



HUL'Q'UMI'NUM' 5 TO 12

Integrated Resource Package 2007



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School District 68 (Nanaimo-Ladysmith),
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This Integrated Resource Package (IRP) provides basic information that teachers will require in order to implement the Hul'q'umi'num' 5 to 12 curriculum. Brief descriptions of each section of the IRP follow.

THE INTRODUCTION

The Introduction provides general information about the Hul'q'umi'num' 5 to 12 curriculum, including special features and requirements. It also provides a rationale for teaching Hul'q'umi'num' 5 to 12 in BC schools.

THE HUL'Q'UMI'NUM' 5 TO 12 CURRICULUM

The Hul'q'umi'num' 5 to 12 curriculum is structured in terms of curriculum organizers. The main body of the IRP consists of four columns of information for each organizer. The columns include:

- prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- locally approved learning resources

Prescribed Learning Outcomes

Prescribed learning outcomes are content standards for the provincial education system. Learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are the statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable or measurable terms. All learning outcomes complete the stem: “It is expected that students will...” Outcome statements have been written to enable teachers to use their experience and professional judgement when planning and evaluating. The outcomes are

benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgement of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies are suggestions only.

Locally Approved Learning Resources

The learning resources in this IRP are materials that have been reviewed and evaluated by the members of the Hul'q'umi'num' 5 to 12 development team, according to district policy. They are typically materials suitable for student use, but may also include information primarily intended for teachers. Teachers are encouraged to select those resources that they find most relevant and useful for their students. The resources listed in the curriculum section (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer, or provide unique support to specific topics. Appendix B contains a complete listing of all learning resources so far identified to support this curriculum.

THE APPENDICES

A series of appendices provides additional information about the curriculum and further support for the teacher.

- **Appendix A** lists the curriculum organizers and the prescribed learning outcomes for each grade.
- **Appendix B** consists of general information on learning resources, including a complete annotated list of the learning resources that support this curriculum.
- **Appendix C** contains assistance for teachers related to provincial assessment and evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- **Appendix D** acknowledges the many people and organizations that have been involved in the development of this IRP.

A NOTE ON HUL'Q'UMI'NUM' DIALECTS

It is important to note that this IRP does not prescribe Hul'q'umi'num' words, phrases, or spellings. The IRP can be used in any system that desires to teach Hul'q'umi'num', without imposing the dialect of one specific area on another. The IRP is intended to guide the teacher in providing students with a rich continuum of experiences as they become proficient speakers of Hul'q'umi'num'.

Hul'q'umi'num' is and has been written in several different writing systems. In this IRP, Hul'q'umi'num' words in the Curriculum section and Appendices A and C are written in the alphabet developed by Dr. Tom Hukari for the Cowichan Tribes. Hul'q'umi'num' words in Appendix B are written in the alphabet developed by Dr. Donna Gerdts for the Snuneymuxw First Nation and School District

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The IRP does not intend to prescribe either of these alphabets as the “correct” way to write or spell Hul'q'umi'num' words.

However, teachers are strongly encouraged to select one alphabet and use it throughout the school year, to consistently represent the unique sounds of Hul'q'umi'num' with consistent spellings. At the high school level, students may wish to explore alternate writing systems, or study the development of the Hul'q'umi'num' alphabets.

Similarly, the Hul'q'umi'num' words and phrases included in the IRP are simply examples, and teachers are encouraged to modify them to reflect local pronunciation, spelling conventions and usage. For example, the learning outcome

- use appropriate articles to refer to the visibility and gender of people or objects.

will be accomplished differently in different dialects. In some dialects, speakers use the articles *tu* and *kwu* to distinguish between people and objects which are visible (*tu*) or out of sight (*kwu*). Other dialects may also use articles that distinguish gender:

- *thu* for a female person when she is in view
- *lhu* for a female person when she is not in view
- *tthu* for a male person, a group of people, or one or more objects in view
- *kwthu* for a male person, group of people, or one or more objects out of view.

The teacher should model the articles appropriate for the local dialect. Alternate forms of articles can be considered when students examine dialect variation in Grade 10.

Grade

GRADE 6 • Communicating: Presenting Information

Curriculum Organizer

Prescribed Learning Outcomes

The Prescribed Learning Outcomes column lists the specific learning outcomes for each curriculum organizer.

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'iknats'amat</i> "family", <i>sikun'ne'wus</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>xwits'ew</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" style="margin-left: 20px;"> <tr> <td>Sees (Name of student)</td> <td></td> </tr> <tr> <td>Sikum'ni's (Community of origin)</td> <td></td> </tr> <tr> <td>Xwits'nikw' s'eni's (Meaning of the community's name)</td> <td></td> </tr> <tr> <td>'h'us 'al' 'ux' skm'ul'ut (Interesting facts)</td> <td></td> </tr> </table>	Sees (Name of student)		Sikum'ni's (Community of origin)		Xwits'nikw' s'eni's (Meaning of the community's name)		'h'us 'al' 'ux' skm'ul'ut (Interesting facts)	
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'h'us 'al' 'ux' skm'ul'ut (Interesting facts)									

Suggested Instructional Strategies

The Suggested Instructional Strategies column suggests a variety of instructional approaches that includes group work, problem solving, and the use of technology. Teachers should consider these as examples they might modify to suit the developmental level of their students.


Grade

GRADE 6 • Communicating: Presenting Information

Curriculum Organizer

Suggested Assessment Strategies

The Suggested Assessment Strategies offer a wide range of assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional goals.

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 naming 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>  <p><i>Web Resources:</i></p> <ul style="list-style-type: none"> <i>FirstVoices Archive – Hul'q'umi'num':</i> www.firstvoices.com (Select HUL'Q'UMI'NUM' from the Choose A Language menu on the homepage.) <i>Hul'q'umi'num' Soudunwuw:</i> http://www.hulqumiumm.bc.ca/pubs/Place_Names_maps_2005.pdf <i>Place names maps of the Hul'q'umi'num' Treaty Group traditional territory.</i>

Learning Resources

The Learning Resources column is an alphabetical list by media of the resources that support the prescribed learning outcomes. A complete list including a short description of each resource, its media type, and distributor is found in Appendix B of the IRP.

