting facts)	
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<i>'Iyus 'ul' 'un'</i> <i>shta'tul'ut</i> (Interesting facts)									

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>At this level, students demonstrate their learning through speaking activities and visual representations, with assessment focused on active participation. Students should attempt to use previously learned structures and vocabulary in new ways, and take risks to individualize their work. Assessment activities should support students as they build confidence in their language skills.</p> <ul style="list-style-type: none"> • When students present their family trees, neighbourhood maps, or other projects to the class, look for: <ul style="list-style-type: none"> - complete phrases and simple sentence structures - use of learned vocabulary and expressions in new contexts - visual support such as miming or illustrations - use of English to maintain communication when at a loss for words - willingness to participate and take risks to extend their language learning - attentiveness to others' presentations • As students share their family origins, look for evidence that they: <ul style="list-style-type: none"> - are interested in the backgrounds of others - accurately collect and record key information - attempt to pronounce and spell Hul'q'umi'num' place names accurately 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <div style="text-align: center;">  </div> <p>Web Resources:</p> <ul style="list-style-type: none"> • <i>FirstVoices Archive – Hul'q'umi'num'</i>: www.firstvoices.com <i>(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)</i> • <i>Hul'q'umi'num' Snuhwmuhw</i>: http://www.hulquminum.bc.ca/pubs/Place_Names_maps_2005.pdf <i>Place names maps of the Hul'q'umi'num' Treaty Group traditional territory.</i>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize appropriate protocol for collecting information from cultural resource people. • collect and categorize selected information from Hul'q'umi'num' resources in response to a question. • express acquired information in oral and visual forms. 	<p>At this level, students' ability to use Hul'q'umi'num' is minimal, but their ability to access information in their own language and display it visually is already quite developed. As students apply strategies such as predicting, connecting, and guessing from clues, they experience success and develop confidence in working with Hul'q'umi'num' materials.</p> <ul style="list-style-type: none"> • Invite a Hul'q'umi'num'-speaking guest to demonstrate preparation of salmon for smoke-drying. Provide students with a task sheet on which the steps are written in Hul'q'umi'num' in an incorrect order. Students number the steps in the correct order and illustrate each step with drawings or collage, labelling key Hul'q'umi'num' vocabulary. • Have students practice listening to numbers in Hul'q'umi'num' (e.g. phone numbers) and noting the correct numerals on a response sheet. • Introduce students to the language and pronunciation of a series of survey questions, and then invite them to conduct a 'Student Scavenger Hunt'. Students circulate around the classroom to survey classmates and identify those who meet selected criteria on their response sheets, e.g.: <i>Suwq't ch kwthu / lhu lhwet kws ... Snes</i> <i>(Find someone who ...)</i> <i>(Name)</i> <i>... ts-qe'uq. (has a younger sibling.)</i> <i>... 'uy'st-hwus kwthu sqw'iil'muhw.</i> <i>(likes blackberries)</i> • Students survey classmates, parents and school personnel on a question they have selected, then categorize the information gathered and report it using a graph or list. For example, a student could ask <i>Ni' 'u ch nem' q'ulum' 'u kw'un'a tum'kw'e'lus?</i> (<i>Did you go camping last summer?</i>), and graph how many went camping and how many did not. • Ask students in groups to select a topic (e.g., <i>skwuyuth</i> “animals”, <i>s'iltth'um</i> “clothing”, <i>sqw'ulqw'ulesh</i> “birds”, <i>thithiws</i> “big birds”) and create and present a labelled visual display (e.g., poster, brochure, mobile, model, diorama) based on information gathered from resource people and internet resources. • Have an ongoing exchange of surveys with another Hul'q'umi'num' class. Students ask the other class to respond to survey questions throughout the year to determine preferences in sports, music, food, pastimes, and other interests. (Collect or read students' surveys before they are mailed or emailed.) Students then display the survey results with a chart, graph, or computer database. • Show students a video clip of Elders conversing in Hul'q'umi'num', and ask them to identify the main topics of conversation. Students could then role-play the conversation, substituting or adding familiar vocabulary where appropriate.

SUGGESTED ASSESSMENT STRATEGIES

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

- To assess students' understanding of key information in the demonstration of smoke-drying salmon, look for their:
 - recognition of vocabulary related to utensils and steps
 - reproduction of key Hul'q'umi'num' vocabulary in understandable form
 - correct sequencing of steps in the process

- When students collect information from Hul'q'umi'num' materials and represent it visually or orally through collages or by classifying information, note the extent to which they are able to:
 - identify key topics
 - recognize familiar vocabulary and patterns
 - make inferences about new vocabulary
 - tolerate ambiguity and persevere with a task even though they may not understand all the material
 - recognize the purpose of the source material
 - include relevant and accurate details in their representations
 - participate in class discussions

Encourage students' attempts to use context, visual cues, text features, and other strategies to anticipate and confirm meaning.

- As students exchange surveys, note the extent to which they:
 - identify preferences that are similar to and different from their own
 - provide requested information
 - complete the task

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num'*:
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • respond to creative works from Hul'q'umi'num' culture. • tell a simple story from memory, and demonstrate an understanding of the moral of the story. • connect actions, characters and concepts in stories to their own experiences. 	<p>By providing students with opportunities to experience creative works, teachers can encourage them to enjoy the language in all its forms. Creative works at this level might include a catchy song, a simple dance, or a big-book story. Students' comprehension of the work and their responses to it will rely heavily on visual and contextual support.</p> <ul style="list-style-type: none"> • After presenting a creative work from Hul'q'umi'num' culture, ask students to respond to basic comprehension questions using simple phrases or one-word answers, or choose the correct response from two options. • Over a period of time, have students view Hul'q'umi'num' visual works such as carvings, paintings, photos, and sculpture (originals, in a book, from slides, or on the internet). For each work, students record the artist and title, and provide a comment in their journals or Learning Logs. • Over the course of the year, introduce students to a variety of simple poems, nonsense rhymes, or tongue twisters in Hul'q'umi'num'. As students become familiar with these works, they can use them as prompts for various activities or simply to explore the language. • Students work in groups to illustrate a song or short story the class has learned. Using large paper, each group copies and illustrates a line of the work. The pages can be compiled in a class anthology and added to the class resource library. • After students hear or view a simple story, have them select an event, image, or character to represent visually (e.g., in a drawing, model, collage, or computer graphic). Students present their illustration, make three comments about it, and respond to questions from their classmates. • Provide opportunities for students to connect their own experiences to those of characters in a story presented – e.g., asking <i>Ni' tl'o' xwi'em lhun' si'lu?</i> (<i>Does your grandmother tell stories too?</i>)

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their interest and engagement through their participation, enthusiasm, and attentiveness. As they explore an increasing variety of creative works, they begin to make generalizations about what they see and hear, and to connect their experiences of Hul'q'umi'num' customs to those of other cultures.

- After students view visual works, consider the extent to which they:
 - recognize key themes
 - offer relevant responses
 - correctly identify artists and titles

- When groups of students illustrate a creative work, note the extent of their:
 - group communication skills
 - engagement in the task
 - interest in and enthusiasm for the original work
 - interest in their classmates' illustrations
 - ability to capture the meaning of the original work

- When students present their illustrations and respond to questions, look for:
 - interest and engagement in the task
 - a relevant connection to the image selected
 - attempts to engage others in the selected scene, character, or idea

- To assess students' comprehension of a story, look for evidence that they:
 - use visual aids to derive meaning
 - are willing to offer individual responses
 - are beginning to make generalizations

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use greetings and expressions of politeness. • recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members. • recognize and use appropriate tones of voice for greetings, expressions, and commands. • recognize and use expressions or special names for establishing a relationship with a special friend, including the name a student may inherit. • identify and share family customs and routines. • identify selected characteristics of Hul'q'umi'num' culture. 	<p>Because students at this grade level will be asked to share aspects of their cultural backgrounds, it is important to establish an atmosphere of trust in the classroom. When discussing similarities and differences, avoid stereotyping. Instead, emphasize the ways in which diversity enriches the classroom and brings life to the study of Hul'q'umi'num'.</p> <ul style="list-style-type: none"> • Using pre-framed models, have students role-play using greetings and expressions of politeness. <ul style="list-style-type: none"> A. 'Uy' skweyul, si'em'. (Good day, sir/ma'am.) B. 'Uy' skweyul. (Good day.) A. _____ tthunu / thunu sne. (My name is _____.) Lhwet tthun' / thun' sne? (What's your name?) B. _____ tthunu / thunu sne. (My name is _____.) 'I 'u ch 'o' 'uy' 'ul'? (How are you?) A. 'I tsun 'o' 'uy' 'ul'. (I'm well.) 'I 'u ch t'l'o' 'uy' 'ul'? (And how are you?) <p>As an extension, create written dialogues similar to the role-play format. Separate each dialogue into individual sentences (i.e., cut sentences into strips or write on separate index cards). Have students reconstruct each dialogue and present it to the class.</p> • Have students make puppets of family or community members and use them in vignettes, modelling respectful conversations using appropriate language. • Have students work in pairs to create invitations to a Hul'q'umi'num' celebration or other special event. Ask students to use the appropriate form of address for the recipient. • Ask students to brainstorm a list of special events celebrated by their families. Have each student choose an important family celebration and create a poster representing it, using symbols or drawings and some Hul'q'umi'num' terms. Students present their celebrations to the class, using their posters as prompts, and the class completes a Celebrations of Our Class chart. Headings might include: <i>Name, Special Occasion, Date, and Interesting Features.</i> • Ask students to brainstorm Hul'q'umi'num' vocabulary associated with family rules. Working with partners, students write three rules that apply to them, then circulate to find three people with similar rules and three with different rules. Then bring the class together to chart their results. • Provide students with recipes for Hul'q'umi'num' dishes, written in both Hul'q'umi'num' and English, and invite students to develop a menu for a class celebration. Students form groups of three and prepare their favourite Hul'q'umi'num' recipe at the celebration, using the English version as a reference.

SUGGESTED ASSESSMENT STRATEGIES

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

- After students have created their puppet characters, note the extent to which they:
 - are able to use the puppets to communicate effectively
 - demonstrate appropriate language in a variety of interactions
 - show respect for the work of their classmates
- When evaluating students' invitations, look for:
 - appropriate greetings, expressions of politeness, and form of address for the intended recipient.
 - illustrations appropriate for the celebration or event
- As students present their special events or celebrations, note the extent to which they:
 - include all required information
 - show interest in the celebrations of various cultures
 - have researched the topic
 - use visual prompts
- After students have participated in the class survey on family rules, have them reflect on the results by responding to prompts such as:
 - Something that surprised me was _____.
 - Something that was predictable was _____.
 - A family rule I share with at least five other people is _____.
 - A rule I think is valuable is _____ because _____.
 - Family rules are necessary because _____.
- As students discuss cultural events and customs, observe and note evidence of their interest and understanding. For example, to what extent do students:
 - ask questions of each other
 - volunteer information about their own families and communities
 - speculate about reasons for particular customs or behaviours
 - offer to find out the answers to questions
 - volunteer information they have discovered about other cultures
- As students select recipes and then create a Hul'q'umi'num' dish, note the extent to which they:
 - attempt to use the Hul'q'umi'num' version of the recipe unless they cannot proceed
 - recognize specific Hul'q'umi'num' ingredients
 - are willing to try new dishes and experiment with food

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Print Materials:

- [Quw'utsun' Syuw'entst](#)



Web Resources:

- *Reconstructing Dialogues: Tatul'ut tthu Hul'q'umi'num' – Vocabulary sections 1.2 – 1.4*
http://web.uvic.ca/hrd/hulq/vocab/lesson01/vc01_02.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use and respond to high frequency commands – e.g., <i>Mi 'ewu 'umut.</i> (Come here and sit down.) • ask and respond to questions using question words such as <i>stem</i> “what”, <i>lhwet</i> “who”, and <i>tum'tem</i> “when”. • express wants, needs, likes and dislikes. • ask for specific help. • follow or respond to a set of sequenced instructions using action verbs – e.g., <i>Lhxilush 'i' t'ilum.</i> (Stand up and sing.) • make simple suggestions with <i>'ilhe</i>, “let's”. • use learned expressions and phrases in short conversations that include present and simple past events. • participate in classroom activities. • begin to derive meaning in new language situations. 	<p>At this level, students are working with some memorized language and can begin to connect ideas to form short interactions. They use writing for reference purposes and to develop their language skills, although accuracy of written expression is not evaluated in Grade 7.</p> <ul style="list-style-type: none"> • After introducing some basic question words, have students work in pairs to practice asking and responding to questions. Students could use vocabulary cards, books, or photos they have brought to class as prompts for questions – e.g., <i>Stem 'a'lu tu'i?</i> (What is this?) <i>Qwthalus p'e' tthey'.</i> (It's a serving bowl.) <i>Nilh lhwet tthey' swuy'qe'?</i> (Who is that man?) <i>Nilh nu shhwum'nikw.</i> (He's my uncle.) <i>Tum'tem kwthun' shkwan?</i> (When is your birthday?) _____ <i>kwthunu shkwan.</i> (My birthday is on _____.) <i>Nilh lhwet kwthu ni' lhuyxt kwthu sth'oom?</i> (Who ate the berries?) <i>Ni' lhuyxtus kwthu Philip kwthu sth'oom</i> (Philip ate the berries.) • Have students interview partners to obtain information about their likes and dislikes. Students then introduce their partners to the class, using the following format: <i>Nilh p'e' tthunu / thunu sye'yu.</i> (This is my friend.) _____ <i>tthu / thu snes.</i> (His/her name is _____.) <i>'Uy'st-hwus</i> _____. (He/she likes _____.) <i>Qulst-hwus</i> _____. (He/she doesn't like _____.) • Encourage students to keep an ongoing record of useful phrases and survival expressions such as: <i>'Uwu tsun tul'een'u.</i> (I don't understand.) <i>Qul'et qwal.</i> (Please repeat that.) <i>'Uwu nu st'l'i' kwunus ...</i> (I don't want to...) <i>Stem kw'un's hun'ut 'u tthu Hul'q'umi'num'qun?</i> (What is it called in Hul'q'umi'num'?) <i>Tth'ihwum 'i' ts'ewutham'sh.</i> (Please help me.) Students could record everyday phrases on cue cards and attach them with a clip ring. They can easily add cue cards throughout the year as they acquire more vocabulary and expressions. • Ask students to follow simple sequences of two or three steps - e.g., <i>Nem' ts'e't 'u tthu lutem.</i> (Go put it on the table.) <i>'Unuhw ch. Xul'ts'thut 'i' nem' ch 'imush.</i> (Stop. Turn around and walk.) <i>Nem' 'u thu shluthiinu, hwyuxwut, 'i' nuw'ush tthu tskwim smukw 'u tthu xthum.</i> (Go to the cupboard, open it, and put the red ball in the box.) • Working with partners, have students practice making suggestions and acting them out – e.g., <i>'Ilhe qw'uyulush.</i> (Let's dance.) • Have students listen to conversations in Hul'q'umi'num'. As they listen, they note repeated phrases, gestures, or words.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students begin to engage in more complex interactions that build on the frequently used expressions and language they have acquired. When assessing student development, consider both the extent of their participation and their level of comprehension and understanding.

- Observe students' interviews and other oral activities for evidence that students are increasingly able to:
 - make themselves understood in Hul'q'umi'num'
 - recognize, use, and respond to familiar vocabulary and patterns
 - approximate Hul'q'umi'num' pronunciation and intonation
 - convey complete information smoothly
 - take risks to add details or use unfamiliar language
 - use strategies such as non-verbal communication and visual props to support their messages

- When students keep a record of useful phrases and survival expressions, review the list for evidence that they:
 - add to the list
 - refer to the list when required

- At the end of each class, have students use checklists to rate their performance on aspects of their daily oral communication. Items might include:
 - I volunteered questions and information.
 - I practiced new vocabulary and patterns.
 - I talked only in Hul'q'umi'num'.
 - I tried to correct my own mistakes.
 - I supported and encouraged others.

- As students listen to conversations, note the extent to which they:
 - respond to the meaning as well as the sounds and rhythms
 - make connections with other conversations they have heard
 - are open and willing to engage in new experiences

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *Making Suggestions with 'Ilhe:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 2.10 – 2.11
http://web.uvic.ca/hrd/hulq/grammar/lesson02/gr02_10.htm

- *Polite Commands:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 1.4 – 1.5
http://web.uvic.ca/hrd/hulq/grammar/lesson01/gr01_04.htm

- *Questions with Lhwet:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 3.10 – 3.11
http://web.uvic.ca/hrd/hulq/grammar/lesson03/gr03_10.htm

- *Questions with Stem:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 3.1 – 3.2
http://web.uvic.ca/hrd/hulq/grammar/lesson03/gr03_01.htm

- *Stem kw'un's hun'ut ...?:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 3.8 – 3.9
http://web.uvic.ca/hrd/hulq/grammar/lesson03/gr03_08.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize expressions of time. • produce short, meaningful messages orally. • relate a simple sequence of events. • describe people, places, and common objects. • give simple instructions in a respectful way. 	<p>By Grade 7, students can begin to connect ideas to form complete messages. Students are encouraged to add descriptive details to their work. Writing is not evaluated at this level, although students might make notes for preparation or reference purposes.</p> <ul style="list-style-type: none"> • Incorporate expressions of time into classroom instructions, e.g. <i>Kw'un'a tsul'equlh 'i' ni' tst ... (Yesterday we ...), Tun'a kweyul 'i' nem' tst ... (Today we're going to ...), Kweyul tse' 'i' lumnalu tsun. (I'll see you all tomorrow.)</i> • Students choose a destination (e.g., store, beach, soccer field) and explain to a partner why they are going there in two or three sentences - e.g., <i>Nem' tsun t'ahw. Nem' tsun tse' t'-hwaalh. (I'm going down to the beach. I'm going to dig clams.)</i> • Ask students to brainstorm seasonal activities and work in groups to create a tour guide to the Hul'q'umi'num' region. Students could include drawings, maps, and other visual aids, as well as key Hul'q'umi'num' vocabulary. Students then present their guides to the other groups. • Invite students to form groups to prepare and present a newscast to the class. Each group member presents a brief news item in Hul'q'umi'num'. (Information sources could be in English – e.g. a community newsletter or the daily radio news – or students could create their own news items using familiar vocabulary.) Students may use props (microphone, pictures from magazines, blazer) to make their newscast more realistic and fun. • Present students with a series of photographs depicting a set of actions. Working in pairs, the students put the photographs in the correct sequence, and then narrate the actions taking place. • Invite students to describe a friend, favourite item or pet, using simple adjectives. • Choose an activity that students are familiar with and repeat it using Hul'q'umi'num' instructions. Then have students practice giving simple instructions to partners, incorporating polite commands.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students begin to build on expressions and language they have acquired to produce connected messages. When assessing student development, consider the extent of their participation and look for evidence that they fully comprehend their own and their peers' work.

- When students present information orally, notice the extent to which they:
 - convey understandable messages
 - employ a range of vocabulary and structures, visual aids and gestures
 - plan how to communicate messages in advance
 - risk making errors to extend their own language boundaries
 - self-correct if they become aware of errors in their messages
 - use words and expressions in different ways when intended language is not available
 - understand and attempt to respond to simple questions about their topics
 - identify areas of difficulty, and plan how to work on the problems

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary*
(Snuneymuxw First Nation)



Print Materials:

- *Hul'q'umi'num' Dictionary*
(Hukari & Peter, 1995)
- *Hul'q'umi'num' Words*
(Snuneymuxw First Nation)



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify basic information needs and sources. • determine how to find information. • recognize and use appropriate protocol for collecting information from cultural resource people. • extract and record selected information from Hul'q'umi'num' resources to meet information needs. • express acquired information in oral, visual, and simple written forms. • acknowledge sources appropriately. 	<p>By now, many students are ready to use age-appropriate material to find more detailed and specific information. Their growing communicative skills permit them to begin to transfer and substitute language in the resources to suit their own purposes. Their growing Hul'q'umi'num' listening skills permit them to recognize known vocabulary in its written form and attempt to pronounce unfamiliar words. The use of a Hul'q'umi'num'-English dictionary or a glossary helps students explore written material more independently and in greater depth.</p> <ul style="list-style-type: none"> • Work together with the class to select a theme or topic to research, such as the Hul'q'umi'num' calendar and the names of the months. Collaboratively create a list of questions that individual students will find answers to. Students should select a variety of Hul'q'umi'num' resources, including cultural resource people, print material, and online dictionaries. Students should record information gathered in an appropriate format (e.g., audio recording, written notes, visual representation) and present their findings orally, supported by visuals (e.g., poster, word web, chart, demonstration). • Invite a guest who is fluent in Hul'q'umi'num' to give the class a short presentation – e.g. an Elder explaining protocol in the bighouse. Students respectfully ask questions in Hul'q'umi'num' at the end of the presentation. Then have students prepare posters displaying three important rules or facts learned from the presentation. • Plan a class visit to the Quw'utsun' Centre or another Hul'q'umi'num' site. Have students research the site using internet resources, and practice asking for information and explaining what they would like to see. Arrange in advance for one or more fluent speakers to be there to interact with students. • Provide opportunities for students to practice extracting information from spoken Hul'q'umi'num' – e.g. listening to message about the schedule for an upcoming event and recording the relevant details on a response sheet. • Show students video clips or photographs of key places in Hul'q'umi'num' territory and ask them to note key information about each. Students use this information to role-play tour guides or tourists describing their favourite landmark. • Ask a high school Hul'q'umi'num' student to give the class a presentation about high school life. Students ask questions in Hul'q'umi'num', and then prepare a list of three things they most look forward to about going to high school.

SUGGESTED ASSESSMENT STRATEGIES

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

- Provide or develop with students a list of criteria to be used for self- and teacher assessment when students are working with Hul'q'umi'num' resources. For example:
 - recognizes familiar words in new contexts
 - uses a thematic or bilingual dictionary appropriately (e.g., to confirm and locate the meanings of selected key words)
 - uses non-verbal clues (e.g., context, gesture, intonation, graphics, pictures) to support meaning
 - uses knowledge of common patterns to make predictions and inferences
- When students represent or report on information they have acquired, note the extent to which they are able to:
 - identify and recount the key ideas or impressions
 - include relevant and accurate detail
 - reproduce some of the Hul'q'umi'num' words and patterns in an understandable form
 - organize and sequence their information appropriately
 - acknowledge their sources of information
- When students are working on assigned tasks, use a class list to note observations about the extent to which they:
 - approach tasks with confidence
 - persevere when having difficulty (make several attempts to understand, trying different approaches or strategies)
 - tolerate ambiguity (use the information they understand without being frustrated by gaps in their knowledge or skills)

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary*
(Snuneymuxw First Nation)



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary*
(Hukari & Peter, 1995)
- *Hul'q'umi'num' Words*
(Snuneymuxw First Nation)



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>
- *Quw'utsun' Cultural and Conference Centre:*
<http://www.quwutsun.ca/>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • respond to creative works from Hul'q'umi'num' culture. • demonstrate an understanding of the main idea of a story or song. • show a relevant connection to a character or situation in moral stories. 	<p>Students at this level can recognize familiar language and can sometimes use their growing range of strategies to make educated guesses at the meaning of new expressions. Students will benefit by being given the opportunity to choose the way they respond to creative works – e.g., painting, song, dance or video.</p> <ul style="list-style-type: none"> • Before presenting a creative work, offer students preparatory activities such as discussing what they already know about the topic, or looking at illustrations for clues to the meaning of a story or song. • Present students with examples of crafts from various Hul'q'umi'num' regions. Students choose one craft to make and present in a class art show, giving background information and explaining how the object relates to the culture. • After hearing a Hul'q'umi'num' song or viewing a video, have students create CD covers or video cases to promote it. • When students listen to a song, have them find familiar words to predict the possible content or theme of the song. Then point out additional key words to assist understanding of the main idea. Student groups could choreograph a dance to accompany the song, lip-sync or mime the meaning as the song plays, or create posters illustrating key words from the song. • Introduce students to simple versions of traditional Hul'q'umi'num' stories. Invite students to act out a story as the teacher retells it. • Invite a guest who is fluent in Hul'q'umi'num' to tell a story to the class and talk about oral language and tradition. Have students prepare posters illustrating the main idea of the story, and the teachings or moral presented.

SUGGESTED ASSESSMENT STRATEGIES

As students develop their knowledge of and facility with Hul'q'umi'num', they are able to experience and respond to an increasing range of situations, including those they seek out themselves. Assessment information most often comes from observing students' participation and engagement, and reviewing their responses and reflections.

- When evaluating students' craft presentations, look for evidence of their:
 - inclusion of relevant and creative detail
 - willingness to engage in the task
 - willingness to take risks in presenting to the class
 - ability to give background information
 - cultural understanding

- As students create CD covers or video cases, note the extent to which they:
 - reflect their individual responses
 - convey the visual image clearly
 - attempt to appeal to an audience
 - offer complete, detailed information
 - incorporate familiar and practiced expressions, language structures, and vocabulary

- When students perform their dance or mime interpretation of a song, look for evidence that they:
 - participate willingly
 - understand the content
 - try to interpret the mood of the song

- When students make posters to reflect their comprehension of a song or story, assess the extent to which they:
 - actively listen to the song or storyteller
 - identify and represent key information and teachings
 - use strategies for discovering the meaning of unfamiliar words

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize and use expressions and compliments that encourage others. • demonstrate appropriate behaviour when in the company of an Elder or cultural resource person. • recognize articles used to mark the visibility and gender of people or objects. • identify and share school and community traditions. • identify elements of Hul'q'umi'num' culture. 	<p>Students should have opportunities in class to continue to explore and experience aspects of the Hul'q'umi'num' world. Students will also explore aspects of their family and community traditions in order to see the similarities that exist beneath surface differences.</p> <ul style="list-style-type: none"> • Invite the class or school to organize a simulation of a major celebration common in Hul'q'umi'num' culture. At the celebration, ask each student to invite a parent or Elder into the classroom. Using appropriate language, students instruct the guests as to where to sit, and offer them tea and a snack. • Invite an Elder to speak to the class about his or her school experiences (e.g. residential school, day school), including photographs if possible. Ask students to welcome, question, and thank the guest, using appropriate expressions of politeness. <p>As an extension, have students consider similarities and differences between current school traditions (e.g. dances, plays and concerts, sports tournaments, graduation ceremonies) and rules, and those experienced by the Elder. Students could use graphic organizers to represent what they have learned - e.g.,</p> <div data-bbox="820 976 1323 1123" style="text-align: center;"> </div> <ul style="list-style-type: none"> • Ask students to examine Hul'q'umi'num' resources such as video excerpts, web sites, and recipes. Students identify cultural elements such as traditional dress, artwork, settings and surroundings, traditional ingredients, and prices. The class then pools their results and displays them in a chart with appropriate illustrations. • Present a series of drawings illustrating elements of pre-contact Hul'q'umi'num' culture (e.g., social interaction, housing, food gathering, weaving). Ask students to identify three interesting things and discuss how these elements are reflected in their communities today. • Invite students to research traditional dress and create collages with captions to depict ways that people in Hul'q'umi'num'-speaking areas dressed for various kinds of activities. They could also present a show of clothing for various events and occasions and include a simple commentary. • Over time, have students create a classroom chart with examples of Hul'q'umi'num' cultural influences in British Columbia – both on other First Nations cultures and on immigrant cultures.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their understanding of cultural context through their participation in and response to a variety of activities. At this level, students should demonstrate a growing awareness of Hul'q'umi'num' culture.

- When students consider school traditions and rules, look for evidence that they are:
 - aware of the role of traditions and customs in their lives
 - able to identify similarities and differences between current and former school customs and rules

- As students chart Hul'q'umi'num' cultural influences in British Columbia, look for evidence that they:
 - express interest in Hul'q'umi'num' culture and other cultures
 - notice and record key aspects of Hul'q'umi'num' culture in their own community

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *My Name is Seepeetza*



Web Resources:

- *Articles: Gender and Visibility: Tatul'ut tthu Hul'q'umi'num' – Grammar sections 6.1, 6.5, 6.7*
http://web.uvic.ca/hrd/hulq/grammar/lesson06/gr06_01.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • exchange information about themselves. • ask and respond to questions using question words such as 'untsu “where”, nutsim’ “why”, and kw'in “how many”. • express preferences and interests. • express ability and inability – e.g., <i>Xwum' tsun 'i' Hul'q'umi'num'qun.</i> <i>(I can speak Hul'q'umi'num'.)</i> <i>Skw'ey kwunus 'itut. (I can't sleep.)</i> <i>Sqi'qul tsun kwunus tl'ul'im'thut.</i> <i>(I don't know how to drive.)</i> <i>Stsuw'et kws ... (He/she knows how to ...)</i> • participate in conversations that include past and present actions and events. • participate in familiar activities (real or simulated). • derive meaning in new language situations. 	<p>Grade 8 students use Hul'q'umi'num' as a tool for communicating about everyday topics they enjoy talking about, such as themselves, their friends, and favourite activities. In order for students to experience success, they must be provided with a safe environment for language risk-taking and multiple opportunities to practice and develop the language in new and interesting contexts and in different groupings: pairs, small and large groups, and individually.</p> <ul style="list-style-type: none"> • Working with partners, students discuss what they did on the weekend, then write down two or three questions and their partner's answers. For example, a discussion about a fishing trip could include <i>Kw'in kwthu stseelhtun kwun's ni' kwunnuhw?</i> <i>(How many fish did you catch?)</i> <i>Ni' tsun kwunnuhw lhq'etsus thuqi'.</i> <i>(I caught five sockeye.)</i> <i>Ni' 'untsu kwthu stseelhtun? (Where are the fish?)</i> <i>Sun'iw' u kwthu sthima'elu. (In the freezer.)</i> • Invite students to work in small groups to create surveys about their preferences, interests, and abilities. Students survey their classmates, then summarize their findings with a chart, graph, or poster. • Provide students with a frame for a letter or email which they can adapt by adding their own information. Suggest that they use questions they have practiced to ask respondents for similar information. Have students carefully check their written work and consult with the teacher before exchanging letters with a classmate. If possible, the teacher could also arrange an exchange of letters with a Hul'q'umi'num' class from another school. • In pairs, have students practice a telephone conversation. One student calls the other with an invitation to do something, such as go to a movie or play soccer. Partners ask each other questions to elicit information regarding times, places, and dates. <i>Skwins skweyul...? (What day ... ?)</i> <i>Skwins...? / Ni' wulh kw'in...? (At what time ...?)</i> <i>Ni' 'untsu ...? (Where ... ?)</i> <i>Kw'inus telu ... ? (How much money...?)</i> Students then switch roles. • Working in pairs, students role-play a situation in which they are packing for a camping trip within the Hul'q'umi'num' region. Students find out what the weather will be like and prepare a list of clothing and supplies to take. Students use the list to generate questions - e.g., <i>Nem' 'u ch tse' nuw'ush kw' swetu 'u thun' lisek? (Are you going to put a sweater in your bag?)</i> The partner responds negatively or affirmatively in complete sentences.

SUGGESTED ASSESSMENT STRATEGIES

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

- Assess students' letters or emails before they are sent, recording observations on removable notes or separate sheets. Criteria might include:
 - contains complete sentences that convey individualized information
 - uses questions practiced in class
 - shows evidence of self-correction
 - errors do not interfere seriously with the message

- Use a class list to record observations of students' oral interactions as they engage in pair and small-group tasks. Observing three to four students per period during oral activities will provide useful information for ongoing oral assessment. Alert students to the specific criteria or features that will be recorded. Possible criteria include noting the extent to which students:
 - volunteer useful questions and information
 - use and practice recently acquired vocabulary or structures
 - make their messages understandable and appropriate
 - support meaning with gestures, intonation, and body language
 - persevere in Hul'q'umi'num' when they cannot understand or be understood at first (e.g., repeating, rephrasing, attempting to self-correct, using gestures)
 - take risks to include interesting information or language
 - support and encourage other students when they speak in and listen to Hul'q'umi'num'

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary* (Snuneymuxw First Nation)



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary* (Hukari & Peter, 1995)
- *Hul'q'umi'num' Words* (Snuneymuxw First Nation)



Web Resources:

- *Cowichan Language Dictionary:* <http://lingo.ling.uvic.ca/dictionary/cowichan/login.php> (Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':* www.firstvoices.com (Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:* <http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify and use expressions of time. • produce short, meaningful messages, orally and in writing. • relate events and experiences in sequence, using conjunctions such as 'i', "and". • describe activities and situations. • give a set of sequenced instructions. 	<p>At this level, students begin to use writing to express messages about everyday topics of interest, and use time expressions and conjunctions to link text or speech together. In order to succeed, students must be provided with opportunities to expand their descriptive skills in new contexts, in an environment that supports taking risks with language.</p> <ul style="list-style-type: none"> • Invite students to retell part of a traditional narrative orally or in written form, using a variety of media to support the retelling – e.g. illustrations, song, dance, puppetry. Encourage students to incorporate expressions of time - e.g. <i>tun'a netulh</i> (this morning), <i>'o' kweyul'us</i> (tomorrow), <i>kw'un'a lhuw'ulhne'</i> (the day before yesterday). • Based on pre-framed models, have students write a note to a friend or parent explaining where they are going and why - e.g., <i>'Uy' skweyul, 'u Te'. Nem' tsun t'lshhwimelu. Nem' tsun tse' iluqut kw' shqwa'ul'uqw. Lumnamu tsun tse'!</i> (Good day, Mom. I'm going to the store. I'm going to buy some juice. See you soon!) • Ask students to create and share short stories about a real or imagined experience. Various media can be used, such as interactive computer stories or dramatization. • Invite students to prepare a brief present-tense description of an activity, situation, or setting for a purpose – e.g. to describe an unpleasant chore, report on the weather, or advertise a travel destination in the Hul'q'umi'num' region. • Using a pre-framed model, have students write a short letter to a relative or community member who speaks Hul'q'umi'num', accompanying the letter with a photograph that is explained or described • Have students write a short poem or story of 4–7 lines on a topic relating to cultural studies. • Have students exchange e-mail or letters with classmates or other Hul'q'umi'num' students in the region. Encourage students to ask about topics such as food, clothing, pastimes, traditions, and school schedules. After exchanging letters, students prepare a short presentation to the class comparing the life of their pen pal with their own. • Provide students with examples of simple recipes written in Hul'q'umi'num'. Have students follow these models to relate the instructions for preparing their favourite foods – e.g., fried bread, a sandwich, fruit salad, etc.

SUGGESTED ASSESSMENT STRATEGIES

Writing is added to the skills assessed at this level, but it should not be over-emphasized at the expense of speaking skills. Continue to encourage students to take risks when speaking or writing spontaneously. More attention can be paid to the accuracy of their language when they have had time to prepare and receive feedback before presenting information orally or in writing.

- When students share their short stories orally or retell parts of traditional narratives, note the extent to which they:
 - attempt to engage their classmates' interest
 - use correct word order in short sentences and basic constructions
 - attempt to self-correct pronunciation
 - listen attentively to others
 - support and encourage one another

- As students reflect and report on their pen pal presentations, note the extent to which they:
 - identify daily activities or routines
 - include relevant details about what they discover
 - notice key similarities and differences between their lives and their pen pals' lives
 - represent information in a clear and organized fashion

- In written work which students have prepared in advance, look for evidence that they:
 - understand and use vocabulary learned in class
 - use high frequency structural words in sentences - e.g. 'i, ni', 'u
 - use high frequency verb endings with relative accuracy
 - attempt to use various verb forms, although they may make frequent errors in choices
 - begin to use some compound sentences
 - spell with accuracy based on the accuracy of their pronunciation and grammar

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary* (Snuneymuxw First Nation)



Print Materials:

- *Hul'q'umi'num' Dictionary* (Hukari & Peter, 1995)
- *Hul'q'umi'num' Words* (Snuneymuxw First Nation)



Web Resources:

- *Cowichan Language Dictionary:* <http://lingo.ling.uvic.ca/dictionary/cowichan/login.php> (Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':* www.firstvoices.com (Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:* <http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify information needs and sources. • determine how to find and record information. • use appropriate protocol for collecting information from cultural resource people. • extract, record, and organize selected information from Hul'q'umi'num' resources to meet information needs. • express acquired information in oral, visual, and written forms. • acknowledge sources appropriately. 	<p>Students at this level are generally interested in finding information about things when there is a meaningful reason for doing so. It is important to select or create interesting, age-appropriate Hul'q'umi'num' materials and keep the tasks fairly simple. Students only need to find the information required to complete the task successfully. The format and context of the information should be familiar to them.</p> <ul style="list-style-type: none"> • Have students identify and work with a variety of Hul'q'umi'num' print and web resources to find information about prices - e.g., looking at a bus timetable to determine fares, observing prices written in Hul'q'umi'num' to select an item within a budget. Students could then create a role-play, puppet show or cartoon strip illustrating the information they have gathered. • Working in small groups, students choose a topic for gathering information from a fluent Hul'q'umi'num' speaker. Students list the information they are looking for, and choose how they will record it (e.g., audio recording, chart). They then interview the speaker, and organize the information gathered in a meaningful way. For example, for a project on fishing, students could ask questions like <i>Where is the best place to fish? What kind of fish do you get there?</i>, and produce a map of fishing places or a booklet about traditional fishing practices. For a project on traditional foods, students could ask about ingredients, preparation procedures, and the occasion or time of day the food is eaten, and prepare a report or recipe book. <p>As an extension, students could accompany the fluent speaker to do the activity they discussed – e.g., fishing, food preparation, etc. Encourage students to interact with the fluent speaker without using English, by practicing their Hul'q'umi'num' and using gestures and visual aids to communicate.</p> <ul style="list-style-type: none"> • Ask students to attend a community soccer game with a relative or community member who speaks Hul'q'umi'num' and observe the Hul'q'umi'num' expressions used by spectators and/or players – e.g., <i>Xwcheenum! (Run!) Lume't! (Kick it!)</i> Students note their observations on a response sheet and then add illustrations to represent key information about the game (e.g. score, key players, most exciting moment), labelling them in Hul'q'umi'num'. Students could also illustrate any new expressions they have learned. • Give students a Hul'q'umi'num' map. Have them choose a point of interest, then write a note that gives directions to the destination. Students exchange notes and follow their partner's directions to reach the appropriate destination.

SUGGESTED ASSESSMENT STRATEGIES

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

- In assessing students' role-plays or puppet shows, check that students:
 - communicate clearly
 - use appropriate vocabulary and language structures
 - include accurate and relevant information from the original source material (bus timetable, price tags, etc.)
 - support each other with questions and prompts to sustain interaction

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

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

- To assess students' comprehension of directions, note the extent to which they:
 - offer complete, detailed information
 - use information that is accurate and appropriate
 - incorporate useful vocabulary, expressions, and language structures
 - are able to follow the directions presented in the note

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary* (Snuneymuxw First Nation)



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary* (Hukari & Peter, 1995)
- *Hul'q'umi'num' Words* (Snuneymuxw First Nation)
- *Mukw' Shqwultun Stiich Shxwan'chunum'* (Nanaimo Regional Transit Multilingual Transit Guide)



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
 (Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
 (Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • respond to authentic creative works from Hul'q'umi'num' culture. • identify and describe the main character(s) and main problem of a story. • show a relevant connection to the problem faced by the main character in moral stories. 	<p>At this age, students benefit from opportunities to experience works by a variety of Hul'q'umi'num' artists and storytellers. They enjoy using their growing language skills in activities that involve choices, such as selecting their favourite characters or works of art, and discussing their choices with classmates.</p> <ul style="list-style-type: none"> • Have students listen to a song, following the lyrics and noting familiar words and repeated phrases or rhythms. Together they try to determine the meaning and respond to the song by writing and illustrating their favourite lines or verses. • Invite groups of students to perform skits incorporating drama, music, or dance to express characters and main themes from a traditional story of their choice. • Have students keep a section of their notebooks or journals for recording and commenting on experiences with creative works from Hul'q'umi'num' culture. Their responses could be based on pre-framed models, e.g. <i>'Uy'stuhw tsun tu'i st'ilum kws ... (I like this song because ...)</i> Students might also write summary reviews or reflections looking back over the creative works they have encountered during a term or semester, identifying those that have had the greatest impact. They may also want to describe how their responses or ideas have changed over time. • Present a short Hul'q'umi'num' story. Students in groups listen for words they recognize, for characters presented, and for action that may be occurring, then use a dictionary to clarify meanings of vocabulary identified. After groups pool their findings, retell the story to confirm predictions. • Show students the video <i>Lumutoul'qun Syaays (The Story of the Coast Salish Knitters)</i>, and ask them to note key information about characters, problems, and settings, as well as unfamiliar words they hear. Using visual cues from the video, as well as dictionaries and internet resources, students determine the meanings of the new vocabulary, then form small groups to summarize and retell a scene or portion of the video, with the help of illustrations. • After students have listened to or read a story, ask questions about the main characters and problem – e.g., <i>Who was this about?, What was the problem?</i> Invite students to demonstrate their understanding of the story visually – e.g., by choosing an object, symbol, or illustration that represents the main idea, drawing or illustrating the main idea, or acting it out. As a written extension, have students complete cloze exercises about the story - e.g., <i>This story was about _____.</i>

SUGGESTED ASSESSMENT STRATEGIES

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

- When checking students' notebooks or journals, look for evidence that they:
 - offer a relevant response to creative works
 - reflect on ways their ideas may have changed over time
 - locate and use appropriate vocabulary and sentence structures

- When students view videos, listen to songs or stories, and read, assess their responses by looking for evidence that they are:
 - open and willing to engage in the task
 - committed to their work
 - able to formulate their responses in Hul'q'umi'num'
 - willing to take risks in their responses and predictions

Each task will also have its own specific criteria.

- Work with students to develop criteria for assessing their work with video resources. For example, they might be expected to recognize and convey:
 - topics or purposes
 - overall moods or feelings of actors (e.g., neutral, disappointed, excited)
 - names of some of the people involved
 - locations
 - key events or information
 - outcomes or conclusions
 - some new vocabulary they want to learn

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Video:

- *Lumutoul'qun Syaays*
(*The Story of the Coast Salish Knitters*)



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num'*:
www.firstvoices.com
(*Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.*)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize gestures and expressions that accompany the giving of gifts to friends and Elders. • demonstrate age-appropriate behaviour and awareness of Hul'q'umi'num' customs at celebrations and special occasions. • demonstrate an understanding of significant stories related to celebrations and traditional ceremonies. • use appropriate articles to refer to the visibility and gender of people or objects. • discuss the traditional and contemporary activities and interests of Hul'q'umi'num' youth. 	<p>By exploring the similarities and differences between traditional and contemporary activities and interests in the Hul'q'umi'num' world, students increase their understanding of Hul'q'umi'num' culture.</p> <ul style="list-style-type: none"> • Invite students to read, view, or listen to Hul'q'umi'num' stories that demonstrate language and protocol related to traditional celebrations and ceremonies. Students then present the stories through media of their choice (e.g., skits, puppet shows). • Ask students to create visual representations symbolizing their families' origins, celebrations, or customs, and traditional stories related to their families. • Have students find examples of traditional pastimes of Hul'q'umi'num' youth and compare these activities with their present-day pastimes. Students could present skits or play charades showing the traditional activities of Hul'q'umi'num' youth. • Divide the class into group A and group B. Have each group learn a traditional game played in the Hul'q'umi'num' region. Then form smaller groups with two people from group A and two from group B. Students in smaller groups teach one another the games they have learned, using as many Hul'q'umi'num' expressions as possible. Have students compare and contrast the traditional games to games they have played at school or at home. • Ask students to choose music excerpts from their favourite First Nations musicians and put together an awards ceremony, where they present their artists and music clips to the class using Hul'q'umi'num'. Encourage students to give as much background information as possible – e.g., artist's name, birthday, home community, song titles, interesting facts, etc.

SUGGESTED ASSESSMENT STRATEGIES

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

- Collaboratively develop criteria for students' presentations of stories. For example:
 - develops a clear feeling, theme, or message that is consistent with the original
 - incorporates appropriate conventions, traditions and cultural elements
 - reflects key features or qualities of the characters
 - sequences events to create a coherent story
 - is open and willing to engage in the task

- As students present information about traditional pastimes of Hul'q'umi'num' youth, look for evidence that they:
 - present accurate information
 - include interesting details
 - compare aspects of their present-day communities and cultures

- When students teach each other the games they have learned, encourage them to use Hul'q'umi'num' as much as possible. Establish criteria for group feedback such as:
 - the demonstration is clear and easy to follow
 - language associated with the activity is used accurately
 - comparisons to familiar games or activities help to develop understanding
 - the other students successfully learn the game

- As students present their music artist, look for evidence that they:
 - include appropriate biographical information
 - present information in understandable Hul'q'umi'num'
 - take risks with language use

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *Articles: Gender and Visibility - Exercises: Tatul'ut tthu Hul'q'umi'num' – Grammar sections 6.2, 6.4*
http://web.uvic.ca/hrd/hulq/grammar/lesson06/gr06_02.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • ask for and give information and clarification. • exchange information about their everyday activities and interests. • exchange opinions and preferences, giving reasons. • express concepts of direction, frequency, duration and manner of action. • follow or respond to instructions involving several objects and/or actions. • participate in conversations that include past, present and future actions and events. • participate in selected meaningful real-life situations. 	<p>Students at this level need continued support to develop the range of language necessary to communicate with each other. The focus of learning is to convey and understand meaning for practical purposes in situations that are relevant to Grade 9 students, such as preparing a meal or buying a gift.</p> <ul style="list-style-type: none"> • Pin a card with the picture or name of a famous person, cartoon figure, or other character on the back of each student. Students must ask each other questions in order to determine the name of the person on their card – e.g., 'I'u tsun swuy'qe' 'o' slheni'? (<i>Am I a man or a woman?</i>) 'I'u tsun s'eluhw 'o' stl'i'tl'qulh? (<i>Am I an Elder or a child?</i>) • In groups (or as a class), have students create a game show using questions and answers. For example, students could bring objects from home or cut out pictures of objects from magazines. Contestants would ask the host for information about these objects before they guess the price - e.g., <i>How big is the canoe?</i> <i>How long did it take to build?</i> Imaginary contestants, prizes and theme music could add to the atmosphere. • Have students bring objects to class that are representative of their interests and hobbies. In small groups, they explain the reasons the objects are important. After students have finished, ask the class to remember who brought each object. • After students hear or read a traditional story, ask them to reflect on how verbs and verb forms are used in the story to express direction, frequency, duration, and manner of action. Ask the class comprehension questions which reflect these concepts – e.g., <i>Lhwet kwthu ni' 'ushul, wuqw'ilum.</i> (<i>Who paddled downstream?</i>) <i>Stem kwthu ni' yulhalhukw' 'u kwthu tsetsuw'?</i> (<i>What was always flying along the shore?</i>) <i>Kw'insus lhqelts' kwus thuyum'iilh?</i> (<i>How many months did they stay?</i>) <i>Stsekwul' kwus thuytum kwthu stseelhtun?</i> (<i>How did they prepare the fish?</i>) • Have students follow a recipe written in Hul'q'umi'num' to create a traditional or modern dish. As an extension, challenge students to follow a short recipe presented orally. Students must listen to, comprehend, and remember the instructions. • Suggest that students work in pairs to role-play telephone conversations in which they plan weekend activities. Partners should find activities both students would enjoy. Plans could include where they will go, who will go with them, when they will leave, and what they will take along. Students then present their conversations to the class.

SUGGESTED ASSESSMENT STRATEGIES

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

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

- When students are engaged in role-plays, note the extent to which they:
 - remain actively engaged in the interaction
 - use appropriate vocabulary related to the theme
 - communicate in complete sentences
 - attempt to use approximate pronunciation and intonation
 - attempt to support each other

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

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary*
(Snuneymuxw First Nation)



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary*
(Hukari & Peter, 1995)
- *Hul'q'umi'num' Words*
(Snuneymuxw First Nation)



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize events as past, present, or future. • relate events and experiences in logical progression, using conjunctions such as <i>nuso'</i> “and I”, <i>'un'so'</i> “and you”. • describe people, places, activities and situations in detail. • explain how to do everyday activities or procedures. 	<p>With continued support, Grade 9 students will expand their range of techniques for producing connected messages to convey meaning.</p> <ul style="list-style-type: none"> • After reading or relating a story in Hul'q'umi'num', ask the class to identify the time frames of the events. Discuss how the time frame is indicated with verb forms and time expressions. Have students select two sentences from the story and practice writing them in different tenses and/or aspects – e.g., <i>Nem' tst 'aluxut kw' s'ulhtun.</i> <i>(We will gather some food.)</i> <i>Ni' tst 'aluxut kw' s'ulhtun.</i> <i>(We gathered some food.)</i> <i>'I tst 'aluxut kw' s'ulhtun.</i> <i>(We're gathering some food.)</i> Students should create as many combinations as possible, adding time expressions as appropriate. • Have students write a narrative or creative text of 100 words, accompanying it with a song, script or dramatic monologue. • Using a set of cards with high frequency verbs and another set with high frequency nouns and pronouns, challenge students to randomly select two verbs and a subject and create conjoined sentences. Provide pre-framed models - e.g.: <i>lhxilush</i> “stand up” + <i>t'ilum</i> “sing” + <i>tst</i> “we” = <i>Lhxilush tst tse' so' t'ilum tst.</i> <i>(We will stand up and sing.)</i> = <i>Ni' tst lhxilush sutst 'o' t'ilum.</i> <i>(We stood up and sang.)</i> • Have students brainstorm ideas for creating a Hul'q'umi'num' class newspaper. Contents could include sports, weather, advertisements, articles about school and current events, photos or graphics, etc. Students could work in groups on the various categories and create the newspaper on the computer. • In pairs, students create a menu for a restaurant in a Hul'q'umi'num'-speaking community. Before creating the menu, students should describe the location of the restaurant, type of restaurant, and theme or decor. The menu should reflect the type of restaurant and feature a wide variety of traditional foods and beverages. • Have students imagine that they have switched identities with their parents for a day. They are to give their parents a list of instructions for chores to complete before the end of the day (e.g., make beds, wash the dishes, take out the trash). • On a map of the school, town, or city centre, place flags or stickers identifying important locations (e.g., gym, office, pool, grocery store, bus station, bakery, bank). Have students take turns giving instructions for getting from one point to another.

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment continues to focus on communicating meaning through connected speech and text. When the activities being assessed involve spontaneous speaking - e.g. giving directions - the focus is on the strategies students use to convey their meaning effectively. When students have prepared written text or oral presentations in advance, emphasize that they should pay careful attention to accuracy.

- In the written versions of students' narrative or creative texts, look for:
 - a clear idea expressed with a logical sequence of events and effective supporting detail
 - attempts to use conjunctions (*'i'*, *nuso'*, *un'so'*, etc.) and time expressions
 - several sentences, with a variety of sentence structures
 - a variety of vocabulary and expressions associated with the selected topic
 - use of a wider range of common verb endings with relative accuracy
- Work with students to develop assessment criteria for their newspaper articles. Criteria could include:
 - uses language and structure accurately
 - provides relevant and creative details
 - works well with others and shows respect for others' ideas
- In students' instructions for everyday activities and procedures, look for inclusion of:
 - logical sequence of instructions, with attempts to use conjunctions
 - topical vocabulary
 - illustrations, diagrams, or other visual aids where appropriate

RECOMMENDED LEARNING RESOURCES

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



Print Materials:

- *Hul'q'umi'num' Dictionary* (Hukari & Peter, 1995) - Grammar Section
- *Hul'q'umi'num' Words* (Snuneymuxw First Nation)



Web Resources:

- "And I", "And you", etc.: *Tatul'ut tthu Hul'q'umi'num'* – Grammar sections 2.17 to 2.18
http://web.uvic.ca/hrd/hulq/grammar/lesson02/gr02_17.htm
- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>
- *Riverwalk Café Menu:*
<http://www.quwutsun.ca/cafemenu.html>
- *Traditional Foods:*
<http://www.quwutsun.ca/traditionalfood.html>
- 'Un'so': *Tatul'ut tthu Hul'q'umi'num'* – Grammar sections 2.12 to 2.13
http://web.uvic.ca/hrd/hulq/grammar/lesson02/gr02_12.htm
- 'Un'so' and Nuso' – Review Exercise : *Tatul'ut tthu Hul'q'umi'num'* – Grammar section 4.5
http://web.uvic.ca/hrd/hulq/grammar/lesson04/gr04_05.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify information needs and sources. • determine how to find and record information. • use appropriate protocol for collecting information from cultural resource people. • extract and record relevant information from Hul'q'umi'num' resources to meet information needs. • explain acquired information in oral, visual, and written forms. • acknowledge sources appropriately. 	<p>At this level, students will be motivated to acquire information when the purpose is practical and relevant to their age, such as choosing a restaurant or meeting a friend at a bus depot. Frequent opportunities to choose their own tasks will increase student interest.</p> <ul style="list-style-type: none"> • Have students each identify and select a non-fiction piece in Hul'q'umi'num' from resources such as written text, videos of Elders, or cultural resource people (e.g., a press release, an instructional video, an Elder's story of a childhood experience, etc.). Students read, view, or listen to their resource, identify the main ideas, and generate four questions about the most interesting facts. Then ask students to exchange their resources with partners and answer one another's questions. • When students learn vocabulary from community resource people which is not in existing Hul'q'umi'num' dictionaries, encourage them to record it, with the source's permission, in a suitable format – e.g., class dictionary, database, audio recording, or on the FirstVoices web site. New entries might include words an Elder remembers from childhood, different forms or pronunciations of words in dictionaries, or new words created for new concepts or technology. Students could contribute the words and word-forms they collect to community dictionary projects at the end of the year. • Have students each telephone a Hul'q'umi'num' organization in the community to find out its hours of business. (The teacher could contact one or more organizations in advance to confirm that the phone will be answered in Hul'q'umi'num'. Alternatively, students could role-play a similar exercise.) • Provide students with several movie advertisements translated into Hul'q'umi'num', and have them role-play planning to attend one. Their choices should reflect an understanding of the information in the advertisements (i.e., movie title, location, time, actors, critics' ratings). Encourage students to describe how the movie might make them feel - e.g., <i>'iyus</i> “happy”, <i>si'si'</i> “afraid”, etc. • Have students create an advertising section for their classroom bulletin board. Students prepare advertisements in Hul'q'umi'num' for real or imagined objects, with appropriate illustrations, and respond to them in telephone role-plays. When responding to the ads, students should make appropriate inquiries, such as details about the objects for sale and when and where they can be viewed.

SUGGESTED ASSESSMENT STRATEGIES

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

- When students read, view, or listen to non-fiction materials and prepare questions for their classmates, note the extent to which they:
 - identify main ideas
 - rely on prior learning to derive meaning
 - use correct structures when writing questions
 - choose questions that highlight the main ideas in the material
 - use a range of open-ended questions

- When students work with materials such as movie advertisements, look for evidence that they are able to:
 - locate familiar words
 - use the context to support inferences about the information
 - predict meaning by interpreting photographs and graphics
 - focus on finding the key information needed

- When students prepare and respond to “for sale” advertisements in Hul'q'umi'num', note the extent to which they:
 - write clearly in simple Hul'q'umi'num'
 - refer to information in the ads during their “calls”
 - interact in Hul'q'umi'num' to complete the task

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary*
(Snuneymuxw First Nation)

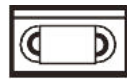


Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary*
(Hukari & Peter, 1995)
- *Hul'q'umi'num' Words*
(Snuneymuxw First Nation)



Video:

- *Speeches in Hul'q'umi'num': Words of the Elders from the Chemainus, Nanaimo and Nanoose First Nations*



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • reflect on and respond to authentic creative works from Hul'q'umi'num' culture. • demonstrate comprehension of the details of a text – e.g., sequence of events. • identify the dilemma or conflicts faced by the main character in moral stories. 	<p>The range of creative works that students can experience will increase greatly if they are able to consult a variety of cultural resource people. Directing students to a selection of multimedia resources will also encourage and sustain their interest in creative works.</p> <ul style="list-style-type: none"> • As a class, select three Hul'q'umi'num' creative works for discussion. After the discussion, have students select one of the works to respond to, using a variety of forms (e.g., drawing, actions, mime, dance, computer graphics, music, audio recording, listening log). • Present a video or pictures of traditional Hul'q'umi'num' architecture and carving. Invite students to note or comment on what they find appealing. For a classroom display, have students choose particular aspects of styles that interest them. Ask them to label their work, noting time period, geographical location, and other relevant details. • Have students read a selection of Hul'q'umi'num' children's stories and identify the main idea and key details. Invite each student to select one of the following projects: <ul style="list-style-type: none"> - create a pattern book for young children - illustrate a story to clarify the meaning - role-play a story - change one element of the story all the way through - record a story on audiotape or video • As students experience stories and songs (in person, on audiotape or video, or in text), ask them to keep ongoing logs, noting information such as titles, storytellers, key details, and their favourite works. <p style="margin-left: 2em;">Towards the end of a term or semester, invite students to write a short paragraph on their favourite story, including a description of the main events, and their reasons for liking the story.</p> • Have students choose traditional stories from Hul'q'umi'num' and other First Nations cultures, and identify and analyze some distinctive features of the storylines – e.g., trickster characters, conflicts, interconnectedness of family and community, spiritual traditions. Ask students to compare how these features are represented in different First Nations cultures' stories.

SUGGESTED ASSESSMENT STRATEGIES

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

- When students discuss Hul'q'umi'num' creative works, look for evidence that they:
 - consider works not presented in class
 - make connections between their responses and other experiences and preferences
 - present reasons and details to support their views or preferences
 - take risks to use new vocabulary and structures
- In students' presentations (e.g., mime, music, illustrations, dance) look for evidence that they:
 - represent key ideas or themes of the work they are responding to
 - draw attention to the work's unique features
 - add interest by providing details, images, and elaboration
- When students present their displays of architectural styles, look for evidence that they:
 - make connections with other experiences
 - offer reasons and examples to support their preferences and ideas
 - respond to other students' work
- When students role-play a story, look for:
 - inclusion of accurate details and relevant information from the source story
 - events sequenced in a logical way
 - clarity of communication
 - appropriate language structures and vocabulary
 - sustained interaction
- When students change an element of a story, look for evidence that they:
 - understand relevant details of the original story
 - maintain the change consistently throughout
 - show creativity in their revisions
 - retain the original intent or teachings
- Criteria for assessing students' paragraphs on their favourite stories might include:
 - conveys meaning clearly
 - identifies key topic or theme
 - shows understanding of sequence of events
 - offers reasons for preference
 - takes risks to include interesting details
- When students analyze elements of traditional stories, consider the extent to which they:
 - identify features that are unique to the cultures
 - identify content that reflects the cultures
 - describe similarities and differences between Hul'q'umi'num' and other cultures' stories

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use inclusive language to welcome young guests into their school or community. • determine what can be talked about or asked when Elders are present to share their knowledge. • recognize placement of special participants during ceremonies and events. • identify the contributions of Hul'q'umi'num' people to Vancouver Island, British Columbia, Canada and the world. • identify examples of puns and jokes. • identify elements of Hul'q'umi'num' culture that are similar to or different from other cultures. • identify ways that Hul'q'umi'num' and other languages have influenced each other. 	<p>With students' deepening understanding of Hul'q'umi'num' culture, they are motivated to continue their language learning and add new perspectives to their views of the world.</p> <ul style="list-style-type: none"> • Have students listen to an Elder describe the language and protocol for welcoming people to an event. Students then role-play the situations described by the Elder. • Invite students to plan and role-play an opening ceremony for an exhibit at a local First Nations art gallery. Students could also submit a written script of their ceremony. • Invite students to view examples of celebrations or ceremonies commemorating important people and events in the Hul'q'umi'num' region. Then have them create their own representations using appropriate Hul'q'umi'num' symbols and images. Have students share their work first with a partner and then with the class, explaining what it represents or symbolizes. • Encourage students to keep ongoing records of jokes and puns encountered in listening and reading. Suggest that students in groups create short role-plays around them. • Ask students to consider how people celebrate birthdays or other special occasions in the Hul'q'umi'num' region, identifying elements that are similar to and different from other cultures' celebrations. Students can focus on food, setting, attire, guests, music, and dance. • Have students find out about traditional foods and cooking in the Hul'q'umi'num' region. Students then choose a restaurant name and create a menu including the specialties of the region. Students could also prepare a list of the specific Hul'q'umi'num' ingredients that would be necessary to create each dish. As an extension, have students role-play a scene at a Hul'q'umi'num' restaurant and order from the menus they have created. • Have students brainstorm Hul'q'umi'num' words and phrases that are used in English (e.g., place names) and English words that have been borrowed into Hul'q'umi'num' (e.g., <i>skwool</i>, <i>poukw</i>). These words or phrases may be found in materials read, or heard in class or outside of class. Encourage students to add words and phrases to the list on an ongoing basis. <p>As an extension, students could write humorous anecdotes using as many words from their lists as possible.</p>

SUGGESTED ASSESSMENT STRATEGIES

As students talk and write about their developing knowledge of Hul'q'umi'num' culture, look for evidence of interest in and openness to diversity, as well as increasing knowledge of linguistic and cultural similarities and differences.

- Collaboratively develop assessment criteria before students role-play welcoming people. For example, look for evidence that students:
 - understand key characteristics of protocol for welcoming someone
 - demonstrate awareness of cultural elements in the protocol
 - interpret the ideas, themes, and feelings of the ceremony
- Before students create their representations of commemorative celebrations and ceremonies, work with them to develop assessment criteria - e.g.:
 - shows attention to details of the example celebration or ceremony
 - uses appropriate Hul'q'umi'num' symbols and images
- When students compare and contrast birthday or other celebrations, look for evidence that they are:
 - willing to go to some effort to research traditions
 - making connections between Hul'q'umi'num' traditions and other cultures' traditions
 - able to present accurate and detailed information
 - willing to take risks to use new vocabulary and language structures
 - interested in the information presented by classmates
- When students prepare their menu and list of ingredients, look for evidence that they include:
 - a variety of dishes
 - the name of each dish or ingredient
- Review students' lists of words used in both Hul'q'umi'num' and English. Look for evidence that students are able to draw conclusions and make generalizations about:
 - the language in which each word originated
 - what factors contribute to the use of loan words
 - how words' pronunciations may be changed when they are borrowed into a language with different speech sounds
- Have students exchange their humorous anecdotes in small groups to peer-assess the appropriateness of their usage. Look for evidence that they:
 - are interested in the relationships between the two languages
 - make an effort to use the words appropriately

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *Riverwalk Café Menu:*
<http://www.quwutsun.ca/cafemenu.html>
- *Traditional Foods:*
<http://www.quwutsun.ca/traditionalfood.html>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • ask for and give information, permission and clarification. • exchange information about people, places, and things. • discuss plans related to common activities. • communicate needs, desires, emotions and opinions, giving reasons. • make and respond to suggestions. • interact in conversations that include past, present and future actions and events. • participate in a variety of meaningful, real-life situations. 	<p>Students at this level display a growing ability to take risks with language and should be encouraged to do so. Communicating meaning is still the central focus of this sub-organizer, with emphasis on the practical and everyday use of language.</p> <ul style="list-style-type: none"> • Using a story or flashcards as prompts, have students work with partners to practice asking for clarification about “who did what to whom” – e.g., <i>Lhwet kwthu ni' kwelshus lhu yasa'qws?</i> (<i>Who hid her hat?</i>) Ask students to observe how participants' roles in a sentence are expressed with word order and endings. • Working in groups of four, students create a photo album about the life of a fictitious person or someone they know. Students find photographs or draw illustrations, then make captions for each event, including a brief description of the event, event date, and age of the person at that time. The photo album should cover a 10-year span with at least 20 events. • In groups of three, have students plan the next Indigenous Games. Students schedule different sports throughout each day, naming the groups or regions that are participating in each event. Groups then present one day of Games events to the class. Students say which group or region they believe will win each event, and explain their reasons. • Have students create a comic strip that depicts where a character is going (e.g., beach, store, bighouse). Students describe what happens to the character during the adventure, who the character meets, and how the character feels. Encourage students to use at least five frames, include dialogue, and write a funny or surprising ending to their story. • In pairs, have students role-play a telephone conversation. One student calls the other with an invitation to go somewhere. If the second student accepts the invitation, the students must discuss what time to meet and what they plan to do while they are there. Ask students to sequence the events using appropriate time expressions and conjunctions. If the second student declines the invitation, he or she must give two reasons for not being able to go. Students then switch roles. As an extension, have students write a note to a friend cancelling a prior engagement because of illness. Students should explain what they did that caused them to become ill – e.g., <i>Ni' tsun q'ep' kwunus ni' 'ut'qul 'i' 'uwute' kwthu nu kupou.</i> (<i>I caught a cold when I went out without my coat.</i>) • Have students prepare restaurant situation cards (e.g., unhappy customer, reserved table given to someone else, server brings wrong meal, tourist having trouble with the menu, someone in a hurry). Students form groups of four and each group selects a card. The groups each develop a skit about the situation they chose and present it to the class.

SUGGESTED ASSESSMENT STRATEGIES

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

- When evaluating photo albums or comic strips, look for evidence that students:
 - are willing to explore meaning
 - use appropriate vocabulary
 - include a variety of images that are visually engaging
- When evaluating a group project or presentation, look for evidence that students:
 - focus their attention on the task
 - are willing to share their ideas and support the ideas of others
 - contribute to the activity or presentation
 - ask for feedback
 - help others when the need arises
 - show initiative and demonstrate leadership
- When students invite each other to participate in different activities, look for evidence that they:
 - actively engage in the interactions
 - communicate their ideas clearly
 - extend invitations using appropriate vocabulary
 - ask for more information if accepting an invitation - e.g., *What time? What should I bring?*
 - respond politely and give a reason why if declining an invitation - e.g., *Skw'ey kwunus nem' kwunus 'i q'aq'i'. (I can't go because I am sick.)*
 - are able to sustain interaction, taking risks with the language to extend their language boundaries

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary*
(Snuneymuxw First Nation)



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary*
(Hukari & Peter, 1995)
- *Hul'q'umi'num' Words*
(Snuneymuxw First Nation)



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • describe or narrate events, experiences, or situations with supporting detail. • give detailed instructions. • describe similarities and differences. 	<p>Students' descriptive abilities at this level include linking and sequencing of narratives to better communicate meaning. Students should be supported and encouraged in their attempts to use language in new ways.</p> <ul style="list-style-type: none"> • Invite students to recount an experience and share their reflections on it, as an impromptu speech or as written text. • Ask students to research and report on historical information relating to current issues - e.g., Residential Schooling and the problems it created. Students could prepare a factual written report with visual or audio accompaniment - e.g., display, model, video or audio recording. • Invite students to assume fictitious Hul'q'umi'num' identities, including names and regions of origin. Have them make an oral presentation to the class based on the character they have assumed. The teacher or students could provide prompts to elicit information such as occupation, age, and family life. After their presentation, students submit a written summary of information about their character, providing supporting descriptive details. • Working in pairs, have students research steps and prepare a detailed list of instructions for a traditional task – e.g., cleaning a deer hide, drying berries, making a cedar hat. As an extension, students could present their instructions to classmates, illustrating them with appropriate props, drawings, photographs, or models. • Have students prepare demonstrations of how to put together their favourite healthy snacks. Each demonstration should include a written, step-by-step description of the recipe, with visual aids. The recipes can then be compiled into a class recipe book. • In small groups, students brainstorm or research similarities and differences between people, places or situations (e.g., Coast and Interior Salish, hunting and fishing camps, traditional resource gathering areas, First Nations' and immigrant cultures' celebrations), listing ideas, findings, and examples in Hul'q'umi'num'. Students then prepare a display of this information and present it to the class. • Provide students with information (in Hul'q'umi'num') on Hul'q'umi'num' family life 75 to 150 years ago (e.g., from photographs, history books, or an Elder's stories). Ask students to compare the family dynamics, traditions, and customs of a Hul'q'umi'num' family from that time period to those of their own families. Students could develop and act out a scene illustrating one aspect of traditional family life.

SUGGESTED ASSESSMENT STRATEGIES

Grade 10 students are increasingly able to use learned structures and vocabulary in new ways in spontaneous presentations. Assessment continues to focus on conveying meaningful, connected messages. Assessment of spontaneous speech and writing should emphasize and encourage risk-taking, but students are expected to work toward accuracy if they have had opportunities to practice, receive feedback, consult reference materials and make corrections.

- Assess students' writing for evidence that:
 - meaning is clear
 - sentences are related to each other
 - supporting details, reasons, or examples are included
 - a variety of vocabulary and expressions are used
 - time sequence is clear, with use of conjunctions ('i', nuso', 'un'so', nusno', 'un'sno', etc.) and time expressions
- Rate each aspect of oral presentations or role-play performances on a five-point scale, where 5 = excellent and 1 = requirements not met. Students can assess their own performance and provide feedback to their peers using the same scale. For example, check if students:
 - communicate clearly
 - include accurate and relevant information
 - use appropriate vocabulary and language structures
 - link ideas together in a logical sequence
 - sustain interaction and support each other with questions, prompts, and body language
- Work with students to develop criteria for their presentations on their fictitious identities. For example, they might be expected to:
 - provide key information about their character, supported by creative details
 - display some of the behaviours, attitudes, or values of traditional or contemporary Hul'q'umi'num' culture
 - sustain communication "in character"
 - respond appropriately to prompts and questions
 - show respect for diversity when listening to classmates' presentations

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary* (Snuneymuxw First Nation)



Print Materials:

- *Hul'q'umi'num' Dictionary* (Hukari & Peter, 1995)
- *Hul'q'umi'num' Words* (Snuneymuxw First Nation)



Web Resources:

- *Cowichan Language Dictionary:* <http://lingo.ling.uvic.ca/dictionary/cowichan/login.php> (Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':* www.firstvoices.com (Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:* <http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • form research questions and identify information sources. • explore effective methods for finding and recording information. • use appropriate protocol for collecting information from cultural resource people. • record and evaluate relevant information from Hul'q'umi'num' resources, and identify information gaps. • explain acquired information in detail in oral, visual, and written forms. • acknowledge sources appropriately. 	<p>By now, students are able to use many strategies to identify key information in a variety of source materials. The tasks they perform frequently integrate all aspects of their language learning and should relate directly to their lives.</p> <ul style="list-style-type: none"> • Have students identify and use appropriate resources (e.g., traditional stories, cultural resource people) to gather information on historical or legendary Hul'q'umi'num' characters. Students select a person and prepare a poster that includes illustrations and a summary of the main details of the person's life. In small groups, students present their information orally, while the other students fill out a listening record and give feedback about the presentation based on the listening record. • Invite students to prepare a native plant album, with photographs or drawings of plants labelled with their Hul'q'umi'num' names. Students identify one fact they would like to find out about each plant (e.g., traditional uses, where it is found, etc.), and appropriate sources of this information (e.g., cultural resource people, print materials, internet sites). Students should organize their albums in a logical way, grouping similar plants together. • Provide opportunities for students to work with various media to record the information they gather – e.g., recording an interview with an Elder on audio CD or video, uploading new words and phrases to the FirstVoices language archive web site. • Ask students to review a variety of recipes for traditional Hul'q'umi'num' foods and compare traditional and modern diets, considering the corresponding differences in lifestyles and occupations. Students should gather information from a variety of Hul'q'umi'num' resources to support their topic. As an extension, have students form groups to conduct a class survey of preferences and eating habits, recording their results in a chart. • Invite students to keep weather logs for a selected period of time, including suitable symbols and Hul'q'umi'num' weather expressions. Detailed weather terms could be researched using dictionaries or learned from fluent speakers. At the end of each week, ask two or three students to report on the weather trends they recorded and try to predict the following week's weather. • Working in groups of three, have students create a sporting goods catalogue with labels and prices in Hul'q'umi'num', and a Hul'q'umi'num' slogan for their product line. Students may use store catalogues, magazines, and internet downloads to find images of sports equipment, clothing, and accessories. Students then exchange catalogues with another group and make a list of things they would buy, explaining why they need it and why they like it.

SUGGESTED ASSESSMENT STRATEGIES

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

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

- Assess written assignments using criteria similar to those for oral presentations. For example, check that:
 - communication is clear
 - information is accurate and relevant
 - details and examples are included
 - language is appropriate
 - material is easy to follow and effectively organized to suit the focus of the task
 - information sources are acknowledged

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

- For weather report assignments, look for evidence that students:
 - complete an entry for each day
 - use appropriate language-learning strategies to acquire new weather vocabulary
 - comprehend their classmates' reports.

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary* (Snuneymuxw First Nation)



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary* (Hukari & Peter, 1995)
- *Hul'q'umi'num' Words* (Snuneymuxw First Nation)
- *Plants of the Snaw-naw-as and Snuneymuxw People* (Hermansen, 1993)



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
 (Username: guest. Password: guest)
- *Native Peoples, Plants & Animals: a Halkomelem Ethnobiology Web site:*
<http://www.sfu.ca/halk-ethnobiology/index.htm>
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>
- *Plants Guide:*
<http://www.hulquminum.bc.ca/pubs/plants-guide.pdf>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • discuss and respond to authentic creative works from Hul'q'umi'num' culture. • demonstrate comprehension of the main idea and significant details of a text. • identify the dilemma or conflicts and resolution faced by the main character in moral stories. • recognize storytelling techniques - e.g., choice of vocabulary, accompanying songs. 	<p>At this level, students will be able to appreciate a range of creative works and may bring in examples from outside the class. Engagement in activities increases when students can make individual choices, and when they are encouraged to respond creatively.</p> <ul style="list-style-type: none"> • Visit a local cultural site or gallery and look at several current exhibits. After the class discusses the exhibits, invite students to imagine they are curators of an upcoming exhibit. Ask them to choose five works they would display, and have them compose an ad or poster for the exhibition. • Have students select three or four related creative works to respond to in a written or oral presentation. • Over the course of two or three periods, show the class a First Nations film. Have students complete various tasks to assist comprehension and interpretation of the main ideas and significant details – e.g., mapping the story line, making predictions, and recapping important events in their own words. Students could create posters to publicize the film, including a brief summary of the plot, details of where and when it is playing, and appropriate illustrations. • Invite students to demonstrate their understanding of the main ideas and supporting details of a story read or listened to by producing an outline or summary, or paraphrasing it in their own words. Students could then use their summaries to write a review of the story. • Provide opportunities for students to experience traditional Hul'q'umi'num' stories presented in a variety of ways: told by a guest storyteller, viewed on video, listened to on audiotape, or read. As a class, discuss new vocabulary encountered in the stories, the storyteller's choice of words, and songs that may accompany the story. Encourage students to incorporate these techniques into their own speech and writing where appropriate.

SUGGESTED ASSESSMENT STRATEGIES

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

- When students discuss gallery exhibits, look for evidence that they are able to
 - make connections between other experiences and preferences and their responses to the exhibits
 - give reasons for their preferences or views, with supporting details
 - take risks to use new structures and vocabulary
- To assess students' exhibition ads or posters, look for evidence that students:
 - demonstrate an appreciation of welcoming language
 - present accurate, appropriate, and complete information
 - attempt to appeal to an audience
 - incorporate topical vocabulary, language structures and expressions learned in class
- Work with students to outline requirements for their responses to a group of related creative works (e.g., format, length). Provide or negotiate assessment criteria - e.g.,
 - selections offer some challenge in terms of language or culture
 - clearly describes key shared features of the works
 - supports a point of view with reasons and examples
 - makes connections to other experiences or works
- When students complete film comprehension tasks, look for evidence that they:
 - understand the main theme of the film
 - notice and accurately represent key details
 - make connections between the film and their own experiences
 - respond to their peers' work and provide feedback in a respectful way
- Occasionally have students reflect on and self-assess their responses to creative works by responding orally or in journals to prompts such as:
 - *I enjoy hearing, viewing and reading Hul'q'umi'num' materials when _____.*
 - *A Hul'q'umi'num' story or song that stands out in my mind is _____, because _____.*
 - *My responses to Hul'q'umi'num' materials are different when _____.*
 - *I could probably increase my enjoyment of Hul'q'umi'num' visual works, stories, songs and films if I _____.*

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use positive language to create balance and make informed decisions. • identify language, expressions, and behaviours that reflect cultural context. • follow the order of events and placement of people during ceremonies and events. • demonstrate understanding and acknowledgement of dialects. • identify examples of implied or indirect language. • identify and describe similarities and differences between Hul'q'umi'num' customs and other cultures' customs. • describe ways that Hul'q'umi'num' and other languages have influenced each other. 	<p>Students in Grade 10 are working hard to establish their own identities while at the same time wondering how they compare to others. To help them shape their own identities while respecting others, they examine the role of cultural practices and traditional language patterns.</p> <ul style="list-style-type: none"> • Invite students to discuss making informed decisions in their lives, relating these decisions to cultural teachings. Students could then develop a presentation on healthy decision-making for an audience of younger students. • Ask students to examine Hul'q'umi'num' resources such as video excerpts and web sites, or observe fluent speakers interacting at community events, to identify language, expressions, and behaviours that reflect cultural context – e.g., body language, greetings and leave-taking, expressions of politeness, routines and idioms. Students pool their results in groups, and then share their observations with the class using oral, visual, or multimedia methods. • Have students work in small groups to investigate similarities and differences among dialects within the Island Hul'q'umi'num' region, by interviewing fluent speakers and looking for further examples in print or video resources. Students could consider pronunciation, vocabulary, or the influences of writing systems on dialects. Students with relatives in the mainland Hł'q'əm'í# or Halq'eméylem communities might also want to investigate similarities and differences between these dialects and the Island dialects. • Show a series of slides or video excerpts that reflect everyday life (e.g., transportation, food preparation, etc.) in another aboriginal community in British Columbia, Canada, or elsewhere in the world. Ask students to identify and describe similarities and differences compared to their own community. • As students expand their lists of borrowed words begun in Grade 9, invite them to consider words which came into Hul'q'umi'num' from French, though Chinook Jargon (e.g., <i>lutem</i> < <i>la table</i>, <i>luplit</i> < <i>le prêtre</i>), and how these words were adapted to the Hul'q'umi'num' sound system. Students could also investigate how Hul'q'umi'num' place names were adapted to the English sound system, by comparing the traditional pronunciations of the place names with current spellings that were influenced by English (e.g., Snuneymuxw ~ Nanaimo, Ts'uwxilum ~ Tzouhalem, Shts'um'inus ~ Chemainus, etc.).

SUGGESTED ASSESSMENT STRATEGIES

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

- When students discuss healthy decision-making or share observations with the class, look for evidence that they:
 - use detail to support their points of view
 - demonstrate respect for cultural diversity
 - participate actively in discussions
 - take opportunities to express their ideas in Hul'q'umi'num'

- When assessing students' projects on Hul'q'umi'num' dialects, look for evidence that they:
 - show acceptance of the variations among dialects
 - understand systematic differences (e.g., kwthu ~ kwu, tthu ~ tu)
 - consider reasons for differences in vocabulary

- When students make comparisons between Hul'q'umi'num' culture and other cultures, note the extent to which they:
 - demonstrate sensitivity to and respect for cultural differences
 - recognize patterns and attempt explanations, but avoid stereotyping and overgeneralizing
 - distinguish between contemporary and traditional characteristics

- Review students' lists of borrowed words from time to time for evidence that:
 - information is accurate, complete, and clearly presented
 - students understand how borrowed words are adapted to the borrowing language's sound system

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>
(Includes an overview of dialects on the introductory page, as well as a Snuneymuxw Alphabet Chart.)

- *Quw'utsun' Alphabet Chart:*
http://www.hulquminum.bc.ca/pubs/language_chart2.tif

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • ask for and give detailed information and assistance. • exchange information and opinions about social issues which affect them, giving reasons and reactions. • follow instructions for doing something unfamiliar. • express certainty and uncertainty with <i>ts'u</i>, <i>yuhw</i>, <i>wa'lu</i>, and <i>wawa'</i>. • use a range of vocabulary and expressions in past, present, and future. • interact in a variety of meaningful, real-life situations. 	<p>As students support and encourage each other on a regular basis, they are able to interact with greater confidence in familiar situations and apply their growing range of strategies more consistently.</p> <ul style="list-style-type: none"> • Invite a member of the community to make a brief presentation to the class, in Hul'q'umi'num', about a topic of local interest. Encourage students to listen actively and ask the speaker questions in Hul'q'umi'num' to gather further information. Students could also write letters to invite and thank the speaker, using formal language conventions. • Provide opportunities for students to role-play a variety of common situations, giving time for preparation but not memorization. Situations might include: <ul style="list-style-type: none"> - making appointments to meet at movies or concerts - purchasing a second-hand car - taking an important phone message and conveying the information to the intended recipient • Ask students to find examples of Hul'q'umi'num' people whose accomplishments they admire. List the names on the board and discuss. Then have students think of accomplishments or successes in their own lives of which they feel proud. Students can share their responses orally or in written form. Encourage students to include visuals and supporting details. • As a class, brainstorm a list of aptitudes, skills, and interests appropriate for the workplace. Have students work in pairs to identify one another's aptitudes and interests and imagine possible career choices, giving reasons for their choices. Students present their findings orally to the class. • Invite students to work in small groups to interpret and follow Hul'q'umi'num' instructions for a new or unfamiliar task - e.g., assembling a piece of equipment, navigating through a new neighbourhood, cooking an exotic dish. Vocabulary used in the instructions should be easily accessible through reference materials. • Ask students to observe the use of words such as <i>ts'u</i>, <i>yuhw</i> and <i>wa'lu</i> as they read or listen to a traditional narrative or modern text related by a fluent speaker. Discuss how these words convey the speaker's certainty or uncertainty about the information reported, and encourage students to experiment with these words in their own speech and writing - e.g., <i>Thithu ts'u lhu hulelum' i 'u kw'u'inulh</i> <i>(They say the houses are really big there.)</i> <i>Ni' wa'lu tl'tawun.</i> <i>(I guess he went downtown.)</i>

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment increasingly involves situations or tasks designed to help students develop and demonstrate their growing language facility. Self- and peer assessment continue to be important ways of supporting students as they acquire and practice useful vocabulary, structures, and interactions.

- Assess students' oral work for evidence that:
 - information is complete
 - verb tenses and aspects support communication
 - presentation is clear, and intonation supports meaning
 - narration of events is comprehensible
 - some detail is provided
 - preparation has occurred (e.g., students speak confidently with minimal support)

- Work with students to determine criteria for their role-plays – e.g.,
 - statements are logical and related to the topic
 - speech is reasonably fluid and spontaneous
 - interaction is sustained
 - students use gestures and other strategies to clarify meaning when necessary

- Assess students' writing for evidence that:
 - meaning is clear
 - supporting detail, reasons, or examples are included
 - a variety of vocabulary and expressions are used
 - time sequence is clear, with attempts to use time referents and conjunctions

- As a class, determine key behaviours or criteria for students' daily oral communication in class. Criteria might include evidence that students:
 - volunteer questions and information
 - take opportunities to practice newly acquired vocabulary and structures
 - persevere in Hul'q'umi'num' (e.g., repeating, rephrasing, attempting to self-correct, using gestures) when they cannot understand or be understood
 - actively listen to other students, and support and encourage them when they speak in or listen to Hul'q'umi'num'
 - take risks to use unfamiliar language
 - self-monitor and attempt to correct recurring or significant errors

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary*
(Snuneymuxw First Nation)



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary*
(Hukari & Peter, 1995)
- *Hul'q'umi'num' Words*
(Snuneymuxw First Nation)



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • describe or narrate events, experiences or situations, using appropriate time referents (e.g., <i>yuw'en', wulh, yelh, tahw, hwi', hwun'</i>). • give sequenced instructions with appropriate rules, conditions and imperatives. • compare people, places and things. • present a speech at a school or community event. 	<p>With the support of their peers, Grade 11 students are able to speak and write with growing confidence and use an increasing range of structures and sequencing techniques for practical purposes.</p> <ul style="list-style-type: none"> • Invite a fluent Elder to speak to the class in Hul'q'umi'num'. Ask students to write notes to capture the basic information presented. Have students refer to their notes to retell one of the Elder's experiences or stories - e.g., describe the experiences of someone who was not allowed to speak Hul'q'umi'num', tell the story of how the first television came to be in the community, etc. • As an extension of the above, have students write a paragraph comparing an aspect of the Elder's early life with their own lives, briefly discussing the advantages and disadvantages of each. (For example, a paragraph on food might compare the Elder's diet growing up in a farming family with the student's eating habits today. Other aspects to compare could include: celebrations, pastimes, clothing, school experiences, family structure, daily routines, dating customs, etc.) • Have students prepare a written account of a traditional event – e.g., celebrating the first salmon – using appropriate time referents. • Have students perform an extract from a play, speech, storytelling, or other oral presentation in Hul'q'umi'num', then each compose a press release, publicity material, or a review for it. • Invite students to imagine they have just returned from a cultural exchange to another First Nations community in BC. Have them write a thank-you letter to the organization that sponsored them, including details about who they stayed with, what they did, what they learned, and what they liked most. Ask them to say whether they would or would not recommend the exchange, and explain why. • Ask students to pick jobs they would be interested in and explain their choices to the class. They then write cover letters in Hul'q'umi'num' to present themselves as candidates for the positions, describing their aptitudes, skills, knowledge, and relevant experiences. • Challenge students to apply their Hul'q'umi'num' speaking skills at community events. Students should work towards making a speech in public – e.g., at a school awards ceremony or a bighouse event. Work with students to develop criteria for evaluating their success, and have them submit a self-assessment.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level increasingly focuses on tasks designed to challenge students to demonstrate and expand their speaking and writing skills. As they acquire and experiment with new structures and vocabulary, students should be encouraged to assess and self-correct their work, and to share feedback with their peers in supportive ways.

- In students' oral narratives, look for:
 - several sentences of coherent discourse
 - relative detail and precision
- Assess students' written work for evidence that:
 - meaning is clear
 - supporting details, reasons, or examples are included
 - a wide variety of vocabulary and expressions are used
 - a variety of sentence types are used with accurate grammar, including commands and *if ... then* statements
 - time sequence is clear, with attempts to use time referents (e.g., *yuw'en'*, *wulh*, *yelh*, *tahw*, *hwi'*, *hwun'*)
- When students re-create plays, stories, or speeches, look for evidence that they:
 - interpret the ideas, feelings, and themes of the original work
 - create appropriate dialogue
 - incorporate detail to engage the audience
 - show evidence of practice and rehearsal through the fluency of their presentations
- When students complete their thank you letters and cover letters, assess the extent to which they:
 - use appropriate salutations and other letter writing conventions
 - include requested details, giving reasons or examples to support key points
 - in the cover letter, relate their skills, knowledge, aptitudes, and relevant experiences to the job criteria
- In self-assessing their speeches at community events, students should consider questions such as:
 - Did I use appropriate greetings and expressions of politeness?
 - Did I convey my message clearly?
 - Was it sequenced in a logical order?
 - Did I speak at a reasonable pace and volume, with appropriate intonation?
 - Did audience members offer positive feedback after I spoke?

If possible, students should also ask a fluent speaker in the audience to assess their speeches.

RECOMMENDED LEARNING RESOURCES

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CD-ROM:

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Print Materials:

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- *Hul'q'umi'num' Words* (Snuneymuxw First Nation)



Web Resources:

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- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
 (Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>

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

SUGGESTED ASSESSMENT STRATEGIES

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

- For projects such as awareness campaigns, look for evidence that:
 - information is accurate and relevant
 - presentation is informative and easy to follow
 - appropriate details designed to engage the audience are included
 - vocabulary, expressions, and structures are used appropriately and effectively
 - the student has taken risks to include complex information or unfamiliar language
 - presentation demonstrates a sensitivity to cultural issues
- When students complete written research assignments, look for evidence that:
 - information is organized, relevant, and accurate
 - the assignment includes details, reasons and examples to support key points
 - language is appropriate and understandable
 - transitions, tenses and aspects are used effectively
 - sources are acknowledged appropriately
- When students investigate changes in gender roles, look for evidence that they are able to:
 - pose thoughtful questions about culture and lifestyle
 - seek out valid and credible information, rather than stereotyping
 - go beyond surface features to deal with subtle and complex aspects

Also look for evidence that they are:

 - aware of key elements of their culture and behaviours
 - sensitive to more subtle or complex elements or patterns in their culture and behaviours
 - supportive of their classmates' work
 - interested in the symbols and meanings other students have perceived
- When assessing students' Self-Improvement Plans, consider the extent to which they have:
 - developed coherent plans based on information presented by the guest speaker
 - communicated relevant information clearly
 - documented progress daily
 - summarized results (what worked and what did not), giving reasons and conclusions

RECOMMENDED LEARNING RESOURCES

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- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • compare, contrast, and respond to authentic creative works from Hul'q'umi'num' culture. • identify and describe the purpose of a text. • identify and reflect on lessons learned from moral stories. • recognize storytelling techniques used for effectiveness of presentation - e.g., intonation, suspense. 	<p>At this age, students are increasingly receptive to experiencing and interpreting creative works from a broader range of formats, time periods, and Hul'q'umi'num' regions. Students' developing language skills allow them to appreciate these creative works and their cultural contexts more fully.</p> <ul style="list-style-type: none"> • As a class, have students listen to two Hul'q'umi'num' songs, one contemporary and one traditional. Have students in small groups brainstorm similarities and differences between the two songs, noting tone, instruments, lyrics, and so on. Groups present their ideas and answer questions from the class. • Invite Hul'q'umi'num' artists to teach basic techniques in Hul'q'umi'num' art forms (e.g., carving, basketry, song, sculpture). Select a student to greet each guest and introduce the person to the class. Students use their Hul'q'umi'num' communication skills to ask questions. After each artist's visit, have the class discuss what they have learned. • Discuss with students several paintings by First Nations artists. Then students each select a painting or sketch and describe their reactions to it in a presentation to the class. • Present a traditional or modern Hul'q'umi'num' story, but do not provide the ending. Challenge students to write or act out possible endings and present them to the class, and to consider how their ending affects the purpose or moral of the story. • Invite students to listen to Hul'q'umi'num' stories told by a fluent Elder, either in person or on audiotape. Ask students to focus on storytelling techniques, such as intonation (e.g., lengthening words to emphasize their meaning – <i>thi</i> “big”, <i>thiiiiiii</i> “very very big”) and ways of building suspense (e.g., repetition). Students could also observe and identify these features in a written transcript of a story. Challenge students to retell a story using these techniques, or create and present a new story that makes use of them. <p>As an extension, students could compare and contrast the storytelling techniques identified on an archival recording with those of a present-day storyteller.</p>

SUGGESTED ASSESSMENT STRATEGIES

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

- When students present group responses to traditional and contemporary songs, note the extent to which they:
 - express and support a consistent point of view
 - provide accurate information
 - indicate openness and willingness to consider new or different ideas and experiences
 - attempt to engage others
- During and after the demonstrations of art techniques by Hul'q'umi'num' artists, watch for evidence that students are increasing in:
 - participation in and commitment to class or group activities
 - sensitivity to arts and literature
 - knowledge of artistic and literary traditions and forms
 - interest in contemporary arts
 - willingness to risk offering opinions and views
 - openness to a variety of interpretations
- Work with students to develop criteria for their visual art presentations – e.g.:
 - uses understandable Hul'q'umi'num'
 - clearly describes the mood of the image
 - offers a relevant response, with reasons and supporting details
 - responds appropriately to questions and comments from classmates
- From time to time, have students review their responses to creative works by answering questions (in Hul'q'umi'num') such as:
 - Which of the creative works you have viewed, listened to, or read this year or term stands out in your mind?
 - Which part of the activity was most interesting for you: reading, viewing, listening, or creating your response?
- When students present a new story or ending, or retell a traditional narrative, look for evidence that:
 - presentation and choice of vocabulary convey the characters' emotions and the moods of the stories
 - students attempt to use traditional storytelling techniques they have identified (e.g., intonation, repetition)
 - presentation has been rehearsed
 - students attempt to engage their audience

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • converse with an unfamiliar speaker, using appropriate register - e.g., formal register, informal register, storytelling register, etc. • identify and compare language, expressions, and behaviours that reflect cultural context. • follow the process and protocol of a ceremony or event within the local community. • demonstrate an understanding of regalia used during celebrations and ceremonies. • identify and explain the construction and purpose of puns and jokes. • identify contemporary issues in Hul'q'umi'num' culture. • compare and contrast Hul'q'umi'num' customs to those of other cultures. 	<p>As students' understanding of the Hul'q'umi'num' world deepens, they will recognize how Hul'q'umi'num' and other languages and cultures influence one another. Through the study of Hul'q'umi'num' culture and reflection on other cultures, most students at this level are enhancing their sensitivity towards other cultures as a whole.</p> <ul style="list-style-type: none"> • Host a Hul'q'umi'num' Fair at school and invite community members. Activities might include: <ul style="list-style-type: none"> - students indicating Hul'q'umi'num' place names on a map - PA announcements in Hul'q'umi'num' - cafeteria serving a variety of Hul'q'umi'num' foods - hallway television monitors displaying visuals of Hul'q'umi'num' traditions - inviting Hul'q'umi'num' community members to give demonstrations or talk about Hul'q'umi'num' topics - displaying posters of Hul'q'umi'num' communities around the school <p>Encourage students to converse with fluent speakers at the Fair, taking care to use appropriate register.</p> • Invite students to consider and compare expressions and behaviours in Hul'q'umi'num' culture and other cultures – e.g., table manners, greetings. Students could present their findings in role-play format. • Show students a video or presentation on Hul'q'umi'num' dances. Have students in small groups select a particular dance and research its origin and history. Students should also investigate the regalia associated with the dance, including their meaning and origin in traditional narratives. Groups present the information to the class in their chosen format (e.g., poster, dramatization, oral report) and demonstrate some of the dance steps. • Encourage students to maintain lists of puns and jokes encountered in listening and reading activities. Ask them to consider how Hul'q'umi'num' puns and jokes are constructed, and when and why they are made - e.g., audience involvement, gentle criticism. • Ask students to identify a contemporary Hul'q'umi'num' cultural issue, and present a commentary to the class in a format of their choice – e.g., write a brief essay, lead a class discussion, give a PowerPoint presentation. • Invite students to imagine that they have travelled to another Aboriginal community in Canada or the world, and write a short letter home. Letters should include details of a celebration they attended, and compare it with a similar celebration at home.

SUGGESTED ASSESSMENT STRATEGIES

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

- Provide or negotiate criteria for assessing students' Hul'q'umi'num' Fair. Criteria might assess whether they:
 - clearly identify key aspects of Hul'q'umi'num' culture and customs
 - interact with familiar and unfamiliar members of the community using appropriate language and register
 - communicate clear, understandable messages
 - show respect and support for diversity
- To evaluate students' presentations of Hul'q'umi'num' dances and regalia, note the extent to which they:
 - have gone to some effort to find information
 - demonstrate understanding of the meanings, origins, and relationships between the dance and the regalia
 - are willing to learn and teach others how to do the dance
 - demonstrate cultural appreciation
- Assess students' letters home from another Aboriginal community for evidence that students have:
 - researched another community's celebration in a respectful way
 - provided accurate and detailed information
 - compared and contrasted activities and customs
 - offered an individualized response to these comparisons

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *Hul'q'umi'num' Snuhwmuhw:*
http://www.hulquminum.bc.ca/pubs/Place_Names_maps_2005.pdf
Place names maps of the Hul'q'umi'num' Treaty Group traditional territory.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • solicit and offer information, ideas, thoughts, opinions and points of view, giving reasons, reactions, and supporting details. • discuss short- and long-term plans, goals, and intentions, using appropriate time referents and conjunctions. • discuss options, using terms for possibility, comparison, contrast and cause. • use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future. • seek the input of those who are experienced in the area of discussion. • attempt to reformulate the ideas of others to enable consensus. • interact spontaneously in a variety of meaningful, real-life situations. 	<p>In Grade 12, students are expected to use their Hul'q'umi'num' communication skills and strategies to cope in common situations, as well as in unexpected ones, such as losing a passport or helping someone. Students should challenge themselves to speak only Hul'q'umi'num' in class and seek out opportunities to hear and use Hul'q'umi'num' in interactions outside the classroom.</p> <ul style="list-style-type: none"> • Have students discuss future plans after graduating (e.g., work, travel, further education). Encourage students to give convincing reasons for their choices, and to discuss options and possibilities – e.g., <i>'U' ch kwunnuhw tthu syaays, nem' 'u ch tse' tuyqul, nem' il' Mutouliye'?</i> (If you get the job, will you move to Victoria?) • Ask students to set up budgets for the first year after Grade 12. Then have them form groups and discuss how they allocated money for expenses – e.g., tuition, rent, groceries, furnishings, transportation. • Divide the class into groups of three. Ask two students in each group to interview the third as a candidate for the ideal housemate. Before the interviews, have groups prepare lists of possible questions. Encourage students to ask additional questions while conducting the interviews. • Encourage students to set and monitor two or three short-term goals in their journals. Ask them to write about their progress from time to time. • Ask students to identify Hul'q'umi'num' idiomatic expressions encountered in reading and listening activities. Encourage students to maintain ongoing lists of idioms with their contextual meanings. • As a class, discuss community issues such as Hul'q'umi'num' language policy or the process of Treaty negotiation. Invite students to present their opinions, giving reasons and supporting details. • In small groups, have students discuss the pros and cons of a decision or situation - e.g., going to university or to trade school; living in an urban setting or in a small rural community; standard or vegetarian diets. Information gathered may also be used to compile articles or create displays. • Ask students to brainstorm situations outside of school in which they can use Hul'q'umi'num' (e.g., conversing with Elders, preparing food with family members, asking for information). Work with students to develop criteria for assessing their degree of success. Then assign partners to work together to apply their Hul'q'umi'num' skills in out-of-school tasks. Have each pair submit an outline of the task and an assessment of their success.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, students are expected to engage in increasingly complex and spontaneous oral interactions in which they demonstrate their facility with Hul'q'umi'num' and the strategies they have developed to sustain and extend communication. Communication and risk-taking continue to be more important in most situations than accuracy and precision. However, if students have practiced and prepared oral or written work, assessment should consider errors that detract from the effectiveness or impact of the message. Peer assessment can be an important part of the oral practice that students need to support their development.

- In class discussions, look for evidence of the extent to which students:
 - make their views clear
 - give relevant reasons and examples to support their opinions
 - listen actively and attempt to respond to or build on others' ideas
 - participate in the discussion using Hul'q'umi'num' with some degree of spontaneity and engagement
 - include several sentences of coherent discourse, with relative detail and precision
 - sustain conversations for several minutes

- In assessing students' written work, look for evidence that students:
 - present and sequence their ideas logically
 - provide relevant details, reasons, and examples to justify their views
 - use a range of vocabulary related to the topic
 - integrate previously learned patterns and structures appropriately
 - use idiomatic expressions to enhance their communication

- Collaboratively develop criteria to assess students' interaction in out-of-school situations. Criteria should include the extent to which students:
 - present clear, complete, and appropriate messages
 - interact with growing spontaneity
 - sustain interaction with an easy flow of language
 - use vocabulary and idioms effectively
 - avoid serious errors in tense, aspect and structure that obscure meaning

RECOMMENDED LEARNING RESOURCES

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<http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • describe, narrate, and analyze events, experiences, or situations. • explain a procedure, giving steps and reasons. • use persuasive language to put forward a particular view. • use appropriate language structures to give advice. 	<p>In Grade 12, students are expected to bring together the speaking and writing skills they have learned and apply them in a variety of real-life situations. Students should look for opportunities to listen to Hul'q'umi'num' speeches in the community, and challenge themselves to speak in Hul'q'umi'num' at family and community events.</p> <ul style="list-style-type: none"> • Invite students to retell a traditional story or share a story they have created in 3-4 paragraphs, focusing on developing the main character - e.g., his/her strengths and weaknesses, his/her dilemma, the problem, the resolution, the teaching, and the lesson. Students could use various media to assist in telling the story - e.g., drama, art, sound effects. • In small groups, ask students to share information related to a memorable event or experience (e.g., vacation, special celebration, weekend activity). Students should include information about where and when the event took place and why it was memorable. Other students then ask questions about the event or experience. • As a class, discuss traditional practices. Invite students to explain one to the class, outlining what is done and why – e.g., why people heat their drums before they play, why you thank the cedar before the bark is stripped. • Have students research and present a proposal for addressing a local issue or problem – e.g., restoring a creek, building a skateboard park, etc. Students should attempt to persuade their audience to accept the proposal, giving a step-by-step outline of the suggested course of action, and reasons or examples to support it. Visual aids could also be used – e.g., PowerPoint presentation, pamphlet, model. • Have students write a letter offering advice to a real or imagined younger sibling or cousin living away from the community. • Invite students to create role-plays from situation cards (could be student generated) about asking for and giving advice. Give time for preparation but not memorization. Situations might include: <ul style="list-style-type: none"> - a student studying Hul'q'umi'num' for the first time seeking study tips. - a student seeking information on how to increase health, energy, and fitness levels. - a student wanting advice on what to take on a camping trip. <p>To follow up and check for comprehension, suggest that students choose one or more of the situations presented and write what they would advise.</p> • Suggest that students in groups design a brochure to encourage students in lower grades to take Hul'q'umi'num' and learn more about Hul'q'umi'num' culture.

SUGGESTED ASSESSMENT STRATEGIES

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

- As students discuss events in the past or share memorable events, look for evidence that they:
 - include detail to enhance their descriptions
 - convey a logical progression of events
 - use appropriate language patterns (including verb tenses and aspects)
 - use more specialized and precise vocabulary and expressions
 - ask one another questions to clarify or obtain additional details
 - take risks to extend their language development
- In students' letters and other written work, look for:
 - clarity (information is clear and easy to follow)
 - accurate complex and compound sentences and phrases used to hold ideas together
 - use of linking devices
 - use of idioms, and basic and specialized vocabulary from course content
 - relevant supporting details and examples
- In students' oral work in class, look for:
 - several sentences of coherent discourse
 - detail and precision
 - spontaneous responses to questions
- When students present their proposals for addressing a local issue, look for:
 - use of persuasive language to put forward an idea
 - a sequenced outline of the proposed course of action
 - supporting details, reasons and examples
 - use of one or more visual aids
- When students make brochures encouraging students in lower grades to learn Hul'q'umi'num', look for evidence that they:
 - present the information in a logical, easy-to-understand, and eye-catching manner
 - describe benefits of learning Hul'q'umi'num' and learning about Hul'q'umi'num' culture
 - use accurate and appropriate information
 - incorporate necessary vocabulary, language structures, and expressions

RECOMMENDED LEARNING RESOURCES

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



CD-ROM:

- *Hul'q'umi'num' Talking Dictionary*
(Snuneymuxw First Nation)



Print Materials:

- *Hul'q'umi'num' Dictionary*
(Hukari & Peter, 1995)
- *Hul'q'umi'num' Words*
(Snuneymuxw First Nation)



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • with the guidance of community Elders, identify culturally sensitive information and appropriate contexts and reasons for using it. • form research questions and identify information sources. • explore effective ways of finding, recording and using information. • use appropriate protocol for collecting information from cultural resource people. • record, analyze and organize relevant information from Hul'q'umi'num' resources to fit a research need. • condense, synthesize and use acquired information in oral, visual, and written forms. • follow protocol for acknowledging sources. 	<p>At this level, students will engage in meaningful tasks that require specific information. They should be able to locate information with confidence, skim for relevant facts, and use dictionaries and other resources appropriately.</p> <ul style="list-style-type: none"> • Invite a fluent Elder to work with the class to identify a community research need that the class could assist with – e.g., a traditional use study. • Have students research and analyze information on land claims. Sources could include Band Council members and Treaty Group maps and documents. Ask students to synthesize relevant information gathered and use it to support a position, presented orally or in writing. Encourage students to make use of maps and other visual aids in their presentations or reports. • Invite students to identify and use a variety of sources to research travel in the Hul'q'umi'num' region, including destinations and traditional methods of transportation. Ask students to each collect and present 10 helpful hints for hiking, paddling, or camping in the area. As an extension, the class could compile a master list of tips for travel and eco-tourism in the Hul'q'umi'num' region. • Ask students to research the lives of Elders, past and present, using photographs, video and audio recordings, and/or in-person interviews. Challenge students to come up with an innovative way to share or use the information they have gathered – e.g., making a children's book, writing a newsletter article, putting on a workshop. • Have students each interview 10 of their friends about people they admire, past and present. Interview questions might include: <ul style="list-style-type: none"> - Have you ever belonged to a fan club? - Who do you regard as a hero? Have your ideas about heroes changed over time? - What are some of the qualities you admire in a hero? Why? <p>Form groups and have each group report on four of these people, using information gathered in the interviews. The reports could mention the subjects' attributes, fields of endeavour, contributions to society, and images.</p> • Prompt students to reflect on and assess the skills and strategies they use for acquiring and using information by having them compile individual records of: <ul style="list-style-type: none"> - strategies they find effective - tasks they are comfortable with - skills and strategies they want to improve <p>Have them occasionally review and update their records with partners.</p>

SUGGESTED ASSESSMENT STRATEGIES

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

- When assessing students' oral presentations or written summaries of their research on land claims, look for evidence that they:
 - state a position clearly
 - provide reasons or examples to support their position
 - use appropriate language structures, expressions, and vocabulary for their topic
 - acknowledge their sources of information, thanking people who shared their knowledge

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

- After students have worked with information from a variety of sources in Hul'q'umi'num', prompt them to reflect on and assess the strategies they used by posing questions such as:
 - Overall, how successful were you at finding the information you needed?
 - What was your first approach to the material? How did that work?
 - What other strategies did you use that seemed most helpful?
 - What types of problems caused you the most difficulty? What strategies helped?
 - What did you learn about reading Hul'q'umi'num' materials that might help you in future assignments?

RECOMMENDED LEARNING RESOURCES

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

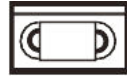


Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary*
(Hukari & Peter, 1995)
- *Hul'q'umi'num' Words*
(Snuneymuxw First Nation)



Video:

- *Speeches in Hul'q'umi'num': Words of the Elders from the Chemainus, Nanaimo and Nanoose First Nations*



Web Resources:

- *Cowichan Language Dictionary:*
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *Hul'q'umi'num' Language Dictionary:*
<http://www.snuneymuxw.ca/hulqdictionary.htm>
- *Hul'q'umi'num' Snuhwmuhw:*
http://www.hulquminum.bc.ca/pubs/Place_Names_maps_2005.pdf
Place names maps of the Hul'q'umi'num' Treaty Group traditional territory.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • analyze and respond to authentic creative works from Hul'q'umi'num' culture. • seek meaning in the unspoken communication in creative works – e.g., symbols, metaphors. • demonstrate an in-depth understanding of the main idea and significant details of a text – e.g., causes and effects of decisions made by characters. • identify and discuss lessons learned from moral stories. 	<p>Students bring together all aspects of their language learning here, creating their group or individual responses in simple or multimedia formats. Though communication continues to be central, experiencing and interpreting creative works should be motivated by enjoyment and pleasure.</p> <ul style="list-style-type: none"> • Have students work in pairs to find a contemporary Hul'q'umi'num' creative work (e.g., sculpture, carving, jewellery, weaving, music, dance) or artist that interests them. Encourage students to consider the symbolism in the works. Each pair submits a written assignment in a format of their choice: an assessment of a performance or gallery exhibition, or a biography of an artist. • Invite a Hul'q'umi'num' drummer to assist students in creating an accompaniment and dance to support a traditional story of their choice. Discuss important features such as style and presentation. Then ask groups of students to perform their stories for the class. • Invite a Hul'q'umi'num' artist to discuss similarities and differences between traditional and contemporary Aboriginal art, with respect to visual design elements, materials, tools, and spirituality. Have students analyze creative works for design elements, materials, tools and processes used, and invite them to ask questions based on the artist's presentation. • After viewing a First Nations film, ask students to work in small groups to mind-map the main idea, characters, plot, and setting. Students then fill in individual response sheets requesting the following information: <ul style="list-style-type: none"> - questions they would like to ask the characters - symbols or metaphors they have identified in the film - a relevant connection to the work - what they would change if they had been the director • Examine in detail several versions of a traditional narrative as it exists in Hul'q'umi'num' and other First Nations cultures. Then invite students in groups to select scenes to act out in Hul'q'umi'num'. Have students identify similarities and differences in plot, theme, moral, symbolism, and other significant details, in various versions of the story. Students could create a chart that reflects the similarities and differences between two versions.

SUGGESTED ASSESSMENT STRATEGIES

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

- When students complete their artist biographies or assessments of performances or exhibitions, look for evidence that they:
 - represent the main ideas or message of the artist's work
 - comment on symbolism in the work or works considered
 - include details and reasons to support their views and responses to the works or artist
- When assessing students' responses to a film, note the extent to which they:
 - show understanding of the plot, characterization and theme
 - connect the content to their own experiences
 - identify symbols and metaphors in the film
- When evaluating students' comparison charts, note the extent to which they:
 - are able to identify similarities and differences between Hul'q'umi'num' and other First Nations cultures' stories
 - show understanding of the Hul'q'umi'num' story
 - show a relevant connection to one or more elements of the story

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hands of Our Ancestors: The Revival of Salish Weaving at Musqueam*



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use appropriate language, expressions, and registers (including formal, informal, and storytelling registers) in cultural contexts. • follow appropriate protocols governing relationships between and among people during ceremonies and special events. • demonstrate an understanding and appreciation of spontaneous humour in appropriate social situations. • identify examples of implied or indirect language, and explain their purpose – e.g., hedging, avoidance. • analyze and discuss contemporary issues in Hul'q'umi'num' culture. • demonstrate an understanding of similarities and differences between Hul'q'umi'num' culture and other cultures. • analyze and discuss how one is influenced by one's cultural experiences, giving reasons. 	<p>Students need opportunities in the classroom to examine traditional and contemporary Hul'q'umi'num' culture in light of all their cultural experiences. At this level, students should be able to show considerable cultural awareness when communicating in Hul'q'umi'num'.</p> <ul style="list-style-type: none"> • Invite students to improvise social situations (e.g., greeting a guest, gift-giving, family dinners, shopping). Students could draw situation cards and role-play culturally appropriate behaviour, including gestures and expressions of politeness. Challenge students to use appropriate dialectal words and phrases from various Hul'q'umi'num' communities. • Work with the class to brainstorm vocabulary and expressions appropriate for visiting a relative in the hospital. Ask students to role-play a hospital visit, using appropriate language and register for talking with people they might meet there – e.g., Elders, hospital staff, young relatives, etc. • Set up and role-play ceremonial events with the guidance of an experienced Elder. Have students take on various roles. • Invite students work with an Elder or fluent speaker to study the impact of technology on the Hul'q'umi'num' language, considering the development and construction of words for modern concepts and machines (e.g., <i>shxuyil'elu</i>, “refrigerator”, <i>shquqq'ule'tsul's</i> “hay-baler”). Discuss the facility of the Hul'q'umi'num' language for creating new words, rather than simply borrowing them from other languages. Then challenge students to build words for two new items or concepts, using Hul'q'umi'num' word-parts. Students could then present their suggestions to Elders and try using the new words in conversation. • Have students view a film with Aboriginal actors or directors. Ask students to compare and contrast the relationship protocol of characters in the movie and the protocol of Hul'q'umi'num' culture. • Ask students in pairs to discuss how and why a particular aspect of culture (e.g., ceremonies and celebrations, spiritual beliefs, family life, oral or written history, the arts, political systems, etc.) influences people's behaviour and attitudes. Invite them to create and label a series of illustrations or symbols that show key elements of their own cultures and behaviour patterns. Provide opportunities for students to display their work and respond to comments and questions.

SUGGESTED ASSESSMENT STRATEGIES

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

- When students role-play social situations and ceremonial events, look for evidence that:
 - the interaction takes place entirely in Hul'q'umi'num'
 - students convey relevant information, using appropriate register and relationship protocol
 - students use a variety of strategies to negotiate meaning and sustain the interaction (e.g., rephrasing, questioning, repeating key words and phrases)

- When students share their illustrations or symbols of cultures and behaviour patterns, look for evidence that they are:
 - aware of key elements of their cultures and behaviour
 - sensitive to some of the more subtle or complex patterns in their cultures and behaviour
 - supportive of their classmates' work
 - respectful of differences among their classmates

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use and respond to commands, requests, and suggestions. • 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”. • exchange information about activities, people, places, and things. • communicate wants, needs, likes, dislikes and emotions, giving simple reasons. • express ability and inability. • ask for specific help. • use learned expressions and phrases in past, present, and future. • participate in a variety of meaningful, real-life situations. • begin to derive meaning in new language situations. 	<p>It is important to develop language-learning opportunities that incorporate students' interests and reflect meaningful situations. As students progress and gain confidence in their Hul'q'umi'num' skills, they are expected to apply a growing range of language-learning strategies. Encourage students to begin to take risks with Hul'q'umi'num'.</p> <ul style="list-style-type: none"> • Using appropriate props, have students work in pairs to practice producing and responding to commands and requests. Encourage students to use gestures to clarify meaning, and learned vocabulary such as numbers and locations, as well as expressions of politeness - e.g.: (<i>Hwyuxwut ch tthun' poukw.</i>) (<i>Open your book.</i>) . (<i>Kwunut me'sh tthu q'uluts'tun, hiquit 'u tthun' lutem.</i>) (<i>Take the umbrella and put it under your desk.</i>) (<i>Tth'ihwum ch 'i' m'istuhw lhihw ts'e'wi.</i>) (<i>Please bring three bowls.</i>) • Have students listen to conversations in Hul'q'umi'num'. As they listen, they note repeated phrases, gestures, or words. • Have students in pairs role-play telephone conversations in which they plan weekend activities. Each pair should find an activity both students would enjoy. The plan could include where they will go, who will go with them, when they will leave, and what they will take along. • Provide frequent opportunities for students to set and monitor goals. For example, at the beginning of each week or class, students might write down two goals or intentions, such as: <ul style="list-style-type: none"> - how much Hul'q'umi'num' they will use in class - new vocabulary or structures they will use • Students receive a card that describes either a specific situation or a specific emotion. Students then circulate to find a person with whom they can make a complete sentence (e.g., <i>I am anxious ... when I have an exam.</i>). Students use this sentence to form the basis for a role-play in which they communicate how they feel in a particular situation. As a follow-up activity, students create two original situations and ask others to respond by describing how they feel in such situations. • Ask students to prepare gift-shopping lists for their families and friends. Have them work in pairs to role-play scenes in which they ask a shopkeeper where they can find the various items listed and how much they cost. As a variation, students could describe the interests and preferences of their family members and friends, and the shopkeeper could make suitable gift suggestions.

SUGGESTED ASSESSMENT STRATEGIES

Assessment should emphasize risk-taking and participation rather than correctness. To develop effective Hul'q'umi'num' language skills, students need to focus on exchanging an increasing range of information, beginning with their interests, feelings and information needs.

- When students exchange information in role-plays, look for evidence that they are able to:
 - make themselves understood
 - use appropriate pronunciation and intonation
 - complete activities using only Hul'q'umi'num'
 - use strategies such as non-verbal communication or visual props to support their communication
 - recognize and respond to familiar words and patterns
 - use patterns and frames they have learned with less and less support
 - speak with increasing comfort and confidence

- As students listen to conversations, note the extent to which they:
 - respond to the meaning as well as the sounds and rhythms
 - make connections with other conversations they have heard
 - are open and willing to engage in new experiences

- When giving students opportunities to set and monitor goals, have them consider such criteria as the following to assist them in the process:
 - I ask and answer questions.
 - I try to use as much Hul'q'umi'num' as possible.
 - I use gestures or rephrase when others don't understand me.
 - I support others when they speak Hul'q'umi'num'.

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

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *Making Suggestions with 'Ilhe:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 2.10 – 2.11
http://web.uvic.ca/hrd/hulq/grammar/lesson02/gr02_10.htm

- *Polite Commands:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 1.4 – 1.5
http://web.uvic.ca/hrd/hulq/grammar/lesson01/gr01_04.htm

- *Questions with 'u:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 2.5 – 2.6
http://web.uvic.ca/hrd/hulq/grammar/lesson02/gr02_05.htm

- *Questions with Lhwet:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 3.10 – 3.11
http://web.uvic.ca/hrd/hulq/grammar/lesson03/gr03_10.htm

- *Questions with Stem:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 3.1 – 3.2
http://web.uvic.ca/hrd/hulq/grammar/lesson03/gr03_01.htm

- *Stem kw'un's hun'ut ...?:*
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 3.8 – 3.9
http://web.uvic.ca/hrd/hulq/grammar/lesson03/gr03_08.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • express dates and times. • identify and use expressions of time. • recognize events as past, present, or future. • narrate or describe events and experiences in logical progression, using conjunctions such as 'i', “and”, <i>nuso'</i> “and I”, <i>un'so'</i> “and you”. • give simple instructions in a respectful way. • describe similarities and differences. 	<p>As students become more confident in their Hul'q'umi'num' skills, they gain facility in using a range of structures and sequencing techniques to produce connected speech and text. A supportive learning environment is essential, where students will feel comfortable speaking Hul'q'umi'num' in front of their peers and begin to take risks with the language in their speech and writing.</p> <ul style="list-style-type: none"> • Invite students to retell part of a traditional narrative orally or in written form, using a variety of media to support the retelling - e.g. illustrations, song, dance, puppetry. Encourage students to incorporate expressions of time - e.g. <i>tun'a kweyul</i>, <i>kw'un'a tsul'equlh</i>, <i>kweyul tse'</i>, <i>yuw'en'</i>, <i>wulh</i>) • After reading or relating a story in Hul'q'umi'num', ask the class to identify the time frames of the events. Discuss how the time frame is indicated with verb forms and time expressions. As an extension, have students select two sentences from the story and practice writing them in different tenses and/or aspects – e.g.: <i>Nem' tst 'aluxut kw' s'ulhtun.</i> <i>(We will gather some food.)</i> <i>Ni' tst 'aluxut kw' s'ulhtun.</i> <i>(We gathered some food.)</i> <i>I tst 'a'luxut kw' s'ulhtun.</i> <i>(We're gathering some food.)</i> Students should try to create as many combinations as possible, adding time expressions where appropriate. • Using a set of cards with high frequency verbs and another set with high frequency nouns and pronouns, challenge students to randomly select two verbs and a subject and create conjoined sentences. Provide pre-framed models, e.g.: <i>lhxilush</i> “stand up” + <i>t'ilum</i> “sing” + <i>tst</i> “we” = <i>Lhxilush tst tse' so' t'ilum tst.</i> <i>(We will stand up and sing.)</i> = <i>Ni' tst lhxilush sutst 'o' t'ilum.</i> <i>(We stood up and sang.)</i> • Have students imagine that they have switched identities with their parents for a day. They are to give their parents a list of instructions for chores to complete before the end of the day (e.g., make beds, wash the dishes, take out the trash). Ask students to incorporate polite commands. • In small groups, students brainstorm or research similarities and differences between people, places or situations (e.g., Coast and Interior Salish, hunting and fishing camps, traditional resource gathering areas, First Nations' and immigrant cultures' celebrations), listing ideas, findings, and examples in Hul'q'umi'num'. Students then prepare a display of this information and present it to the class.

SUGGESTED ASSESSMENT STRATEGIES

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

- When students present their work orally or retell parts of traditional narratives, note the extent to which they:
 - attempt to engage their classmates' interest
 - listen attentively to others
 - support and encourage one another
 - present events in a logical order, attempting to include conjunctions and time expressions
 - use correct word order in short sentences and basic constructions
 - attempt to self-correct pronunciation

- In students' written work, look for evidence that they:
 - understand and use vocabulary learned in class
 - use high frequency structural words in sentences - e.g., 'i, ni', 'tse', 'u
 - use time expressions and conjunctions to sequence events
 - use common verb endings with relative accuracy
 - attempt to use a variety of sentence types
 - spell with accuracy based on the accuracy of their pronunciation and grammar
 - take risks to incorporate new structures

RECOMMENDED LEARNING RESOURCES

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



Print Materials:

- *Hul'q'umi'num' Dictionary*
(Hukari & Peter, 1995)
- *Hul'q'umi'num' Words*
(Snuneymuxw First Nation)



Web Resources:

- "And I", "And you", etc.:
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 2.17 to 2.18
http://web.uvic.ca/hrd/hulq/grammar/lesson02/gr02_17.htm
- *Cowichan Language Dictionary*:
<http://lingo.ling.uvic.ca/dictionary/cowichan/login.php>
(Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num'*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary*:
<http://www.snuneymuxw.ca/hulqdictionary.htm>
- 'Un'so':
Tatul'ut tthu Hul'q'umi'num' –
Grammar sections 2.12 to 2.13
http://web.uvic.ca/hrd/hulq/grammar/lesson02/gr02_12.htm
- 'Un'so' and Nuso' – Review Exercise :
Tatul'ut tthu Hul'q'umi'num' –
Grammar section 4.5
http://web.uvic.ca/hrd/hulq/grammar/lesson04/gr04_05.htm

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify information needs and sources, and methods for finding and recording information. • recognize and use appropriate protocol for collecting information from cultural resource people. • extract, record, and organize relevant information from Hul'q'umi'num' resources to meet information needs. • convey acquired information in oral, visual, and simple written forms. • acknowledge sources appropriately. 	<p>Students are encouraged to use as many language-learning strategies as they can to extract key information from Hul'q'umi'num' resources in order to complete tasks. As students progress, they can begin to process the information gathered and express it in various age-appropriate formats.</p> <ul style="list-style-type: none"> • Have students each choose a non-fiction piece in Hul'q'umi'num' from resources which have been pre-selected, such as written text, videos of Elders, or cultural resource people (e.g., a press release, an instructional video, an Elder's story of a childhood experience, etc.). Students read, view, or listen to their resource, identify the main ideas, and generate four questions about the most interesting facts. Then ask students to exchange their resources and questions with partners, who will read, view or listen to the material and answer the questions. • Have students talk with relatives who are fluent in Hul'q'umi'num' to seek new vocabulary and phrases and practice sentence building. Then have students record the new words and structures to create personal mini-dictionaries (e.g., using a card file or computer database). Encourage students to incorporate illustrations and individually meaningful memory-aids into their dictionaries. Students could also work with parents or other relatives who are also learning Hul'q'umi'num' to compare notes and share words and phrases. • Have students work in groups to conduct opinion polls, using simple Hul'q'umi'num' terms to determine the range of preferences in the class regarding everyday activities (e.g., sports, music, humour, clothing, restaurants, food). Have students record the results on paper or in a computer spreadsheet and create charts or graphs to post on the class bulletin board. • Invite a cultural resource person to demonstrate preparing one or more traditional Hul'q'umi'num' foods - e.g., <i>sch'u'kwx suplil</i> “fried bread”, <i>stseelhtun</i> “salmon” - using Hul'q'umi'num' throughout the presentation. Have students take notes, and then form small groups to research traditional foods using other Hul'q'umi'num' resources. As groups report on their findings, ask each student to record key information on a map, using icons to represent various food-gathering sites. • Provide students with several movie advertisements translated into Hul'q'umi'num', and suggest that each student plan to attend one with a friend, using details given in the advertisements such as titles, times, locations, and possibly reviews. Ask students to exchange this information with partners in a role-play, and describe how the movie might make them feel - e.g., <i>'iyus</i> “happy”, <i>si'si'</i> “afraid”, etc.

SUGGESTED ASSESSMENT STRATEGIES

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

- When students create and respond to questions on non-fiction resources, note the extent to which they:
 - identify and recount ideas or impressions
 - include relevant and accurate detail
 - reproduce Hul'q'umi'num' words and structures in understandable form
 - organize and sequence information appropriately
- When students report on traditional foods and complete their maps of food-gathering sites, look for evidence that:
 - meaning is clear in students' oral Hul'q'umi'num'
 - information presented is accurate and complete
 - sites are clearly represented on the map
 - students listen actively to classmates' presentations
- When students use information from movie advertisements, look for evidence that they can:
 - find the required information
 - use the vocabulary and structures they need to arrange meeting times and places

Students could present their plans to the class, providing opportunities for peer feedback.
- As students work with a greater variety of Hul'q'umi'num' information sources, look for evidence that they are increasingly able to:
 - ask appropriate questions to find the information or details they need
 - focus on key words, phrases, and ideas
 - make logical inferences based on the language they recognize
 - persevere in finding meaning in language that seems very difficult at first
 - replicate some of the patterns they encounter
 - acknowledge sources of information appropriately
 - self-monitor, checking on their understanding and making adjustments as needed

The teacher may wish to develop a self-assessment checklist that students can use to record their growth in these areas.

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Print Materials:

- *Hul'q'umi'num' Dictionary* (Hukari & Peter, 1995)
- *Hul'q'umi'num' Words* (Snuneymuxw First Nation)
- *Let's Make Fried Bread*



Video:

- *Speeches in Hul'q'umi'num': Words of the Elders from the Chemainus, Nanaimo and Nanoose First Nations*



Web Resources:

- *Cowichan Language Dictionary:* <http://lingo.ling.uvic.ca/dictionary/cowichan/login.php> (Username: guest. Password: guest)
- *FirstVoices Archive – Hul'q'umi'num':* www.firstvoices.com (Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)
- *Hul'q'umi'num' Language Dictionary:* <http://www.snuneymuxw.ca/hulqdictionary.htm>

INTRODUCTORY HUL'Q'UMI'NUM' 11 • *Understanding Culture and Society:
Interpreting Creative Works*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • reflect on, discuss, and respond to authentic creative works from Hul'q'umi'num' culture. • demonstrate comprehension of the main idea and significant details of a text. • show a relevant connection to the problem faced by the main character in moral stories. • identify storytelling techniques. 	<p>At this age, students will be able to experience a range of creative works and may bring in examples from outside the class. Engagement in activities increases when students are encouraged to respond creatively, choosing from a variety of options (e.g., poster, diagram, video, electronic response).</p> <ul style="list-style-type: none"> • Have students research examples of Hul'q'umi'num' visual art – e.g., paintings, carving, or sculpture. Invite them to choose an art form to recreate and explain what it represents or symbolizes. • Ask students to research and examine fashions designed by contemporary Hul'q'umi'num' or Coast Salish artists. Students could create captioned drawings or collages to illustrate the influences of both traditional Coast Salish art and modern styles on the fashion designs. Invite students to present a fashion show accompanied by simple commentary. • Play a Hul'q'umi'num' song and suggest students write lyrics for additional verses, create artwork for a CD cover to promote the song or the artist, or create music videos. • Have each student read a selection of Hul'q'umi'num' children's stories and identify the main idea and key details. Then ask students to complete one or more of the following assignments: <ul style="list-style-type: none"> - illustrate the story to clarify its meaning - role-play the story - change one element of the story throughout to modernize or update it - record the story on audio- or videotape • Play an audiotape or video of a song, dramatic story or speech, and ask students to: <ul style="list-style-type: none"> - list key words related to a topic - identify words or expressions related to a central idea, mood or theme • Divide the class into groups and give each group a different section of the same story. Have each group read and paraphrase its section. Then ask students to form new groups to share the main ideas and significant details of all sections, and arrange the sections in logical sequence. Have these groups represent their collaborative understanding of the story in a series of cartoon panels or illustrations. • Provide opportunities for students to experience simple traditional Hul'q'umi'num' stories presented in a variety of ways: told by a guest storyteller, listened to on audiotape, viewed on video, or read. Discuss new vocabulary encountered in each story. Then ask students to listen to, view, or read the story again to observe the storyteller's choice of words and identify other storytelling techniques.

**INTRODUCTORY HUL'Q'UMI'NUM' 11 • Understanding Culture and Society:
Interpreting Creative Works**

SUGGESTED ASSESSMENT STRATEGIES

Students in Introductory Hul'q'umi'num' 11 should experience a much wider range of creative works, particularly stories and songs, than they are able to read or understand independently. Assessment should focus on students' increasing abilities to share and elaborate on their views and responses. The teacher can also assess students' increasing appreciation of the unique features of and connections between Hul'q'umi'num' creative works and those of other cultures.

- Before students recreate an art form, work with them to develop criteria such as:
 - shows attention to details of the samples
 - includes required information
 - explains what the work represents or symbolizes
- When students present creative works such as drawings, collages or fashion shows, look for evidence that they:
 - are willing to go to some effort to consider works or experiences not presented in class
 - make connections with other experiences and preferences
 - offer reasons and examples to support their ideas
 - are responsive to works of other students
- When students respond to Hul'q'umi'num' songs, have them work in groups to develop three or four criteria to use for self- and peer assessment. For example, they might focus on:
 - openness to new or different ideas
 - incorporation of interesting features
 - attention to details from the original work
 - communication of a clear point of view
- Before students prepare representations of children's stories, work with them to develop criteria which can be used for self-, peer, and teacher assessment, e.g.:
 - convey the theme and teachings of the original story
 - draw on original characters and events
 - use detail to develop interest and engagement
 - incorporate elements of the style of the original
 - attempt to use language to create a specific effect or mood
 - convey a clear view or perspective of the original
 - show creativity and risk-taking in their representations
- When students work in groups to read and paraphrase a story in a series of cartoon panels or illustrations, look for evidence that they are able to:
 - identify main events
 - include accurate supporting details
 - create logical sequences

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *FirstVoices Archive – Hul'q'umi'num':*
www.firstvoices.com
(Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.)

INTRODUCTORY HUL'Q'UMI'NUM' 11 • *Understanding Culture and Society:
Socializing and Celebrating*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use greetings and expressions of politeness. • recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members. • determine what can be talked about or asked when Elders are present to share their knowledge. • identify language, expressions, and behaviours that reflect cultural context. • demonstrate an understanding of significant stories related to celebrations and traditional ceremonies. • recognize order of events and placement of people during ceremonies and events. • recognize and use appropriate articles to refer to the gender and visibility of people or objects. • identify characteristics of Hul'q'umi'num' culture and compare them to those of other cultures. • identify the contributions of Hul'q'umi'num' people to Vancouver Island, British Columbia, Canada and the world. • describe ways that Hul'q'umi'num' and other languages have influenced each other. 	<p>Introductory Grade 11 students are encouraged to participate in a variety of Hul'q'umi'num' cultural experiences. As their language abilities grow, students should be given frequent opportunities to interact in Hul'q'umi'num' and practice using appropriate communication conventions.</p> <ul style="list-style-type: none"> • Invite students to draw situation cards and present vignettes in which they play the roles of family or community members, practicing appropriate language for the interactions. • Ask students to examine Hul'q'umi'num' resources such as video excerpts and web sites, or observe fluent speakers interacting at community events, to identify language, expressions, and behaviours that reflect cultural context – e.g., body language, greetings and leave-taking, routines and idioms. The class then pools their results and displays them in a chart with appropriate illustrations. • Invite students to read, view, or listen to Hul'q'umi'num' stories that demonstrate language and protocol related to traditional celebrations and ceremonies. Students then present the stories through media of their choice (e.g., dramatization, computer presentation). • Encourage students to develop an understanding of their cultural backgrounds, including special foods, celebrations, and artifacts. Invite them to organize displays to introduce their cultures to the class. Displays could include samples of food or clothing, demonstrations, significant objects, photos, geographic details, or brief descriptions of special traditions or family history. These displays can serve as a foundation for activities dealing with Hul'q'umi'num' culture. • Create a Hul'q'umi'num' Hall of Fame. Students research and nominate candidates from Hul'q'umi'num' regions in the fields of Fine Arts, Politics, Sports, and Science. Students must present reasons why their candidate should be included in the Hall of Fame. Students then organize a voting system and hold a vote. They might also enjoy creating an induction ceremony into the Hall of Fame. • Have students brainstorm Hul'q'umi'num' words and phrases that are used in English (e.g., place names) and English words that have been borrowed into Hul'q'umi'num' (e.g., <i>skwool</i>, <i>poukw</i>). These words or phrases may be found in materials read, or heard in class or outside of class. Encourage students to maintain ongoing lists of words or phrases. As a follow-up activity, students could compose paragraphs or humorous anecdotes using as many words from their lists as possible.

INTRODUCTORY HUL'Q'UMI'NUM' 11 • *Understanding Culture and Society:
Socializing and Celebrating*

SUGGESTED ASSESSMENT STRATEGIES

In students' first year of Hul'q'umi'num', assessment of their interpretation and understanding of culture will frequently involve visual representations or the use of English. Assessment activities should allow students to demonstrate their understanding of Hul'q'umi'num' culture, and encourage them to reflect on other cultures.

- When students present their vignettes, note the extent to which they:
 - are able to communicate clearly
 - demonstrate appropriate language in a variety of interactions
 - listen actively to classmates' presentations
- Collaboratively develop criteria for students' presentations of stories. For example:
 - develops a clear feeling, theme, or message that is consistent with the original
 - incorporates appropriate conventions, traditions and cultural elements
 - reflects key features or qualities of the characters
 - is open and willing to engage in the task
- When students participate in activities and discussions dealing with cultural issues, note the extent to which they:
 - share information about their cultures and customs
 - recognize Hul'q'umi'num' words and names
 - show interest in and respect for other ethnic and cultural groups in the community
- When students investigate historic or well-known Hul'q'umi'num' people for their Hall of Fame, discuss assessment criteria before they begin their projects. Encourage students to use Hul'q'umi'num' as much as possible in their research and reporting. Assessment criteria might include:
 - includes relevant details, reasons and examples to add interest and illustrate key points
 - shows an awareness of the diversity of Hul'q'umi'num' peoples
 - uses a range of resources effectively
 - offers some insights and thoughtful speculation
- When students create lists of words used in both Hul'q'umi'num' and English, look for evidence that students:
 - are able to recognize and comprehend the meanings of the words in their new context
 - are interested in relationships between the two languages
 - recognize that words' pronunciations may be changed when they are borrowed into a language with different speech sounds
 - make an effort to use the words appropriately

RECOMMENDED LEARNING RESOURCES

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



Hul'q'umi'num' Elders and Speakers



Web Resources:

- *Articles: Gender and Visibility: Tatul'ut tthu Hul'q'umi'num' – Grammar sections 6.1, 6.5, 6.7*
http://web.uvic.ca/hrd/hulq/grammar/lesson06/gr06_01.htm
- *Articles: Gender and Visibility - Exercises: Tatul'ut tthu Hul'q'umi'num' – Grammar sections 6.2, 6.4*
http://web.uvic.ca/hrd/hulq/grammar/lesson06/gr06_02.htm

