
CREE LANGUAGE AND CULTURE NINE-YEAR PROGRAM (GRADE 4 TO GRADE 12)

The Cree Language and Culture Nine-Year Program (Grade 4 to Grade 12) is intended for students who are beginning their study of Cree language and culture in Grade 4.

PHILOSOPHY

“Our way is a valid way of seeing the world.”
– Western Canadian Protocol Aboriginal Languages
Working Group

“Our tepees were round like the nests of birds ...
the nations hoop, a nest of many nests where
the Great Spirit meant for us to hatch our
children.”
– Black Elk, Oglala Sioux Holy Man

ELDER AND COMMITTEE ADVISORS

The contents of this program of studies are drawn from the wisdom and ideas of countless Elders—past and present—Cree educators whose words enlightened and challenged both in person and in writing, and who are struggling with issues of language loss and language revitalization. In particular, the Cree Language and Culture Nine-Year Program (Grade 4 to Grade 12) Development Committee is indebted to the following Elders and committee members who agreed to advise some of the developmental stages of this document:

- Janice Aubry
- Elise Auger
- Paul Beauregard
- Louise Berland

- Alfred Bonaise
- Loretta Breland
- Norine Buffalo
- Rosalyn Bull
- Jenny Cardinal
- Joe P. Cardinal (deceased)
- Julia Cardinal
- Raymond Cardinal
- Mary Cardinal-Collins
- Florestine Chowace
- Laura Collins
- Susan Dion
- Edith Ellingboe
- Esther Giroux
- Rhoda Gladue
- Emily Hunter
- Bryant Johns
- Billy Joe Laboucan
- Donna Leask
- Lorna L’Hirondelle
- Willy Lightning
- Judy Louis
- Rita Marten
- Jutta McAdam
- Marjorie Memnook
- Velma Memnook
- Laurie Moyah
- Madeline Noskey

- Linda Oldpan
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- Lorraine Rain
- Teddy Ribbonleg
- Susie Robinson
- Jerry Saddleback
- Joan Simpson
- John Sokolowski
- Marion Stone
- Josephine Thompson
- Connie Twin
- Stuart Wachowicz
- Joyce Wood
- Nora Yellowknee
- Gerald Young

VOICES OF THE ELDERS

The wisdom of the Elders is central to cultural learning according to Cree perspective. Elders are the “keepers of knowledge,” and it is their guidance that Cree people seek as they strive for balance in their relationships with the Creator (*Mâmawi Ohtâwîmâw*), the natural world, other people and themselves.

The quotations in this section are intended to illustrate the vast wisdom of Aboriginal Elders as “keepers of knowledge” and as educators within a traditional system of learning. The Elders’ comments are excerpted directly from *The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, June 2000. Alberta Learning acknowledges the necessity of guidance from the Elders if this program is truly to reflect Aboriginal perspective. Each community wishing to establish a language and culture program must turn to its own Elders for guidance. It is only with Elder support that Aboriginal language and culture programs can succeed in achieving the goal of language revitalization.

Aboriginal Education

Aboriginal educators and Elders have envisioned an education for their children that strengthens and inspires by focusing on traditional wisdom. They have envisioned an education where the young people of today are helped in creating a peaceful balance within themselves, using Aboriginal “laws” as a guide. The “laws” that govern life are not laws in the literal and mechanistic sense. They are perspectives that can help young people to orient themselves positively as Aboriginal people while establishing or strengthening their personal identities. They are perspectives that enable Aboriginal people to live with integrity, regardless of the environment or circumstances in which they find themselves.

Most importantly for Aboriginal educators, these perspectives are supported with an abundance of time-tested learning resources in the form of oral traditions. Stories from the oral tradition have been used in formal classrooms in the past. They are recognized as valuable and integral learning resources, and they become more valuable as the perspectives they communicate are understood, recognized and accepted as legitimate.

The forms of oral traditions need to be researched, authenticated and validated. The various forms, such as legends and stories, need to be understood as culturally significant and authentic. As an example, legends (*âtayohkewina*) are formalized in much the same way as essay writing with a central character (*âtayohkan*), with footnotes and source listings. Moreover, there is a protocol for obtaining legends or stories from storytellers. In addition, there are various styles of stories, such as miraculous, humorous or historical.

Here, in their words, are Aboriginal voices that speak clearly and persuasively about the need for, and the right to, language and culture programs based on Aboriginal perspectives.

Perspectives-based Culture and Language Education

The Aboriginal perspective is as useful today as it was in the past in helping people live with integrity, especially as people relocate into urban areas or away from kin.

“We came from a system of laws and relationships. The laws were the parameters of acceptable behaviour within each relationship. Our lifestyles have changed a lot but the necessity to survive with integrity is still with me. We must elevate our discussion in a way that we can identify the principles.”

– Wes Fineday, Regina, SK

“Business cannot be separated from the environment. The environment cannot be separated from the government. Government cannot be separated from social and economic issues. People cannot be separated from all of the above. Perhaps it is time to recognize this and make efforts to reinstate a whole-life perspective in education.”

– Patrick Kelly, Sto:lo Nation (Jensen and Brooks, 1991, p. 145)

The Aboriginal perspective will guide young people in making choices that will prepare them for their future as capable adults; it will help them in understanding the value or purpose of things, or in making personal decisions; and it will help them to be empowered.

Language and culture are inseparable. Both are necessary to instill identity in its fullest sense.

“Language ... is not just a neutral instrument [for communication]. Rather, it shapes our very conceptualization of phenomena, such that some phenomena are not translatable into another language and some languages have no words for certain phenomena found in other cultures.... We Aboriginal people are forced to speak the foreign language of the English to convey a lot of our spirituality, our thought, our essence. Unfortunately, it is not adequate to the task. So, if people want to understand us and the things in which we take pride, they should learn our respective languages. I am proud of my Cree language and heritage.”

– George Calliou, Cree, Sucker Creek, AB (1997, pp. 223–224)

Aboriginal Rights

There is a need and an inherent right to maintain the Aboriginal languages and cultures.

“Our kids are losing their identity. They don’t know their history. My grandparents taught me the dangers, what to respect, etc. They told me to never forget where I came from. When our kids come out of school, who are they? Who do they belong to?”

– Roddy Blackjack, Little Salmon/Carmacks, YT

Young people represent the future of our culture.

“We know that the world will be a much different place when our children become adults and take responsibility for our community. We must now decide what we want our children to know and what traditions to carry from our ancestors.”

– Peigan Education Committee, 1985 (Assembly of First Nations, 1990, p. 13)

The Aboriginal children will benefit from being taught the language and culture of their people.

“Indian parents have the right to directly influence the education of their children. This right, which was guaranteed through treaties, should never become a privilege.”

– Alexis First Nation (Assembly of First Nations, 1990, p. 12)

Local Control

Past efforts have not been sufficient in stabilizing or revitalizing the Aboriginal languages and cultures.

“We have a litany of what we have viewed as the one item that will save our languages. This one item is quickly replaced by another. For instance, some of us said, ‘Let’s get our languages into written form’ and we did and still our Native American languages kept on dying.... Then we said, ‘Let’s develop culturally relevant materials’ and we did, and still our languages kept on dying. Then we said, ‘Let’s use language masters to teach our languages’ and we did and still our languages kept on dying.... Let’s put our language speakers on CD-ROM.... Finally someone will say let’s flash freeze our remaining speakers.”

– Richard E. Littlebear (Cantoni, 1996, p. xii)

“In 1960 we started out by organizing ourselves to bring back our dances and songs. The young people are so willing to learn our ways. But I can’t be out too much anymore. We are tired.”

– Mary John, Prince George, BC

“Some of those who are intent on learning the language feel frustrated at the lack of opportunity to use it, and find that they are not able to progress past a certain point without the chance for more language immersion experiences.”

– Jan Hill, Mowhawk (Freeman, Stairs and Corbiere, 1995, p. 63)

Communities and schools must work together to strengthen the languages and cultures of the Aboriginal nations.

“To reverse this influence of English, families must retrieve their rightful position as the first teacher of our languages. They must talk our languages everyday, everywhere, with everyone, anywhere. But if they are going to relinquish this teaching responsibility to the schools, then they must be supportive.”

– Richard E. Littlebear (Cantoni, 1996, p. xiv)

Local communities must be the ones to create and control language and culture programs to suit their particular needs; e.g., language awareness packages designed for home use, promoting languages through the various media and encouraging fluent speakers in the service industry to use their Aboriginal language while interacting with their clientele.

“... the Aboriginal community must be the central decision maker in any initiative on Aboriginal language maintenance ... [and also] the support of the majority culture, and particularly policy makers, is essential in making Aboriginal language policies work.”

– Barbara Burnaby (1996, p. 33)

“Over and over, people who have come to our communities to get information, go away and write up and interpret and when we see it, we don’t recognize it. Which person? Which family? Which village was involved in developing the materials? We prefer our own way of learning.”

– Mary John, Prince George, BC

Colonization and Reconstruction

From the perspective of the Aboriginal people, the post-contact period is characterized as a time of great dislocation. Colonizing forces disrupted the fundamental relationships of Aboriginal people and disrupted their way of being in the world.

In the early contact period, the relationship between the European and Aboriginal populations was one of mutual respect. For example, the Treaties were signed by two nations. The spirit and intent of the Treaties as understood by the Aboriginal people was that language and culture would be respected.

However, the forces of contact caused great disharmony and dislocation by enforcing the *Indian Act* of 1876 and the subsequent amendments. One of the most detrimental policies stemming from the *Indian Act* was the prohibition of ceremonial practices, thus limiting language and cultural transmission. The ensuing effects almost destroyed Aboriginal values and cultural identity, and served as a catalyst to the erosion of Aboriginal languages.

Despite the effects of colonialism, the perspectives and values of Aboriginal people are maintained.

“My grandmother was a boarding school product and on my mother’s side, my father went to the same boarding school that I went to.... Like it seems that we lost about three generations of teachings but it was easy for us to go back to our teachings.”

– Maria Linklator, Cree, Thunderchild First Nation (Saskatchewan Indian Cultural Centre, <http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?162>)

Aboriginal people work to maintain their identity as nations within Canada.

“Our culture is very important to us. I believe that if we lose our language, our dances, our music, our tales handed down from generation to generation by our Elders, we lose what our country is to us.... We must keep our language, our culture, and our land so that, even in Canada, we can still feel that we have our own country.”

– Mary John (Moran, 1988, p. 159)

The mainstream culture has begun to explore, appreciate and apply Aboriginal perspectives for their inherent value.

“In labelling children as ‘gifted’ or ‘not gifted,’ rather than calling attention to their specific abilities, ... we begin thinking that children are naturally clustered into two well-defined groups, ‘gifted’ and ‘non-gifted.’

Cultural teachers in First Nations communities place a great deal of emphasis on spirituality—not to be confused with forms of organized religion! These teachers stress that each individual human has been designed by the Creator, and each of us has a specific purpose to fulfil on earth.”

— John W. Friesen (1997, pp. 27–28)

Spirituality

Although the Elders strongly recommend that our connection to the Creator (*Mâmawi Ohtâwîmâw*) is interwoven throughout the program of studies, the developers and Elders themselves respect that individuals/teachers may not want to teach/promote this view. Above all, one’s individual integrity is respected. Walter Linklater expressed this view when he said, “... we never force anybody because we are not supposed to do that. We just share and if that person wants to learn more then that person just keeps coming back to Elders to find out the importance of spiritual identity” (Saskatchewan Indian Cultural Centre, <http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?161>).

Laws of Relationship

“We use the circle as a means of teaching. It is not a straight line type of teaching that we use. With us, everything is connected and interconnected.”

— Parent council member, Joe Duquette High School, Saskatoon

Our Relationship with the Natural World

People are not greater than the things in nature. The natural world has its own laws which must be respected if people are going to be sustained by it.

People are identified by the land they have historically inhabited and on which they have learned to survive.

Even today, it is necessary to live with the laws of nature and to feel a part of it.

“The time the Whiteman first came to this country, he saw there was a lot of land.... It was a beautiful land, a land that was here in order for us to make our living from it. This land provided us with things, gave us a good life and we were able to survive by all the resources available to us.... The Creator had placed them on the land for our use, and though they were taken, continues to protect us, which is why we were never completely destroyed and why we are still here today. If the Whiteman had a better understanding of what the land meant to us, he would have thought differently about us.”

— John B. Tootoosis, Deceased, Poundmaker First Nation

Our Relationship with One Another

Agreement on rules enables cooperation and group strength which is greater than individual strength.

Identity comes from being in respectful relationships with others, particularly in the family/clan, community and nation.

“Some of our family are living in urban areas. That’s no excuse. Families can still keep in touch and they need to.... The responsibility for anyone with any problem lies with the family ’cause that is the way our people were historically, ’cause that’s where the basic help was all the time, whatever you dealt with. If a problem went beyond the control of the family, then it expanded to the larger family, you know, discussions of that. Failing that, then there were advisory groups responsible to the Chief who those problems could be placed under and dealt with.”

— Roy Haiyupis, Ahousat

Our Relationship with Ourselves

Each person is born sacred and complete.

“We must redefine and redevelop our profile of what our child is: He is not something to develop the economy. He is a spirit.”

— Wes Fineday, Regina, SK

The Creator (*Mâmawi Ohtâwîmâw*) has given each person the gift of their body and the choice to care for and use their bodies with respect.

The Creator (*Mâmwî Ohtâwîmâw*) has given each person the capacity and choice to learn.

“I had no schooling. When I was a kid, I used to watch people steadily. I would go to my Grandmother and she told me what rules to follow.”

– Vernon Makokis, Saddle Lake, AB

“We never force anybody because we are not supposed to do that. We just share and if that person wants to learn more then that person just keeps coming back to Elders to find out the importance of spiritual identity. We have to try to be good all the time.”

– Walter Linklator, Anishinabe, Thunderchild First Nation

“In our system of education, knowledge is earned. One learns to listen, like a human being who has the gift to hear what is said. We don’t put knowledge in a person’s head or hand. We give directions, not answers. We don’t trap people into thinking answers are given from the outside. Answers come from the inside.”

– Wes Fineday, Regina, SK

“Here are some things for young people to use. Do what an Elder tells you and at the same time, develop your own understanding and follow that.”

– Maggie Okanee, Born 1876, Deceased, Cree, Turtle Lake First Nation (Saskatchewan Indian Cultural Centre, <http://www.sicc.sk.ca/cgi-bin/sicc/epage.pl?93>)

The Creator (*Mâmwî Ohtâwîmâw*) has given each person talents or strengths to be discovered and the choice to develop and share the gifts.

“The people had carefully organized themselves according to their knowledge, wisdom and abilities.... The men had many abilities; some were canoe builders, carpenters, and weather predictors. Often each man possessed several abilities, which old people call ‘gifts.’”

– Andrew Evans, Norway House, MB

RATIONALE FOR LEARNING CREE (NEHIYAWEWIN)

Elders tell us that English is a “borrowed” language (*eh awîkawîyahk*), while Cree (*Nehiyawewin ekîmiy’kôwisiyahk*) is a gift of the Creator (*Mâmwî Ohtâwîmâw*). Elders are the keepers of the language and, consequently, of the

beliefs and culture. Indeed, language and culture are inextricably woven.

The importance of learning Cree was made clear when the developers of this curriculum met with Elders Joe P. Cardinal, Jenny Cardinal, Linda Oldpan, Alfred Bonaise, Jerry Saddleback, Myron Paskamin and Florestine Chowace.

Alfred Bonaise referred to the development of this curriculum as an example of keeping the “flame of language” alive. That flame, the Elders believe, has to be nurtured into a fire of language learning for students. Linda Oldpan, Joe Cardinal and Jenny Cardinal stressed that although this curriculum reflects an “urban perspective,” the students need to somehow connect with Mother Earth and with their lands and families of origin. All of the Elders expressed the need for this curriculum to reflect the connection to the Creator (*Mâmwî Ohtâwîmâw*).

The importance of Cree language learning has also been expressed by Dr. Anne Anderson, who states in the forewords to her Métis Cree resource books that the way to a people’s heart is through their language.

Over 80 000 people in Canada speak Cree. It is one of the most widely spoken languages in Canada in various dialects. There are also reservations in the United States of America that have Cree-speaking populations.

The value of learning Cree (*Nehiyawewin*), to Aboriginal and non-Aboriginal students, is enormous. It permits insights into a worldview of spiritual and natural dimensions. When one speaks the language, Elders and their wisdom become accessible. The learning of the Cree language also enhances one’s self-esteem by strengthening cultural identity. Use of language is also the best means of transmitting culture to the next generation.

“With the loss of our language, we lose everything.... We must keep our language. With it comes the teaching of the old ones and it’s the only thing that will preserve what is truly Indian Our future as a people doesn’t look too good Tell the young people they must learn and keep their language”

– Maggie Frencheater, Sunchild Band (Alberta Education, 1990, p. vii)

This program of studies will give legitimate status to Cree as a viable language in First Nations and other Alberta schools.

NATURE OF THE CREE LANGUAGE

The Cree language, or *Nehiyawewin*, is one of many indigenous languages within the Algonkian family of languages. The Plains Cree “Y” dialect that is used in this program of studies is one of the five major dialects in Canada. Cree is a language of relationship—relationships to the Creator, to others (kinship) and to Mother Earth, which encompasses all living things. Cree is a rich and complex language because it relates to kinship, nature and spirituality.

The Roman orthography recommended for the instruction of Cree is the Pentland orthography, which is based on the Cree syllabics of standard orthography. The “Y” dialects of the Plains and Woodland Cree of Alberta use 14 English letters, of which 10 are consonants (c, k, m, n, p, s, t, w, y and h), 3 are short vowels (a, i, o) and 4 are long vowels (a, i, o, e). A sound variation occurs within the same dialect along with regional and cultural differences.

CONCEPTUAL MODEL

The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education, June 2000, and The Common Curriculum Framework for International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education, June 2000, have provided guidance in the

development of the Cree Language and Culture Nine-Year Program (Grade 4 to Grade 12).

The aim of this Cree language and culture program of studies is the development of communicative competence and cultural knowledge, skills and values in Cree.

Four Components

For the purposes of this program of studies, communicative competence and the development of cultural knowledge, skills and values in Cree are represented by four interrelated and interdependent components.

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students’ knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used.

Community Membership aims to develop the understandings, views and values of Cree culture.

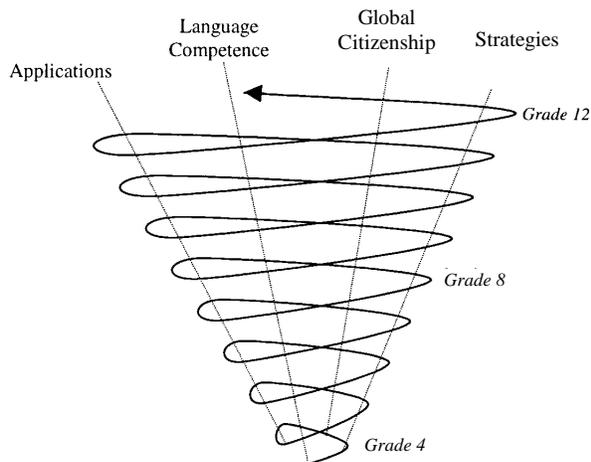
Strategies help students learn and communicate more effectively and more proficiently.

Each of these components is described more fully at the beginning of the corresponding section of this program of studies.

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students’ language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular

lexical fields, learning strategies or language functions are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



ORGANIZATION OF THE PROGRAM OF STUDIES

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. Four general outcomes serve as the foundation for the Cree Language and Culture Nine-Year Program (Grade 4 to Grade 12) and are based on the conceptual model outlined previously.

Applications [A]

- Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

Language Competence [LC]

- Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak k̄ niht̄a nehiya wewak.*)

* discretionary

Community Membership [CM]

- Students will live *w̄w̄ētinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*M̄amawi Oht̄aw̄im̄aw*).*

Strategies [S]

- Students will use strategies to maximize learning and communication.

The order in which the general outcomes are presented in this program of studies does not represent a sequential order, nor does it indicate the relative importance of each component.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes are addressed in an integrated manner.

The specific outcomes are categorized under cluster headings which show the scope of each of the four general outcomes. These headings are shown as bullets in the table on the following page.

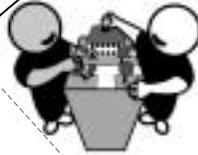
The specific outcomes are further categorized by strands which show the developmental flow of learning from the beginning to the end of the program. However, a learning outcome for a particular grade will not be dealt with only in that particular year of the program. Activities in the years preceding will prepare the ground for acquisition, and activities in the years following will broaden applications.

General Outcomes

Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

- to share information
- to express emotions and personal perspectives
- to get things done
- to form, maintain and change interpersonal relationships
- to enhance their knowledge of the world
- for imaginative purposes and personal enjoyment



Language Competence

Students will be effective, competent and comfortable as Cree speakers.

(*Okiskinamawakanak kā nihtā nehiya wewak.*)

- attend to the form of the language
- interpret and produce oral texts
- interpret and produce written texts
- apply knowledge of the sociocultural context
- apply knowledge of how the language is organized, structured and sequenced

Strategies

Students will use strategies to maximize learning and communication.

Community Membership

Students will live *wâwētinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

- Mother Earth*
- others
- themselves



* discretionary

Guide to Reading the Program of Studies

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers.
(*Okiskinamawakanak kā nihtā nehiya wewak.*)

cluster heading
for specific
outcomes

LC-2 interpret and produce oral texts

Grade 4

Grade 5

Grade 6

Students will be able to:

LC-2.1
listening

a. understand simple sentences in guided situations

a. understand short, simple texts in guided situations

a. understand short, simple texts in guided and unguided situations

LC-2.2
speaking

a. produce simple words and phrases in guided situations

a. produce simple sentences in guided situations

a. produce short, simple texts in guided situations

LC-2.3
interactive fluency

a. engage in simple interactions, using short, isolated phrases

a. engage in simple interactions, using simple sentences

a. engage in simple interactions using simple sentences and/or phrases

read each page vertically for the outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for the developmental flow of outcomes from grade to grade



Applications

to express emotions
and personal perspectives

to share
information

to get things done

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

to form, maintain and
change interpersonal
relationships

for imaginative purposes
and personal enjoyment

to enhance their
knowledge of the world

APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific language function; e.g., “share factual information.” Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways; e.g., “This is a dog.” As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations.

The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-1 to share information

Grade 4

Grade 5

Grade 6

Students will be able to:

A-1.1 share factual information	a. share basic information	a. ask for and provide basic information	a. describe people, places, things
	b. identify significant people, places, things	b. respond to simple, predictable questions c. describe people, places, things	b. describe series or sequences of events or actions

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, preferences	a. express simple preferences	a. identify favourite people, places or things	a. inquire about and express likes and dislikes
	b. express a personal response	b. express a personal response to a variety of situations c. acknowledge the ideas, thoughts and preferences of others	b. record and share thoughts and ideas with others
A-2.2 share emotions, feelings	a. respond to and express basic emotions and feelings	a. identify emotions and feelings b. express and respond to a variety of emotions and feelings	a. inquire about, record and share personal experiences involving an emotion or feeling

General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-1 to share information

Grade 7

Grade 8

Grade 9

Students will be able to:

A-1.1 share factual information	a. provide information on several aspects of a topic	a. understand and use descriptions, comparisons, examples	a. share facts about past, present and future events

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, preferences	a. inquire about and express agreement and disagreement, approval and disapproval	a. inquire about and express interest or lack of interest, satisfaction and dissatisfaction	a. inquire about and express possibility, probability and certainty
A-2.2 share emotions, feelings	a. inquire about and express emotions and feelings in a variety of familiar situations	a. compare the expression of emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations

General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-1 to share information

Grade 10

Grade 11

Grade 12

Students will be able to:

A-1.1
share factual
information

a. share detailed information on a specific topic or event

a. ask and answer questions about information read or listened to

a. explain factual information for a variety of audiences

A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1
share ideas, thoughts,
preferences

a. express and support their own opinions

a. express and explain preferences

a. exchange and compare opinions in a variety of situations

A-2.2
share emotions,
feelings

a. compare the expression of emotions and feelings in formal and informal situations

a. explore the expression of different emotions and feelings in a variety of situations

a. discuss the expression of emotions and feelings in a variety of media

General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-3 to get things done

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
A-3.1 guide actions of others	a. indicate basic needs and wants b. ask for permission	a. suggest a course of action, and respond to a suggestion b. make and respond to a variety of simple requests	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions
A-3.2 state personal actions	a. respond to offers, invitations, instructions b. ask or offer to do something	a. indicate choice from among several options b. express a wish or a desire to do something	a. make and respond to offers and invitations b. inquire about and express ability and inability to do something
A-3.3 manage group actions	a. engage in turn taking b. encourage other group members to act appropriately	a. ask for help or clarification of what is being said or done in the group b. suggest, initiate or direct action in group activities	a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members c. negotiate in a simple way with peers in small-group tasks d. offer to explain or clarify responsibilities

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. exchange simple greetings and simple social expressions b. exchange some basic personal information (name, age) c. acknowledge basic kinship relationships	a. initiate relationships b. identify kinship relationships	a. make and consider social engagements b. talk about themselves and their family, and respond to the talk of others by showing attention and interest
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General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-3 to get things done

Grade 7

Grade 8

Grade 9

Students will be able to:

A-3.1 guide actions of others	a. make and respond to suggestions in a variety of situations	a. give, follow and respond to advice and warnings	a. make and respond to suggestions or requests in community situations
A-3.2 state personal actions	a. state personal actions in the past, present or future	a. learn consequences in a variety of situations	a. accept or decline an offer or invitation
A-3.3 manage group actions	a. check for agreement and understanding b. express disagreement in an appropriate way	a. express appreciation, enthusiasm, support and respect for contributions of others	a. paraphrase, elaborate on and clarify another member's contribution

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. initiate and participate in casual and friendly exchanges with classmates	a. use routine means of interpersonal communications	a. give appropriate compliments
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General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-3 to get things done

Grade 10

Grade 11

Grade 12

Students will be able to:

A-3.1 guide actions of others	a. express concerns, and suggest a solution	a. give and follow a sequence of instructions	a. describe several courses of action
A-3.2 state personal actions	a. express consequences in relation to their own actions	a. express personal expectations, hopes, plans, goals, aspirations	a. state and describe their own hopes, plans, goals
A-3.3 manage group actions	a. contribute effectively in small-group projects	a. contribute and provide positive feedback to group members	a. contribute to group activities by clarifying tasks and goals, negotiating roles, and suggesting procedures

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. offer congratulations and express regret	a. make suggestions or clarify misunderstandings to handle a variety of situations	a. participate in social exchanges in formal situations
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General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-5 to enhance their knowledge of the world

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
A-5.1 discover and explore	a. investigate the immediate environment	a. investigate the surrounding environment b. make and talk about personal observations	a. discover relationships and patterns
A-5.2 gather and organize information	a. gather simple information b. organize items in different ways	a. sequence items in different ways b. share personal knowledge of a topic	a. compare and contrast items in simple ways b. gather information from a variety of resources
A-5.3 solve problems	a. experience problem-solving situations	a. experience meaning through a variety of problem-solving stories	a. experience and reflect upon problem-solving stories
A-5.4 explore perspectives and values	a. listen attentively and respectfully to ideas and thoughts expressed b. respond sensitively to the ideas and products of others	a. make connections on how values influence behaviour b. recognize and respect differences in ideas and thoughts	a. explore Cree values on a variety of topics within their own experience b. explore how the Cree worldview influences values and behaviour

General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-5 to enhance their knowledge of the world

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
A-5.1 discover and explore	<ul style="list-style-type: none"> a. ask questions to gain knowledge and clarify understanding b. explore classification systems and criteria for categories 	<ul style="list-style-type: none"> a. explore meaning in what they are doing 	<ul style="list-style-type: none"> a. explore and express the meaning of what they are doing
A-5.2 gather and organize information	<ul style="list-style-type: none"> a. compose questions to guide research b. identify sources of information 	<ul style="list-style-type: none"> a. gather and record information using a prepared format 	<ul style="list-style-type: none"> a. organize and prepare information using a variety of techniques
A-5.3 solve problems	<ul style="list-style-type: none"> a. experience, reflect upon and discuss problem solving and stories 	<ul style="list-style-type: none"> a. reflect upon and discuss personal problem-solving experiences and stories 	<ul style="list-style-type: none"> a. be aware of potential problems and their potential consequences
A-5.4 explore perspectives and values	<ul style="list-style-type: none"> a. explore how the Cree worldview and values influence personal behaviour and choices b. gather thoughts, ideas and opinions on a topic within their own experience 	<ul style="list-style-type: none"> a. explore and discuss how the Cree worldview and values influence personal behaviour and choices 	<ul style="list-style-type: none"> a. understand how the Cree worldview and values influence their own and others' behaviour choices

General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-5 to enhance their knowledge of the world

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
A-5.1 discover and explore	a. explore connections among and gain new insights into familiar topics	a. explore ideas presented in a variety of ways	a. compare their own insights and understandings with those of their classmates
A-5.2 gather and organize information	a. share key ideas, summarize and paraphrase	a. synthesize information from several sources	a. organize information to demonstrate relationships between ideas and sources
A-5.3 solve problems	a. explore possible ways to solve problems	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills to the resolution of real-life problems
A-5.4 explore perspectives and values	a. provide information and reasons for their ideas and thoughts on an issue or topic	a. examine how Aboriginal culture is portrayed in a variety of contexts	a. explore portrayals of Aboriginal cultures to understand the underlying values and perspectives

General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-6 for imaginative purposes and personal enjoyment

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
A-6.1 humour/fun	a. use the language for fun	a. use the language for fun in a variety of activities	a. use the language for fun and to interpret humour
A-6.2 creative/aesthetic purposes	a. use the language creatively to participate in activities that play on the sounds and rhythms of the language	a. use the language creatively to create a picture story with captions	a. use the language creatively and for aesthetic purposes, by experimenting with the sounds and rhythms of the language
A-6.3 personal enjoyment	a. use the language for personal enjoyment, by listening to favourite songs	a. use the language for personal enjoyment, by making a personal dictionary of favourite words with illustrations	a. use the language for personal enjoyment, by playing games in Cree with friends

General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-6 for imaginative purposes and personal enjoyment

Grade 7

Grade 8

Grade 9

Students will be able to:

A-6.1 humour/fun	a. use the language for fun and to interpret humour in a variety of activities	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour in a variety of ways and situations
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes, by writing poems based on simple, repetitive and modelled language	a. use the language creatively and for aesthetic purposes, by writing short stories from the viewpoint of a designated character in a story	a. use the language creatively and for aesthetic purposes, by writing short stories situated in a different time or place
A-6.3 personal enjoyment	a. use the language for personal enjoyment, by learning a craft or a dance	a. use the language for personal enjoyment, by finding a personal pen pal and exchanging letters	a. use the language for personal enjoyment, by using the World Wide Web to explore Cree culture

General Outcome for Applications

Students will use and apply Cree in various situations at home, in school and in the community for different purposes.

A-6 for imaginative purposes and personal enjoyment

Grade 10

Grade 11

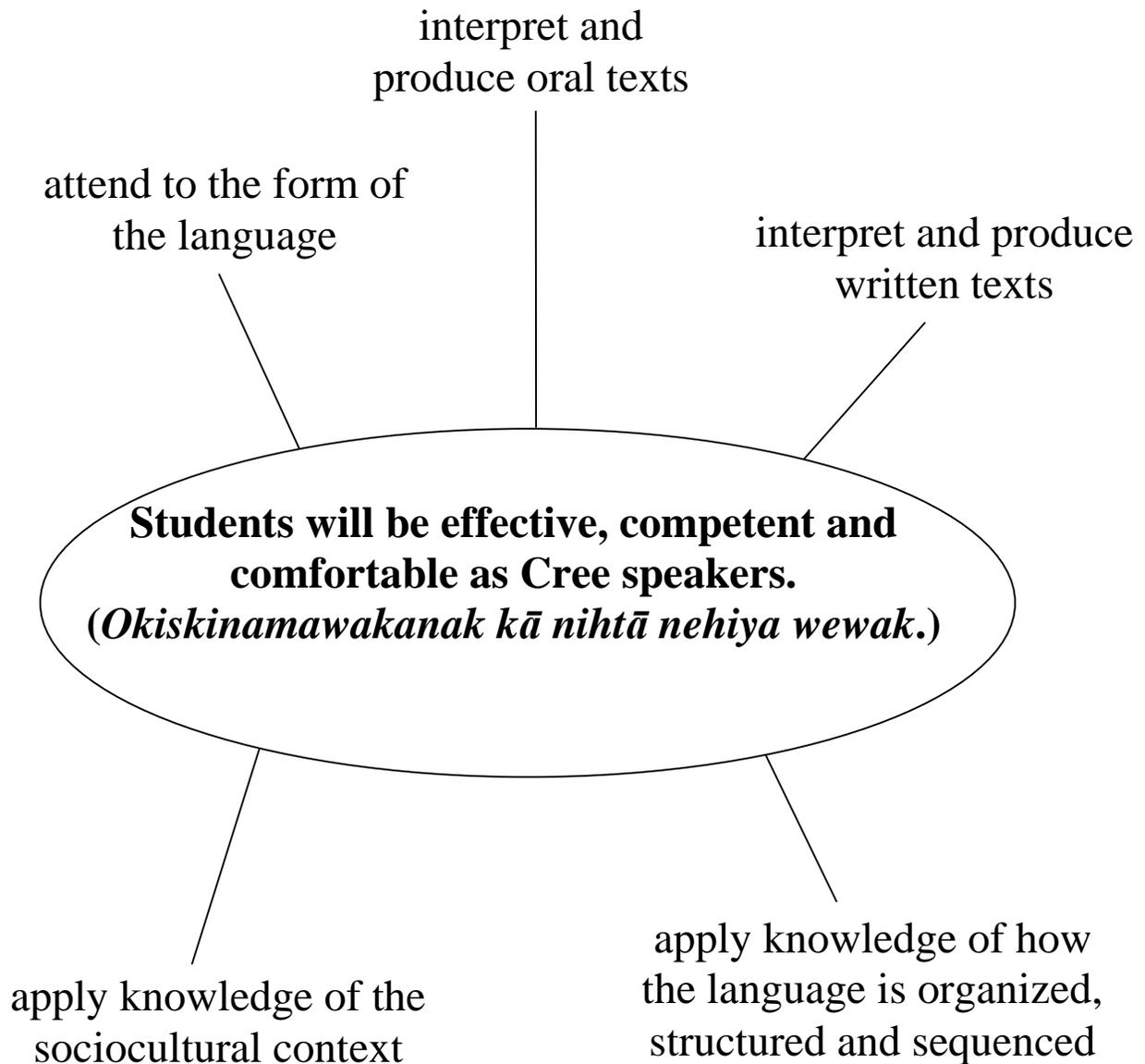
Grade 12

Students will be able to:

A-6.1 humour/fun	a. use the language for fun and to interpret and express appropriate humour	a. use the language for fun and to interpret and express appropriate and inappropriate humour	a. use the language for fun and to interpret and express humour with different audiences
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes, by writing new words to a known melody	a. use the language creatively and for aesthetic purposes, by creating and performing a skit	a. use the language creatively and for aesthetic purposes, by creating a multimedia production on a familiar topic
A-6.3 personal enjoyment	a. use the language for personal enjoyment, by keeping a personal journal	a. use the language for personal enjoyment, by exploring ways to use their knowledge of Cree	a. use the language for personal enjoyment, by watching films or television programs



Language Competence



LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or sociocultural competence and what might be called textual competence. The specific outcomes under Language Competence deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical **applications**.

The various components of language competence are grouped under five cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading “attend to the form of the language,” there is a strand for phonology (pronunciation, stress, intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these components, language competence should be developed through classroom activities that focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to use language for authentic communication from the beginning. This component is included in the language use strategies in the Strategies section.

Note: Much of the linguistic terminology used in the grammatical elements sections, under the cluster heading “attend to the form of the language,” is defined in the Appendix of this program of studies—Linguistic Definitions Pertaining to Cree.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-1 attend to the form of the language

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
LC-1.1 phonology	a. recognize and pronounce basic sounds b. pronounce common words and phrases correctly c. recognize intention and expressions common to Cree	a. recognize and pronounce basic sounds b. distinguish sounds t/d, k/g, c/ts, p/b, and pre-aspirated c. properly pronounce familiar words and phrases, expressions and intonation	a. consistently recognize and pronounce basic sounds b. recognize the effects in sounds; i.e., elision, long vowels c. recognize the rhythmic flow of sounds
LC-1.2 orthography	a. recognize and name some elements of the writing systems; i.e., letters of the standard Roman orthography and/or the syllabic system	a. recognize and use some elements of the writing systems	a. recognize and use basic spelling patterns
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • my family • my daily routines • my body • seasons • weather • clothing • my house • things around me • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • foods • school • measurements <ul style="list-style-type: none"> – time – money • my community and neighbourhood • music/dance • animals • extended family • games • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • community roles and occupations • activities/leisure • nutrition/health • places/locations • modes of travel • animals/birds • music/dance • any other lexical fields that meet their needs and interests

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
	a. use, in modelled situations, ¹ the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • Demonstrative pronouns <i>awa, ôma, anima, ôki, aniki, ôhi, anihi</i>. Singular, plural. Animate: <i>awa/</i> this one - <i>ôki/</i> these; <i>ôma/</i> this one - <i>ôhi/</i> these; <i>ana/</i> that one - <i>aniki/</i> those ones. Inanimate: <i>anima/</i> that one - <i>anihi/</i> those; <i>nema/</i> that one - <i>nehi/</i> those; <i>nâha/</i> that one - <i>neki/</i> those. • Nouns – animate (NA): <i>ni</i> ____ (<i>im</i>); <i>ki</i> ____ (<i>im</i>); <i>o</i> ____ <i>ina</i>; <i>ni</i> ____ (<i>im</i>) <i>inân</i>; <i>ki</i> ____ (<i>im</i>) <i>inaw</i>; <i>ki</i> ____ <i>imiwâw</i>; <i>o</i> ____ <i>imiwâwa</i>; <i>o</i> ____ <i>imiyiwa</i>. • Nouns – inanimate (NI): <i>ni</i> ____ ; <i>ki</i> ____ ; <i>o</i> ____ ; <i>ni</i> ____ <i>inân</i>; <i>ki</i> ____ <i>inaw</i>; <i>ki</i> ____ <i>iwaw</i>; <i>o</i> ____ <i>iwaw</i>; <i>o</i> ____ <i>iyiw</i>. • Commands or requests (imperatives - VTA) using action words between two people: you → me (2S → 1S), all of you → me (2P → 1S); <i>nitohtawin, nitohtawik.</i> 	<ul style="list-style-type: none"> • Using <i>ana, naha, anima, nema</i> to distinguish and refer to that specific animate (NA) or inanimate (NI) noun. • Personal pronoun plural emphatic “too” form: 1P <i>nîstanân</i> 2I <i>kîstanaw</i> 2P <i>kîstawâw</i> 3P <i>wîstawâw</i> • Noun possessive form for animate (NA) and inanimate (NI) plural noun indicating my (1S), yours (2S), his/her (3S): <i>niminôsimak, nitehtapinwina, kiminôsimak, kitehtapiwina, ominôsimak, otehtapinwina.</i> • Locative noun <i>ohk, hk, ihk ahk</i> as prepositions in the, on the, to the, at the, e.g.: <i>atawewikamik/</i> store; <i>atawewikamikonk/</i> at the store; <i>otenaw/</i> city; <i>otenâhk/</i> in or at the city. • Verbs: 1S <i>nitapin/</i> I sit; 2S <i>kitapin/</i> you sit; 3S <i>apiw/</i> he/she sits. • Personal pronoun plural forms: 1P <i>nîyanân</i> 2I <i>kîyânaw</i> 2P <i>kîyawâw</i> 3P <i>wîyawâw</i> 	<ul style="list-style-type: none"> • Noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (IP), all of ours (2I), yours (2P), theirs (3P): <i>niminôsiminânak, nitehtapiwininâna, kiminôsiminawak, kitehtapiwininawa, kiminôsimiwâwak, kitehtapiwiniwâwa, ominôsimiwâwa, otehtapiwiniwâwa.</i> • Using <i>ôki, aniki, neki, ôhi, anihi, nehi</i> to distinguish and refer to ‘these and those’ animate (NA) and inanimate (NI) specific nouns. • Using affixes to indicate nouns size: big/large prefixes <i>misti, misi, mahki</i>; small suffixes <i>sis, osis, isis</i>. • Commands or requests (imperative - VTA) using action words between two people: you → me (2S → 1S), all of you → me (2P → 1S), <i>nitohtawin, nitohtawik.</i>

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 4	Grade 5	Grade 6
LC-1.4 grammatical elements	<ul style="list-style-type: none">Grade 1 (structure). Personal pronouns. Singular: 1S <i>nîya/</i> I, me 2S <i>kîya/</i> you 3S <i>wîya/</i> he/she Plural: 1P <i>nîyanân</i> (exclusive)/ we/us 2I <i>kîyanaw</i> (inclusive)/ we/us 2P <i>kîyâwaw/</i> you (pl.) 3P <i>wîyawâw/</i> they/them.Color descriptors for singular animate (VAI) nouns: <i>wâpiskisiw/ewâpiskisit minôs</i> and (VII) inanimate nouns: <i>wâpiskâw/ ewâpiskâk tehtapiwin</i>.Noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating my (IS), yours (2S), his/her (3S): <i>niminôsim</i> <i>nitehtapiwin</i> (1S) <i>kiminosim</i> <i>kitehtapiwin</i> (2S) <i>ominosima</i> <i>otehtapiwin</i> (3S)Inclusive personal pronouns. Singular: 1S <i>nîsta/</i> me too 2S <i>kîsta/</i> you too 3S <i>wîsta/</i> he/she too Plural: 1P <i>nîstanân/</i> us/we (excl.) too 2I <i>kîstanaw/</i> us/we (incl.) too 2P <i>kîstawaw/</i> you (pl.) too 3P <i>wîstawaw/</i> they too	<ul style="list-style-type: none">Simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words (VAI) in declarative statement form: <i>nîtapinân, kitapinaw, kitapiwâw, apiwak;</i> and conjunctive form: <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ ehapitwâw.</i>Simple sentences using I (IS), you (2S): <i>nîtapin, kitapin, apiw,</i> and progressive action: <i>ehaypiyân, ehapiyan, ehapit.</i>Plural endings: animate <i>ak</i> or <i>wak;</i> inanimate: <i>a</i> or <i>wa.</i>Personal pronoun singular emphatic “too” form: <i>nîstanân, kîstanaw, kîstawâw, wîyawâw.</i>Possessive nouns: body parts, kinship terms.Commands or request (imperatives VTA) using action verbs: 2S→1S <i>nîtohtawin/you</i>→ me 2P→1S <i>nîtohtawik/ you</i>→ me	<ul style="list-style-type: none">Colour descriptors. Plural animate nouns (VA1): <i>wâpiskisiwak; ewâpiskisicik; ewâpiskisitwâw; minôsak.</i> Inanimate nouns (VII): <i>wâpiskâwa/ewâpiskâki; tehtapiwina.</i>Compounding a verb and noun together to form a new action word, e.g., <i>nîpostayiwiniân; nîteyistikwânân; nîketasâkân.</i>Simple sentences using we, all of us, all of you, they subject markers and action words in declarative statement form: <i>nîtapîn; kitapîn; kitapinâwâw; apiwak;</i> and progression action form: <i>ehapiyânk; ehapiyank, ehapiyek; ehapicik/ehapitwâw.</i>Tense markers: <i>kî</i> – past tense – <i>nîkîhapin;</i> <i>ka</i> – future definite will <i>nîkaḡpin;</i> <i>wî</i> –future intentional marker – going to <i>nîwî hapin.</i>Simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form <i>nîwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin;</i> and progressive form: <i>ewâpahtamân tehtapiwin; ewâpahtaman tehtapiwin; ewâpahtahk tehtapiwin.</i>

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 4	Grade 5	Grade 6
LC-1.4 grammatical elements	<ul style="list-style-type: none">• Simple sentences using I (1S), you (2S), he/she (3S) subjects and action words (VAL) in declarative statement form: <i>nitapin, kitapin, apiw;</i> and progressive action form: <i>ehapiyân, ehapiyan, ehapit.</i>• Changing an action word only to a noun by adding suffix “win” to the verbs: <i>mîcisôwin; nîmîhitôwin; nikamôwin.</i>• Possessive noun, e.g., body parts, kinship terms.• Simple questions using interrogating: <i>tân’sipi/ tân’we – missing; tânte, awîna, kîkwây, tânehki, tânsiyisi.</i> Must be labelled: NA - animate, NI – inanimate.• Questions using <i>cî</i>. Simple: <i>ehâ</i> <i>îhî</i> <i>namôya.</i>		<ul style="list-style-type: none">• Preverbal particles attached commands/requests and to subject, action simple sentence. <i>Pehapi:</i> <i>pe / come ,</i> <i>api / sit.</i> <i>Ninohtehapin / I want to sit.</i> <i>Kinohtehapin / You want to sit?</i> <i>Kahki pehapin cî / Can you come and sit?</i>• Indefinite pronouns. Use to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning, e.g., <i>awiyak; pikwâwiyak; namâwiyak; kahkiyaw awiyak; kîkway; pikokîkway; namakikway; kahkiyaw kîkway.</i>

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak k̄a nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

Grade 4

Grade 5

Grade 6

Students will be able to:

b. use, in **structured** situations,² the following grammatical elements:

LC-1.4
grammatical elements

- Colour descriptors.
Singular animate: *w̄apiskisiw minōs*; *ê- w̄apiskisit minōs*.
Singular inanimate: *w̄apiskâw tēhtapīwin*; *ê- w̄apiskâk tēhtapīwin*.
- Commands or requests using action words (imperative -VAI) indicating **you** (2S), **all of you** (2P), **and all of us** (2I); e.g., *epi*, *apik*, *apitân*.
- Using *awa*, *ôma* to distinguish and refer to this specific animate (NA) or inanimate (NI) noun.
- Noun possessive forms:
1S *n̄iminōsim*
2S *kiminōsim*
3S *ominōsima*
Nitehtapiwîn, *kitehtapiwîn*, *otehtapiwîn*.
Nimosimînân
Nitehtapowinînân (1P)
Kiminōsiminaw
Kitehtapowininaw (2I)
Kiminōsimiwaw
Kitehtapowiniwaw (2P)
Ominosimiwâwa
Otehtapowiniwaw (3P)
- Noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating **my** (1S), **yours** (2S), **his/hers** (3S): *niminōsim*, *nitehtapiwîn*, *kimosim*, *kitehtapiwîn*, *ominosima*, *otehtapiwîn*.
- Commands or request (imperatives – VTA) using action verbs: *nitohtawin* (2S→1S) **you**→ **me**; *nitohtawik* (2P→1S) **you**→ **me**.
- Verbs (VTI):
(1S) *nitapin* / I sit
(2S) *kitapin* / You sit
(3S) *apiw* / He/She sits
- Using *ana*, *naha*, *anima*, *nema* to distinguish and refer to that specific animate (NA) or inanimate (NI) noun.
- Plural endings: animate *ak* or *wak*; inanimate *a* or *wa*.
- Possessive noun: body parts, kinship terms.
- Possessive forms – singular:
(1S) *Nimosôm* / my grandfather
(2S) *Ki mosôm* / your grandfather
(3S) *Omosôma* / his/her grandfather
- Verbs (VTI)
(1S) *Nitapin* / I sit
(2S) *Kitapin* / You sit
(3S) *Apiw* / He/she sit
- Noun possessive form for animate (NA) and inanimate (NI) plural noun indicating **my** (1S), **yours** (2S), **his/hers** (3S): *niminōsimak*, *nitehtapiwina*, *kimosimak*, *kitehtapiwina*, *ominōsima*, *otehtapiwina*.
- Personal pronoun singular emphatic “**too**” form: *n̄istanân*, *k̄istanaw*, *k̄istawâw*, *w̄iyawâw*.

(continued)

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 4

Grade 5

Grade 6

- Animate nouns plural (NA): *oki/* these, *aniki/* those, *neki/* those over there, these. Inanimate plural nouns (NI): *ohi/* these, *anihi/* those, *nehi/* these over there, those.
- Using question marker *cî*, using responses:
êhâ/ yes,
îhî/ yes,
namôya/ no.
Simple *ehâ*, *namôya*, questions using *cî*.
- Simple questions using interrogatives:
tan'te, *awina*, *kîkwây*, *tânehki*,
tân'sîyisi, *tan'spî*, *ehâ*.
- Inclusive personal pronouns.
Singular:
1S *nîsta/* me too
2S *kîsta/* you too
3S *wîsta/* he/she too
Plural:
1P *nîstanân/* us/we (excl.) too
2I *kîstanaw/* us/we (incl.) too
2P *kîstawaw/* you (pl.) too
3P *wîstawaw/* they too
- Changing an action word only to a noun adding suffix “*win*” to a verb:
mîcisôwin, *nîmihitôwin*, *nikamôwin*.
- Using demonstrative pronouns *awa*, *ôma* to distinguish and refer to this specific animate (NA) or inanimate (NI) noun – *wâpiskisiw*.
- Locative noun acts as a preposition *ohk*, *hk*, *ihk* in the; on the, to the, at the
atawew'kamikohk; *otenâhk*;
tehtapiwinihk.
- Personal pronoun plural forms (1P) *nîyanân*; (2I) *kîyanaw*; (2P) *kîyawâw*; (3P) *wîyawân*.
- Simple sentences using **I** (1S), **you** (2S), **he/she** (3S) subjects and action words (VAI) in declarative statement form:
nitapîn, *kitapîn*, *apiw* and progressive action: *ehapiyân*, *ehapiyan*, *ehapit*.
- Simple sentences using **we** (IP), **all of us** (2I), **all of you** (2P), **they** (3P) subject markers and action words (VAI) in declarative statement form: *nitapînân*, *kitapînaw*, *kitapiwâw*, *apiwak* and conjunctive form: *ehapiyâhk*, *ehapiyâhk*, *ehapiyek*, *ehapicik/ehapitwâw*.

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak k̄a niht̄a nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 4

Grade 5

Grade 6

- Singular plural possessive nouns.

Nouns – animate (NA):

n̄i ___ *imak*;

k̄i ___ *imak*;

o ___ *ima*;

n̄i ___ *imin̄anak*;

k̄i ___ *imin̄awak*;

k̄i ___ *im̄iw̄awak*;

o ___ *im̄iw̄awa*;

o ___ *im̄iyiwa*.

Nouns – inanimate (NI):

n̄i ___ *a*;

k̄i ___ *a*;

o ___ *a*;

n̄i ___ *in̄ana*;

k̄i ___ *in̄awa*;

k̄i ___ *iw̄awa*;

o ___ *iw̄awa*;

o ___ *iyiwa*.

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

Grade 4

Grade 5

Grade 6

Students will be able to:

c. use, **independently** and **consistently**,³ the following grammatical elements:

LC-1.4
grammatical elements

- Simple sentences. Independent form:
(1P) *nitapinān* – all of us;
(2I) *kitapinaw* – all of you; (2P)
kitapināwāw
(3P) *apiwak* - they.
Conjunctive form:
ehapiyāhk, ehapiyahk, ehapiyek,
ehapicik/ehapitwāw.
- Simple sentences using **I (IS), you (2S), he/she (3S)** subjects and action words (VAI) in declarative statement form: *ni tapin, ikitapin, apin, ehaypiyān, ehayiyān, ehapit.*
- Personal pronoun plural forms: (1P) *niyanān*; (2I) *kiyānaw*; (2P) *kiyawāw*; (3P) *wiyawāw*
- Demonstrative pronouns (singular):
Animate: Inanimate:
awa -this *ōma* -this
ana -that *anima* -that
nāha- that *nēma* –that
over there over there.
- Colour descriptors:
Singular animate:
wapiskisiw minōs
e-wapiskisit minōs.
Singular Inanimate:
wāpiskāw tēhtapiwin;
e- wāpiskāk tēhtapiwin.
- Using demonstrative pronouns: *awa, ōma*, to distinguish and refer to this specific animate (NA) or inanimate (NI) nouns *wāpiskisiw*.

(continued)

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

Grade 4

Grade 5

Grade 6

LC-1.4
grammatical elements

- Noun possessive forms for singular animate (NA) and inanimate (NI) nouns indicating **my** (1s), **yours** (2S), **his/hers** (3S):
niminōsim; nitehtapiwin (1S)
kiminosim; kitentapiwin (2S)
ominosima; otehtapiwin (3S)
- Using question marker *cī?* Using responses: *ehā* /yes;
ihī / yes; *namoya* / no.
Simple *ehā, namoya*
questions using *cī*.
Simple questions using
interrogatives: *tānte, awīna, kīkwāy,*
tanehki, tānsiyisi.
- Commands or requests using action words (imperative - VAI) indicating **you** (2S), **all of you** (2P) and **all of us** (2I); e.g., *api, apik, apitān.*
- Commands or requests (imperatives - VTA) using action verbs:
nitohtawin / you→ me (2S→1S);
nitohtawik / you→ me (2P→1S).
- Plural:
ni – a
ki – a
o – a
ni – ināna
ki – inawa
ki – iwāwa
o – iwāwa
o – yīwa

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak k̄a nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 4	Grade 5	Grade 6
LC-1.4 grammatical elements			<ul style="list-style-type: none">Inclusive personal pronouns “too” forms: <u>Single</u> <i>n̄ista/</i> me too (1S) <i>kista/</i> you too (2S) <i>w̄ista/</i> he/she too (3S) <u>Plural</u> <i>n̄istan̄an/</i> us/we (excl.) too (1P) <i>k̄istanaw/</i> us/we (incl.) too (2I) <i>k̄istawaw/</i> you (pl) too (2P) <i>w̄istawaw/</i> they too (3P)Changing an action word only to a noun by adding suffix “win” to the verb: <i>m̄icis̄ōwin</i> <i>n̄m̄ihit̄ōwin</i> <i>nikam̄ōwin</i>Noun possessive: <i>n̄imin̄ōsimin̄an</i> <u><i>n̄itehtapowin̄in̄an</i> (1P)</u> <i>kimin̄ōsiminaw</i> <u><i>k̄itehtapowin̄inaw</i> (2I)</u> <i>kimin̄ōsimiwaw</i> <u><i>k̄itehtapowiniwaw</i> (2P)</u> <i>ominosimiw̄awa</i> <u><i>otehtapowiniwaw</i> (3P)</u>

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 4

Grade 5

Grade 6

- Noun possessive form for animate (NA)/ inanimate (NI) plural noun indicating **my** (1S), **yours** (2S), **his/her** (3S): *niminôsimak*, *nitehtapiwina*, *kiminôsimak*, *kitehtapiwina*, *ominôsimak*, *otehtapiwina*;
ni _____ *imak*
ki _____ *imak*
o _____ *ima*
ni _____ *iminânak*
ki _____ *iminawak*
ki _____ *iminâwak*
o _____ *imiwâwa*
o _____ *imiyiwa*

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-1 attend to the form of the language

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
LC-1.1 phonology	a. try to enunciate unfamiliar words independently and confidently	a. enunciate unfamiliar words independently and confidently	a. use intonation, stress and rhythm appropriately in familiar situations
LC-1.2 orthography	a. recognize and use some basic writing conventions	a. use basic spelling patterns in writing familiar words and phrases	a. apply basic spelling patterns consistently in writing familiar words
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none">• relationship/kinship• plants and seasons• entertainment• shopping• other Aboriginal communities• world of work• any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none">• fashion• peers and friendship• extracurricular activities• cooking• any other lexical fields that meet their needs and interests	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none">• social events• healthy living• our land• family traditions• crafts/arts• any other lexical fields that meet their needs and interests

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
	a. use, in modelled situations, ⁴ the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • Changing an action word involving an animate to a noun by adding suffix <i>mowin</i> to base form: <i>iteyihtamowin</i>. • Commands or requests (imperative VTI) for an action word involving an inanimate (N1) object for you (2S), all of you (2P), all of us (2I): <i>kitâpahta</i>, <i>kitâpahtamok</i>, <i>kitâpahtetân</i>. • Simple sentences involving a direct object using we (1P), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object (VTI) in declarative form: <i>niwâpahtenân</i>, <i>tehtapiwin</i>, <i>kiwâpahtenaw</i> <i>tehtapiwin</i>, <i>kiwâpahtenâwâw</i> <i>tehtapiwin</i>, <i>wâpahtamwak</i> <i>tehtapiwin</i>: and progressive form: <i>ewâpahtamâhk</i> <i>tehtapiwin</i>, <i>ewâpahtamahk</i> <i>tehtapiwin</i>, <i>ewâpahtamek</i> <i>tehtapiwin</i>, <i>ewâpahtahkik</i> <i>tehtapiwin</i>. • Compounding a verb and noun to get her to form a new action word: <i>nipostaxiwiniisân</i>, <i>niteyistikwânân</i>, <i>niketasâkân</i>, <i>niwâpimaw</i> <i>niminôsim</i>. 	<ul style="list-style-type: none"> • Commands or requests (imperatives) for an action word involving an inanimate object for you, all of you, all of us (VTI): <i>kitâpahta</i>, <i>kitâpahtamok</i>, <i>kitâpahtetân</i>. • Dependent clause and subjunctive clause for action only (VAI): if when <i>mîcisoyâni kâmîcisoyân</i> <i>mîcisoyani kâmîcisoyan</i> <i>mîcisoci kâmîcisot</i> for I (1S), you (2S), him/her (3S). • Using weather verbs in past, future tenses: <i>wîmispon</i>, <i>kîmispon</i>. • Compounding a verb and noun together to form a new action word: <i>nipostaxiwiniisân</i>, <i>niteyistikwânân</i>, <i>nitetasâkân</i>. • Change in discourse changing the meaning of tense marker: <i>ka – will – future definite -used</i> in the progressive form of the verb changes the meaning from will → to and then becomes a noun phrase: <i>nimiyweyihten</i> <i>kanimîhitoyan</i> <i>nimiyweyinten</i> <i>kakîhokawak</i> <i>nimiyweyihten</i> <i>kamiciyân</i> <i>mîcimâpoy</i>. 	<ul style="list-style-type: none"> • To emphasize continuous action by using reduplicative prefix marker replaces the use of particles <i>always</i> and <i>forever</i>: <i>ninânestosin</i>, <i>nitâhitohtân otenâhk</i>, <i>nitâhiteyihten</i>. • Descriptive words (VII) for inanimate (NI) objects both singular and plural: <i>apisâsin/ ehapisâsik</i> <i>tehtapiwin</i>; <i>apisâsinwa/ ehapisâsiki</i> <i>tehtapiwina</i>; <i>apisâsiniyiw/ ehapisâsiniyik</i> <i>otehtapiwin</i>; <i>apisâsiniyiwa/ ehapisâsiniyiki</i> <i>otehtapiwina</i>; <i>mâyispakwan/ emâyispakwahk</i> <i>mîcimapoy</i>; <i>mâyispakwanwa/</i> <i>emâyispakwahki mîcimapoya</i>; <i>mâyispakwaniyw/</i> <i>emâyispakwaniyik</i> <i>omicimapoy</i>; <i>mâyispakwaniyiwa/</i> <i>emâyispakwaniyiki</i> <i>omicimapoya</i>. • Using days of the week along with past and future tense markers for I and you: <i>kânîyananokîsikâk</i> <i>nikihitohtân otenâhk</i>, <i>nîyânano kîsikâki ci</i> <i>kiwîhitohtan otenâhk</i>.

(continued)

4. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 7

- Dependent clause and subjunctive clause for action only (VAI):

if	when
<i>mîcisoyâni</i>	<i>kâmîcisoyân</i>
<i>mîcisoyani</i>	<i>kâmîcisoyan</i>
<i>mîcisoci</i>	<i>kâmîcisot</i>

Grade 8

- Simple sentences involving a direct object using **we** (1P), **all of us** (2I), **all of you** (2P), **they** (3P) subject markers along with an action word involving an inanimate object (VTI) in declarative statement form. Independent mode “*wapahta*”/ to see:
1P *ni wapahtenân*
2I *ki wapahte naw*
2P *ki wapahte nâwâw*
3P *wapahtamiwak*
Conjunctive mode (progressive form):
e wapahtamâhk
e wapahtamahk
e wapahtamek
e wapahtahkik (kwâw).
- Days of the week. Using days of the week along with past and future tense markers for **I** and **you**:
kâniyânanokîsikâk
nikîhitohtânân
otenâhk
niyânanokîsikaki cî
kiwihitohtân otenâhk.

Grade 9

- Using weather verbs in past and future tenses:
wîmîspon, kîmîspon.
- Using weather verbs in the subjunctive mode.
For past tense:
nikîkîwân
kâkimowahk
kikîwew
kâkimowanîyik.
For future tense:
nikakîwân kîspin sâkesteki
kakîwew kîspin sakasteyiki.
- Changes in discourse changing the meaning of tense marker *ka*: **will** – future definite – used in the progressive form of the verb changes the meaning from **will** → **to** and then becomes a noun phrase:
nimiyweyi’hten
kanimîhitoyan
nimiyweyihten
kakîhokawak
nimiyweyihten
kamîciyân mîcimâpoy.
- Dependent clause and subjunctive clause for an action word only (VAI) using **if** :
mîcisoyâni, mîcisoyani, mîcisoci;
and for **when** :
kamîcisoyân, kâmîcisoyan, kâmîcisot
for **I** (1S), **you** (2S), **him/ her** (3S).

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 7	Grade 8	Grade 9
LC-1.4 grammatical elements			<ul style="list-style-type: none">Simple sentence involving an animate (NA) object/goal for I (1S), you (2S), him/her (3S) subject markers along with an action word involving an animate (NA) his/her (3S) object/goal (VTA) in declarative statement form: <i>niwâpamâw minôš,</i> <i>kiwâpamâw minôš,</i> <i>wâpamew minôša;</i> and conjunctive form: <i>ewâpamat minôš,</i> <i>ewâpamak minôš,</i> <i>ewâpamâ minôša.</i>

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
	b. use, in structured situations, ⁵ the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • Use <i>ôki, aniki, neki, ôhi, anihi, nehi</i> to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns. • Using indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awîyak, pikwâwîyak, namâwîyak, kahkîyaw awîyak, kîkway, pikokîkway, namakîkway, kahkîyaw kîkway.</i> • Using affixes to indicate noun sizes: big/large prefixes – <i>misti, misi, mahki</i>; small suffixes – <i>sis, osis, isis.</i> • Compounding a verb and noun together to form a new action word: <i>nipostayiwinisân, niteyistikwânân, niktasâkân.</i> • Commands or requests (imperative – VTA) using action words between two people: you → me (2S → 1S), all of you → me (2P → 1S): <i>nitohtawin, nitohtawik.</i> • Simple sentences using we, all of us, all of you, they subject markers and action words in declarative statement form: <i>nitapîn, kitapîn, kitapinâwâw, apiwak,</i> and progressive action form: <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ehapitwâw.</i> 	<ul style="list-style-type: none"> • Changing an action word involving an inanimate to a noun by adding suffix <i>mowin</i> to the base form: <i>iteyihtamowin.</i> • Commands or requests (imperative – VTI) for an action word involving an inanimate (NI) object for you (2S), all of you (2P), all of us (2I): <i>kitâpahtâ, kitâpahtamok, kitâpahtentân.</i> • Simple sentences involving a direct object using we (IP), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object (VTI) in declarative: <i>nîwâpahtenân, tehtaowin, kiwâpahtenaw tehtapiwin, kiwâpahtenâwâw tehtapiwin, wâpahtam'wak tehtapiwin;</i> and progressive form: <i>ewâpahtamâhk tehtapiwin, ewâpahtamâhk tehtapiwin, ewâpahtamek tehtapiwin, ewâpahtahkik tehtapiwin.</i> • Compounding a verb and noun together to form a new action word: <i>nipostayiwinisân, niteyistikwânân, niktasâkân, nîwâpimaw nîminôsim.</i> 	<ul style="list-style-type: none"> • Days of the week. Using days of the week along with past and future tense markers for I and you: <i>kâniyânanokîsikâk, nikîhitohtânân otenâhk, niyânanokîsikâki cî, kiwîhitohtân otenâhk.</i> • Commands or requests (imperatives) for an action word involving an inanimate (NI) object for you (2S), all of you (2P), all of us (2I): <i>kitâpahtâ, kitâpahtamok, kitâpahtentân.</i> • Compounding a verb and noun together to form a new action word: <i>nipostayiwinisân, niteyistikwânân, niktasâkân.</i> • Dependent clause and subjunctive clause for action only (VAI) using: if when <i>mîcisoyâni kâmîcisoyân</i> <i>mîcisoyani kâmîcisoyan</i> <i>mîcisoci kâmîcisot</i> for 1S, 2S, 3S.

(continued)

5. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 7	Grade 8	Grade 9
LC-1.4 grammatical elements	<ul style="list-style-type: none">Noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating ours (1P), all of ours (2I), yours (2P), theirs (3P): <i>niminôsiminânak</i> <i>kiminôsiminawak</i> <i>kiminôsimiwâwak</i> <i>ominôsimiwâwa</i> <i>nitehtapiwininâna</i> <i>kitehtapiwininawa</i> <i>kitehtapiwiniwâwa</i> <i>otehtapiwiniwâwa.</i>Colour descriptors. Plural animate (VAD): <i>wâpiskisiwak</i> <i>ewâpiskisicik</i> <i>ewâpiskisitwâw</i> <i>minôsak.</i> Inanimate nouns (VI): <i>wâpiskâwa/ ewâpiskâki</i> <i>tehtapiwina.</i>Tense markers: <i>kî</i> - past tense - <i>nikîhâpin;</i> <i>ka</i> – future definite tense will- <i>nikahpin;</i> <i>wî</i> – future intentional marker going to - <i>niwîhâpin.</i>Simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form: <i>niwâpahten tehtapiwin,</i> <i>kiwâpahten tehtapiwin,</i> <i>wâpahtam tehtapiwin;</i> and progressive form: <i>ewâpahtamân tehtapiwin,</i> <i>ewâpahtaman tehtapiwin,</i> <i>ewâpahtahn tehtapiwin.</i>	<ul style="list-style-type: none">Dependent clause and subjective clause for action only (VAD): if when <i>mîcisoyâni kâmîcisoyân</i> <i>mîcisoyani kâmîcisoyan</i> <i>mîcisoci kâmîcisot</i>	<ul style="list-style-type: none">Simple sentences involving a direct object using we (IP), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object (VTI) in declarative (independent form). Statement form, independent form “<i>wapahta</i>”/ to see: 1P <i>ni wapahtenân,</i> 2I <i>ki wapahtenâw,</i> 2P <i>ki wapahtenâwâw,</i> 3P <i>wâpahtamwak.</i> Conjunctive form: 1P <i>e wapahtamâhk,</i> 2I <i>e wapahtamahk,</i> 2P <i>e wapahtamek,</i> 3P <i>e wapahtahkik (kwâw).</i>

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 7	Grade 8	Grade 9
LC-1.4 grammatical elements	<ul style="list-style-type: none">Preverbal particles attached commands/requests and to subject action simple sentence. <i>Pehapi</i> / come and sit: <i>pe</i> / come and, <i>api</i> / sit. <i>Ninohtehapin</i> / I want to sit. <i>Kinohtehapin</i> / Do you want to sit? <i>Kahkipehapin cî ?</i> / Can you come and sit?		

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
	c. use, independently and consistently , ⁶ the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> • Noun possessive: body parts, kinship terms. • Indefinite pronouns. Use to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwiyak, kahkiyaw awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw kîkway.</i> • Commands or requests (imperative - VTA) using action verbs: <i>nitohtawin</i> (2S → 1S) you → me, <i>nitohtawik</i> (2P → 1S) you → me. • Locative noun acts as a preposition <i>ohk, hk, ihk</i> – in the, on the, to the, at the: <i>atawew'kamikohk, otenâhk, tehtapiwinihk.</i> • Simple sentences using we (1P), all of us (2I), all of you (2P), they (3P) subject markers and action words (VAI) in declarative statement form: <i>nitapinân, kitapinaw, kitapiwâw, apiwak,</i> and conjunctive form: <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ ehapitwâw.</i> • Personal pronoun singular emphatic “too” form: <i>nîstanân, kîstanaw, kîstawâw, wiyawân.</i> 	<ul style="list-style-type: none"> • Using <i>ôki, aniki, neki, ôhi, anihî, nehi</i> to distinguish and refer to these and those animate (NA) or inanimate (NI) specific nouns. • Using affixes to indicate noun sizes: big/large prefixes – <i>misti, misi, mahki;</i> small suffixes – <i>sis, osis, isis.</i> • Indefinite pronouns. Using indefinite pronouns to indicate non-specific or non-specified animate or inanimate nouns for generalized meaning; e.g., <i>awiyak, pikwâwiyak, namâwiyak, kahkiyaw awiyak, kîkway, pikokîkway, namakîkway, kahkiyaw kîkway.</i> • Commands or requests (imperative - VTA) using action words between two people: you → me (2S → 1S), all of you → me (2P → 1S): <i>nitohtawin, nitohtawik.</i> • Colour descriptors. Plural animate (VAI): <i>wâpiskisiwak, ewâpiskisicik, ewâpiskisitwâw, minôsak.</i> Inanimate nouns (VII): <i>wâpiskâwa/ ewâpiskâki tehtapiwina.</i> 	<ul style="list-style-type: none"> • Changing an action word involving an animate to a noun by adding suffix <i>mowin</i> to the base form: <i>iteyihtamowin.</i> • Commands or requests (imperative – VTI) for an action word involving an inanimate (NI) object for you (2S), all of you (2P), all of us (2I): <i>kitâpahtâ, kitâpahtamok, kitâpahtentân.</i> • Simple sentences involving a direct object using we (IP), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object (VTI) in declarative: <i>nîwâpahtenân, tehtaowin, kiwâpahtenaw tehtapiwin, kiwâpahtenâwâw tehtapiwin, wâpahtam'wak tehtapiwin;</i> and progressive form: <i>ewâpahtamâhk tehtapiwin, ewâpahtamahk tehtapiwin, ewâpahtamek tehtapiwin, ewâpahtahkik tehtapiwin.</i> • Compounding a verb and noun together to form a new action word: <i>nîpostayiwînîsân, nîteyistikwânân, nîketasâkân, nîwapimaw nîminôsim.</i>

(continued)

6. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 7	Grade 8	Grade 9
LC-1.4 grammatical elements	<ul style="list-style-type: none">Using <i>ana, naha, anima, nema</i> to distinguish and refer to that specific animate (NA) or inanimate (NI) noun.Plural endings. Animate <i>ak</i> or <i>wak</i>. Inanimate <i>a</i> or <i>wa</i>.Personal pronoun plural forms: 1P <i>nîyanân</i> 2I <i>kîyânâw</i> 2P <i>kîyawâw</i> 3P <i>wîyawâw</i>Noun possessive form for animate (NA) and inanimate (NI) plural noun indicating my (IS), yours (2S), his/hers (3S): <i>niminôsimak, nitehtapiwina, kiminôsimak, kitehtapiwina, ominôsimak, otehtapiwina.</i>Simple sentences using I (1S), you (2S), he/she (3S) subjects and action words (VAI) in declarative statement form: <i>nitapin, kitapin, apiw,</i> and progressive action form: <i>ehapiyân, ehapiyan, ehapit.</i> Verbs (TAI). 1S <i>nitapin/ I sit.</i> 2S <i>kitapin/ you sit.</i> 3S <i>apiw/ he/she sits.</i>	<ul style="list-style-type: none">Simple sentences using we, all of us, all of you, they subject markers and action words in declarative statement form: <i>nitapîn, kitapîn, kitapinâwâw, apiwak,</i> and progressive action form: <i>ehapiyâhk, ehapiyahk, ehapiyek, ehapicik/ ehapitwâw.</i>Compounding a verb and noun together to form a new action word: <i>nîpostayiwînisân, niteyistikwânân, nîketasâkân.</i>Tense markers: <i>kî</i> - past tense - <i>nîkîhapin;</i> <i>ka</i> - future definite tense will- <i>nîkahpin;</i> <i>wî</i> - future intentional marker going to - <i>niwîhapin.</i>Simple sentences involving a direct object using I (1S), you (2S), he/she (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form: <i>niwâpahten tehtapiwin, kiwâpahten tehtapiwin, wâpahtam tehtapiwin;</i> and progressive form: <i>ewâpahtamân tehtapiwin, ewâpahtaman tehtapiwin, ewâpahtahn tehtapiwin.</i>	

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 7

Grade 8

Grade 9

- Preverbal particles attached commands/requests and to subject action simple sentence.
Pehapi / Come and sit:
pe – come and,
api – sit.
Ninohtehapin / I want to sit.
Kinohtehapin / Do you want to sit?
Kahkipehapin cî ? / Can you come and sit?
- Noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating **ours** (1P), **all of ours** (2I), **yours** (2P), **theirs** (3P):
niminôsiminânak
kiminôsiminawak
kiminôsimiwâwak
ominôsimiwâwa
nitehtapiwiniinâna
kitehtapiwiniinawa
kitehtapiwiniwâwa
otehtapiwiniwâwa.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-1 attend to the form of the language

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
LC-1.1 phonology	a. speak clearly and coherently in a variety of situations b. use intonation, stress and rhythm appropriately in a variety of situations	a. produce the essential sounds, stress, rhythm and intonation patterns with ease where rehearsal is possible	a. produce the essential sounds, stress, rhythm and intonation patterns with ease and spontaneity
LC-1.2 orthography	a. apply spelling rules and writing conventions consistently and accurately	a. read and write Roman and/or syllabic orthography	a. read and write Roman and/or syllabic orthography consistently and accurately
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • trades and professions • community service/volunteering • peoples that make up Canada • safety • nature • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • sports • caring for the land/environment • family roles • communication • health practices • any other lexical fields that meet their needs and interests 	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> • media/technology • social life • hunting and gathering, trapping and fishing • consumerism/independent living • any other lexical fields that meet their needs and interests

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 10	Grade 11	Grade 12	
	<i>Students will be able to:</i>			
	a. use, in modelled situations, ⁷ the following grammatical elements:			
LC-1.4 grammatical elements	<ul style="list-style-type: none">Weather Terms. Using weather verbs in the subjunctive mode. For past tense: <i>nikikiwân,</i> <i>kâkimowahk,</i> <i>kikiwew,</i> <i>kakimowaniyik.</i> For future tense: <i>nikikiwân kîspîn sâkâsteki,</i> <i>kakiwew kîspîn sâkâsteyiki.</i>Sentences that indicate who is doing a certain action or specifies a particular noun with the help of demonstrative pronouns known as a relative clause. <i>Nitaw'miy ana napew kânikamot.</i> <i>Petamawin anima masinahikan kâmihtkwak.</i>Changing an action only word (VAI → VTA) to an action word involving 3S object/goal by using the element <i>wîci</i> and relational suffix "m". When these affixes are used then the verb must be conjugated are placed in the action word involving a 3S object/goal (VTA) model: <i>wîcinikamom, wîtatokem.</i>VAI – Benefactive. Someone is doing an action for someone (VAI action only) by adding element <i>sta</i> and suffix maker <i>maw</i>.	<ul style="list-style-type: none">Element "sta". Someone doing an action for someone, the element "sta" and the suffix marker "maw" are added to the action word (VAI) and then changes the meaning to an action word involving a 3S object/goal (VTA). VAI → VTADoing an action for oneself a reflexive marker for action only (VAI) for: I (1S) you (2S) he/she (3S) we (1P) all of us (2I) all of you (2P) they (3P) using "stamâso": <i>atoskestamaso.</i>Simple sentences involving an object/goal for we (1P), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an animate (NA) his/her (3S) object/goal (VTA) in declarative (independent) form: <i>nîwâpamânân minôš,</i> <i>kiwâpamânaw minôš,</i> <i>wâpamâwak minôš,</i> <i>kiwâpamâwâw minôš;</i> and progressive (conjunctive) form:	<ul style="list-style-type: none">Sentences that illustrate all/ everyone partaking in an action and are used to capture events or activities in action only words (VAI): <i>mîcisonâniwîw/ emîcisohk.</i>Simple sentences involving an object/goal for subject markers along with an action word involving an animate noun (NA), his/her (3S) object/goal (VTA) in independent and conjunctive forms. 1P – 3S/ we 2I – 3S/ all of us 2P – 3S/ all of you 3P – 3'/ they Independent form "wapam"/ to see (animate): 1P – 3S <i>nî wapama nân minôš</i> 2I – 3S <i>ki wapama nâw minôš</i> 2P – 3S <i>ki wapama wâw minôš</i> 3P – 3S <i>wapamewak minôš</i> Conjunctive form (progressive): 1P – 3S <i>e wapamâyâhk minôš</i> 2I – 3S <i>e wapamayahk minôš</i> 2P – 3S <i>e wapamayek minôš</i> 3P – 3' <i>e wapamacik/ twaw minôš.</i>	
				(continued)

7. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 10	Grade 11	Grade 12
LC-1.4 grammatical elements	<p>VAI → VTA: <i>nikamôsta <u>maw</u></i> <i>atoskesta <u>maw</u></i></p> <ul style="list-style-type: none">• Simple sentence involving an object/goal for I (1S), you (2S), him/her (3S) subject and I → you (1S → 2S), you → me (2S → 1S) markers along with an action word involving an animate (NA) his/her (3S) object /goal (VTA) in declarative statement form: <i>niwâpamâw minôš,</i> <i>kiwâpamâw minôš,</i> <i>wâpamew minôš,</i> <i>kiwâpamitin, kiwâpamin;</i> and progressive form: <i>ewâpamat minôš,</i> <i>ewâpamak minôš,</i> <i>ewâpamât minôš,</i> <i>ewâpamitân,</i> <i>ewâpamiyan.</i>• Doing an action for oneself a reflexive maker for an action only (VAI) for : I (1S) you (2S) he/she (3S) we (1P) all of us (2I) all of you (2P) they (3P) using “<i>stamaso</i>”.	<p><i>ewâpamâyâhk minôš,</i> <i>ewâpamâyahk minôš,</i> <i>ewâpamâyek minôš,</i> <i>ewâpamâcik mimôša.</i></p> <ul style="list-style-type: none">• Sentences that illustrate all/ everyone partaking in an action and are used to capture events or activities in action only words (VAI): <i>mîcisonâniwîw/ emîcisohk.</i>• Changing an action only word (VAI → VTA) to an action word involving 3S object/goal by using the element <i>wîci</i> and relational suffix “<i>m</i>”. When these affixes are used then the verb must be conjugated are placed in the action word involving a 3S object/goal (VTA) model: <i>wîcinikamôm, wîtatoshem.</i>• Sentences that indicate who is doing a certain action or specifies a particular noun with the help of demonstrative pronouns known as a relative clause: <i>n'taw'miy ana nâpew</i> <i>kânîkamot,</i> <i>petamawin anima masinahikan</i> <i>kâmihkwâk.</i>	<ul style="list-style-type: none">• Descriptive words (VII) for inanimate (NI) objects both singular and plural: <i>apisâsin/ ehapisâsik tehtapiwin;</i> <i>apisâsinwa/ ehapisâsiki tehtapiwina;</i> <i>apisâsinîwîw/ ehapisâsinîyik otehtapiwin;</i> <i>apisâsinîyîwa/ ehapisâsinîyiki otehtapiwina;</i> <i>mâyîspakwan/ emâyîspakwahk mîcimapoy;</i> <i>mâyîspakwanwa/ emâyîspakwahki mîcimapoya;</i> <i>mâyîspakwanîwîw/ emâyîspakwanîyik omîcimapoy;</i> <i>mâyîspakwanîyîwa/ emâyîspakwanîyiki omîcimapoya.</i>• Someone is doing an action for someone for action only words involving animate or inanimate objects/goal, and the suffix maker <i>maw</i> is added to the action word (VTI/ VTA) and then changes the meaning to an action word involving a 3S object/goal. VTA (VTI → VTA): <i>peyihtisina <u>maw</u>,</i> <i>peta <u>maw</u>,</i> <i>nâta <u>maw</u>.</i>

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 10	Grade 11	Grade 12
LC-1.4 grammatical elements	<ul style="list-style-type: none">Descriptive words (VII) for inanimate objects: <i>apisâsin/ ehapisâsik</i> <i>tehtapiwin,</i> <i>apisâsinwa/ ehapisâsiki</i> <i>tehtapiwina,</i> <i>apisâsiniyiw/ ehapisâsiniyik</i> <i>otehtapiwin,</i> <i>apisâsinyiwa/ ehapisâsiniyiki</i> <i>otehtapiwina;</i> <i>mâyispakwan/ emâyispakwahk</i> <i>mîcimapoy,</i> <i>mâyispakwanwa/</i> <i>emâyispakwahki mîcimapoya,</i> <i>mâyispakwaniyw/</i> <i>emâyispakwaniyik omîcimapoy,</i> <i>mâyispakwaniyiwa/</i> <i>emâyispakwaniyiki</i> <i>omîcimapoya.</i>To emphasize continuous action by using the reduplicative prefix maker that replaces the use of particles always and forever: <i>ninânestosin,</i> <i>nitâhitohtân ôtenâhk,</i> <i>nitâhiteyihten.</i>		

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

Grade 10

Grade 11

Grade 12

Students will be able to:

b. use, in **structured** situations,⁸ the following grammatical elements:

LC-1.4
grammatical elements

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Emphasizing continuous action by using the reduplicative prefix marker that replaces the use of particles always and forever: <i>ninânestosin, nitâhitohtân ôtenâhk, nitâhiteyihten.</i> • Dependent clause and subjunctive clause for an action word only (VAI) using: if when
<i>mîcisoyâni
kâmîcisoyân
mîcisoyanikâmîcisoyan
mîcisoci kâmîcisot</i>
for I (1S), you (2S), him/her (3S). • Days of the week. Using days of the week along with past and future tense markers for I and you:
<i>kâniyânanokîsikâk
nikîhitohtânân otenâhk
niyânanokîsikâki ci
kiwîhitohtân otenâhk.</i> • Weather Terms. Using weather verbs in past and future tenses: <i>wîmispon, kîmispon.</i> • Using weather verbs (VII) in the subjunctive mode.
For past tense:
<i>nikikiwân
kâkimowahk
kikiwew
kakimowaniyik.</i>
For future tense:
<i>nikakîwân kîspin sâkasteki
kakîwew kîspin sâkasteyiki.</i> | <ul style="list-style-type: none"> • Emphasizing continuous action by using the reduplicative prefix marker that replaces always and forever:
<i>ninânestosin,
nitâhitohtân ôtenâhk,
nitâhiteyihten.</i> • VAI – Benefactive. Someone doing an action for someone (VAI action only) by adding element <i>sta</i> and suffix maker <i>maw</i>.
VAI → VTA:
<i>nikamôsta maw
atoskesta maw.</i> • Weather Terms. Using weather verbs in the subjunctive mode.
For past tense:
<i>nikikiwân,
kâkimowahk,
kikiwew,
kakimowaniyik.</i>
For future tense:
<i>nikakîwân (kîspin) sâkasteki,
kakîwew (kîspin) sâkasteyiki.</i> • Simple sentence involving an object/goal for I (1S), you (2S), him/her (3S) subject and I → you (1S → 2S), you → me (2S → 1S) markers along with an action word involving an animate (NA) his/her (3S) object /goal (VTA) in declarative statement form: | <ul style="list-style-type: none"> • Element “<i>sta</i>”. Someone is doing an action for someone, the element <i>sta</i> and the suffix maker <i>maw</i> are added to the action word (VAI), and then changes the meaning to an action word involving a 3S object/goal.
VTA (VAI → VTA). • Doing an action for oneself a reflexive marker for an action only (VAI) for:
I (1S)
you (2S)
he/she (3S)
we (1P)
all of us (2I)
all of you (2P)
they (3P)
using “<i>stamâso</i>”:
<i>atoskestamaso.</i> • Simple sentences involving an object/goal for we (1P), all of us (2I), all of you (2P) they (3P) subject markers along with an action word involving an animate (NA) his/her (3S) object /goal (VTA) in declarative form:
<i>niwâpamânân minôs,
kiwâpamânaw minôs,
kiwâpamâwaw minôs;
and progressive form:
ewâpamayâhk minôs,
ewâpamayahk minôs,
ewâpamayek minôs,
ewâpamamâcik minôsa.</i> |
|--|--|---|

(continued)

8. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 10	Grade 11	Grade 12
LC-1.4 grammatical elements	<ul style="list-style-type: none">Descriptive words (VII) for inanimate objects: <i>apisâsin/ ehapisâsik</i> <i>tehtapiwin,</i> <i>apisâsinwa/ ehapisâsiki</i> <i>tehtapiwina,</i> <i>apisâsiniyw/ ehapisâsiniyk</i> <i>otehtapiwin,</i> <i>apisâsiniywa/ ehapisâsiniyiki</i> <i>otehtapiwina;</i> <i>mâyispakwan/ emâyispakwahk</i> <i>mîcimapoy,</i> <i>mâyispakwanwa/</i> <i>emâyispakwahki mîcimapoya,</i> <i>mâyispakwaniyw/</i> <i>emâyispakwaniyik omîcimapoy,</i> <i>mâyispakwaniywa/</i> <i>emâyispakwaniyiki</i> <i>omîcimapoya.</i>Simple sentence involving an animate (NA) object/goal for I (1S), you (2S), him/her (3S) subject makers along with an action word involving an animate (NA) his/her (3S) object/goal (VTA) in declarative statement form: <i>niwâpamâw minôš,</i> <i>kiwâpamâw minôš,</i> <i>wâpamew minôš;</i> and conjunctive form: <i>ewâpamat minôš,</i> <i>ewâpamak minôš,</i> <i>ewâpamât minôša.</i>	<ul style="list-style-type: none"><i>niwâpamâw minôš,</i> <i>kiwâpamâw minôš,</i> <i>wâpamew minôša,</i> <i>kiwâpamitin, kiwâpamin;</i> and progressive form: <i>ewâpamat minôš,</i> <i>ewâpamak minôš,</i> <i>ewâpamât minôša,</i> <i>ewâpamitân,</i> <i>ewâpamiyan.</i>Sentences that indicate who is doing a certain action or specifies a particular noun with the help of demonstrative pronouns known as a relative clause: <i>nîtawimiy ana napew</i> <i>kânikamot,</i> <i>petamawin anima masinahikan</i> <i>kâmiḥkwâk.</i>Doing an action for oneself a reflexive marker for an action only (VAI) for: I (1S) you (2S) he/she (3S) we (1P) all of us (2I) all of you (2P) they (3P) using “<i>stamaso</i>”.	<ul style="list-style-type: none">Sentences that illustrate all/ everyone partaking in an action and are used to capture events or activities in action only words (VAI): <i>mîcisonâniwiw/ emîcisohk.</i>Changing an action only word (VAI → VTA) to an action word involving 3S object/goal by using the element <i>wîci</i> and relational suffix “<i>m</i>”. When these affixes are used then the verb must be conjugated are placed in the action word involving a 3S object/goal (VTA) model: <i>wîcinikamom, wîtatoskem.</i>Sentences that indicate who is doing a certain action or specifies a particular noun with the help of demonstrative pronouns known as a relative clause: <i>n'taw'miy ana nâpew</i> <i>kânikamot,</i> <i>petamawin anima masinahikan</i> <i>kâmiḥkwâk.</i>

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 10	Grade 11	Grade 12
LC-1.4 grammatical elements	<ul style="list-style-type: none">Changes in discourse changing the meaning of tense marker <i>ka</i>: will – future definite – used in the progressive form of the verb changes the meaning from will → to and then becomes noun phrase: <i>nimiyweyihten</i> <i>kaniṁihitoyān</i> <i>nimiyweyihten</i> <i>kakīhokawak</i> <i>nimiyweyihten</i> <i>kamiciyān mīcimāpoy.</i>	<ul style="list-style-type: none">Changing an action only word (VAI → VTA) to an action word involving 3S object/goal by using the element <i>wīci</i> and relational suffix “<i>m</i>”. When these affixes are used then the verb must be conjugated are placed in the action word involving a 3S object/goal (VTA) model: <i>wīcinikamom, wītatoskem.</i>Descriptive words (VII) for inanimate (NI) objects both singular and plural: <i>apisāsīn/ ehapisāsīk</i> <i>tehtapiwin,</i> <i>apisāsīnwa/ ehapisāsīki</i> <i>tehtapiwīna,</i> <i>apisāsīniyiw/ ehapisāsīniyik</i> <i>otehtapiwin,</i> <i>apisāsīniyīwa/ ehapisāsīniyiki</i> <i>otehtapiwīna;</i> <i>māyispakwan/ emāyispakwahk</i> <i>mīcimāpoy,</i> <i>māyispakwanwa/</i> <i>emāyispakwahki mīcimāpoya,</i> <i>māyispakwaniyiw/</i> <i>emāyispakwaniyik omīcimāpoy,</i> <i>māyispakwaniyīwa/</i> <i>emāyispakwaniyiki</i> <i>omīcimāpoya.</i>	

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kâ nihtâ nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

	Grade 10	Grade 11	Grade 12
	<i>Students will be able to:</i>		
	c. use, independently and consistently , ⁹ the following grammatical elements:		
LC-14 grammatical elements	<ul style="list-style-type: none"> Commands or requests (imperatives) for an action word involving an inanimate (NI) object for you, all of you, all of us (VTI): <i>kitâpahta,</i> <i>kitâpahtamok,</i> <i>kitâpahentân.</i> Days of the week. Using days of the week along with past and future tense markers for I and you: <i>kâniyânanokîsikâk</i> <i>nikîhitohtân otenâhk</i> <i>niyânano kîsikâki cî</i> <i>kiwîhitohtân otenâhk.</i> Simple sentences involving a direct object using we (IP), all of us (2I), all of you (2P), they (3P) subject markers along with an action word involving an inanimate object (VTI) in declarative (independent form). Independent form “<i>wapahta</i>”/ to see: 1P <i>ni wapahtenân,</i> 2I <i>ki wapahtenâw,</i> 2P <i>ki wapahtenâwâw,</i> 3P <i>wâpahtamwak.</i> Conjunctive form (progressive): 1P <i>e wapahtamâhk,</i> 2I <i>e wapahtamahk,</i> 2P <i>e wapahtamek,</i> 3P <i>e wapahtahkik</i> (<i>kwaw</i>). 	<ul style="list-style-type: none"> Days of the week. Using days of the week along with past and future tense markers for I and you: <i>kâniyânanokîsikâk</i> <i>nikîhitohtân otenâhk</i> <i>niyânano kîsikâki cî</i> <i>kiwîhitohtân otenâhk.</i> Weather Terms. Using weather verbs in past and future tenses: <i>wîmispon,</i> <i>kîmispon.</i> Using weather verbs (VII) in the subjunctive mode. For past tense: <i>nikîkiwân</i> <i>kâkimowahk</i> <i>kîkiwew</i> <i>kâkimowaniyik.</i> For future tense: <i>nikâkiwân kîspin sâkasteki</i> <i>kâkiwew kîspin sâkasteyiki.</i> Changes in discourse changing the meaning of tense marker <i>ka</i>: will – future definite – used in the progressive form of the verb changes the meaning from will → to and then becomes noun phrase: <i>nîmiyweyihten</i> <i>kanihîhitoyân</i> <i>nîmiyweyihten</i> <i>kakîhokawak</i> <i>nîmiyweyihten</i> <i>kamîciyân mîcimâpoy.</i> 	<ul style="list-style-type: none"> VAI – Benefactive. Someone doing an action for someone (VAI action only) by adding element <i>sta</i> and suffix maker <i>maw</i>. VAI → VTA: <i>nikamôsta maw</i> <i>atoskesta maw.</i> Descriptive words (VII) for inanimate (NI) objectives: <i>apisâsin/ ehapisâsik</i> <i>tehtapiwin,</i> <i>apisâsinwa/ ehapisâsiki</i> <i>tehtapiwina,</i> <i>apisâsiniyiw/ ehapisâsiniyik</i> <i>otehtapiwin,</i> <i>apisâsiniyiwa/ ehapisâsiniyiki</i> <i>otehtapiwina;</i> <i>mâyispakwan/ emâyispakwahk</i> <i>mîcimapoy,</i> <i>mâyispakwanwa/</i> <i>emâyispakwahki mîcimapoya,</i> <i>mâyispakwaniyiw/</i> <i>emâyispakwaniyik omîcimapoy,</i> <i>mâyispakwaniyiwa/</i> <i>emâyispakwaniyiki</i> <i>omîcimapoya.</i> Emphasizing continuous action by using the reduplicative prefix marker that replaces the use of particles always and forever: <i>ninânestosin,</i> <i>nitâhitohtân ôtenâhk,</i> <i>nitâhiteyihten.</i>

9. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kã nihtã nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 10

- Compounding a verb and noun together to form a new action word: *nipostayiwinišân, niteyistikwânân, niktasâkân.*
- Dependent clause and subjunctive clause for an action word only (VAI) using:
if when
mîcisoyâni kâmîcisoyân
mîcisoyani kâmîcisoyan
mîcisoci kâmîcisot
for **I (1S), you (2S), him/her (3S).**

Grade 11

- Dependent clause and subjunctive clause for an action word only (VAI) using:
if when
mîcisoyâni kâmîcisoyân
mîcisoyani kâmîcisoyan
mîcisoci kâmîcisot
for **I (1S), you (2S), him/her (3S).**
- Simple sentence involving an animate (NA) object/goal for **I (1S), you (2S), him/her (3S)** subject makers along with an action word involving an animate (NA) **his/her (3S)** object/goal (VTA) in declarative statement form:
niwâpamâw minôš,
kiwâpamâw minôš,
wâpamew minôša;
and conjunctive form:
ewâpamat minôš,
ewâpamak minôš,
ewâpamât minôša.

Grade 12

- Weather Terms.
Using weather verbs (VII) in the subjunctive mode.
For past tense:
nikîkiwân,
kâkimowahk,
kîkiwew,
kâkimowanîyik.
For future tense:
nikakîwân kîspin
sâkâsteki,
kakîwew kîspin
sâkâsteyiki.
- Simple sentence involving an object/goal for **I (1S), you (2S), him/her (3S)** subject and **I → you (1S → 2S), you → me (2S → 1S)** markers along with an action word involving an animate (NA) **his/her (3S)** object/goal (VTA) in declarative statement form:
niwâpamâw minôš,
kiwâpamâw minôš,
wâpamew minôša,
kiwâpamitin, kiwâpamin;
and progressive form:
ewâpamat minôš,
ewâpamak minôš,
ewâpamât minôša,
ewâpamitân,
ewâpamiyan.

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 10

Grade 11

Grade 12

- Sentences that indicate who is doing a certain action or specifies a particular noun with the help of demonstrative pronouns known as a relative clause.
Nitaw'miy ana napew kânikamot.
Petamawin anima masinahikan kâmihkwak.
- Doing an action for oneself a reflexive marker for an action only (VAI) for:
I (1S)
you (2S)
he/she (3S)
we (1P)
all of us (2I)
all of you (2P)
they (3P)
using "*stamaso*".
- Changing an action only word (VAI → VTA) to an action word involving 3S object/goal by using the element *wîci* and relational suffix "*m*". When these affixes are used then the verb must be conjugated are placed in the action word involving a 3S object/goal (VTA) model:
wîcinikamôm, wîtatoskem.

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-2 interpret and produce oral texts

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
LC-2.1 listening	a. understand simple sentences in guided situations	a. understand short, simple texts in guided situations	a. understand short, simple texts in guided and unguided situations
LC-2.2 speaking	a. produce simple words and phrases in guided situations	a. produce simple sentences in guided situations	a. produce short, simple texts in guided situations
LC-2.3 interactive fluency	a. engage in simple interactions, using short, isolated phrases	a. engage in simple interactions, using simple sentences	a. engage in simple interactions using simple sentences and/or phrases

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-2 interpret and produce oral texts

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
LC-2.1 listening	a. understand a variety of short, simple texts in guided and unguided situations	a. understand short texts on familiar topics in guided situations	a. understand short texts on unfamiliar topics in guided situations
LC-2.2 speaking	a. produce a variety of short, simple texts in guided situations	a. produce short texts in guided and unguided situations	a. produce a variety of short, simple texts in guided and unguided situations
LC-2.3 interactive fluency	a. engage in short, spontaneous exchanges, with pauses to formulate oral text and to self-correct	a. manage short interactions with ease, with pauses to formulate oral text and to self-correct	a. manage simple, routine interactions with ease, asking for repetition or clarification when necessary

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-2 interpret and produce oral texts

	Grade 10	Grade 11	Grade 12
	<i>Students will be able to:</i>		
LC-2.1 listening	a. understand the main point and some supporting details of lengthy texts on familiar topics in guided situations	a. understand the main point and some supporting details of lengthy texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy texts on unfamiliar topics in guided and unguided situations
LC-2.2 speaking	a. produce short texts on unfamiliar topics in guided situations	a. produce lengthy texts on familiar topics, providing some details to support the main point, in guided situations	a. produce lengthy texts on a variety of familiar and unfamiliar topics, providing some details to support the main point, in guided and unguided situations
LC-2.3 interactive fluency	a. manage simple, routine interactions with ease	a. sustain lengthy interactions comprehensibly, with pauses to formulate oral text and to self-correct	a. spontaneously converse on unfamiliar and familiar topics, and participate in discussions

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-3 interpret and produce written texts

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
LC-3.1 reading	a. understand simple sentences in guided situations	a. understand short, simple texts in guided situations	a. understand short, simple texts in guided and unguided situations
LC-3.2 writing	a. produce simple words and phrases in guided situations	a. produce simple sentences in guided situations	a. produce short, simple texts in guided situations
LC-3.3 viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	a. derive meaning from visual elements of a variety of media in guided and unguided situations
LC-3.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-3 interpret and produce written texts

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
LC-3.1 reading	a. understand a variety of short, simple texts in guided and unguided situations	a. understand short texts on familiar topics in guided situations	a. understand short texts on unfamiliar topics in guided situations
LC-3.2 writing	a. produce a variety of short, simple texts in guided situations	a. produce short, simple texts in guided and unguided situations	a. produce a variety of short, simple texts in guided and unguided situations
LC-3.3 viewing	a. derive meaning from the visual elements of a variety of media in guided and unguided situations	a. derive meaning from multiple visual elements in a variety of media in guided situations	a. derive meaning from multiple visual elements in a variety of media in guided and unguided situations
LC-3.4 representing	a. express meaning through the use of visual elements in a variety of media in guided and unguided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided situations	a. express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-3 interpret and produce written texts

	Grade 10	Grade 11	Grade 12
	<i>Students will be able to:</i>		
LC-3.1 reading	a. understand the main point and some supporting details of lengthy texts on familiar topics in guided situations	a. understand the main point and some supporting details of lengthy texts on a variety of familiar topics in guided situations	a. understand a variety of lengthy texts on unfamiliar topics in guided and unguided situations
LC-3.2 writing	a. produce short texts on unfamiliar topics in guided situations	a. produce lengthy texts on familiar topics, providing some details to support the main point, in guided situations	a. produce lengthy texts on a variety of familiar and unfamiliar topics, providing some details to support the main point, in guided and unguided situations
LC-3.3 viewing	a. propose several interpretations of the visual elements of a variety of media in guided situations	a. identify the purposes, intended audiences, messages, and points of view in a variety of visual media, in guided situations	a. identify some of the techniques and conventions used in a variety of visual media, in guided and unguided situations
LC-3.4 representing	a. explore, in guided situations, a variety of ways that meaning can be expressed through the visual elements of a variety of media	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided situations	a. communicate thoughts, ideas and feelings for specific purposes and audiences, through a variety of visual media, in guided and unguided situations

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-4 apply knowledge of the sociocultural context

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
LC-4.1 register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice	a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts	a. experiment with and use informal language in familiar contexts
LC-4.2 expressions	a. imitate age-appropriate expressions	a. understand and use a variety of simple expressions as set phrases	a. use learned expressions to enhance communication
LC-4.3 variations in language	a. experience a variety of voices	a. acknowledge and accept individual differences in speech	a. experience a variety of accents, variations in speech and regional variations in language
LC-4.4 social conventions	a. imitate and use simple routine social interactions and expressions	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation
LC-4.5 nonverbal communication	a. understand the meaning of and imitate some common nonverbal behaviours used in Cree culture	a. experiment with using some simple nonverbal means of communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	a. use appropriate nonverbal behaviours in a variety of familiar contexts

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-4 apply knowledge of the sociocultural context

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
LC-4.1 register	a. identify socially appropriate language in specific situations	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts
LC-4.2 idiomatic expressions	a. correctly use learned idiomatic expressions	a. use learned idiomatic expressions in a variety of contexts	a. examine the role of idiomatic expressions in culture
LC-4.3 variations in language	a. recognize some common regional variations in language	a. recognize other influences resulting in variations in language	a. recognize other influences resulting in variations in language; e.g., level of education, occupation
LC-4.4 social conventions	a. recognize important social conventions in everyday interactions; e.g., shaking hands	a. interpret the use of social conventions encountered in oral and written texts	a. interpret and use important social conventions in interactions
LC-4.5 nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	a. recognize nonverbal behaviours that are considered impolite	a. avoid nonverbal behaviours that are considered impolite

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-4 apply knowledge of the sociocultural context

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
LC-4.1 register	a. explore differences in register between spoken and written texts	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose
LC-4.2 idiomatic expressions	a. identify influences on idiomatic expressions	a. interpret unfamiliar idiomatic expressions in a variety of contexts	a. explore and interpret idiomatic expressions in popular, contemporary culture
LC-4.3 variations in language	a. recognize other influences resulting in variations in language; e.g., office held by the speaker, his or her social status, and his or her relationship with others involved in the interaction	a. identify some common regional or other variations in language	a. experiment with some variations in language
LC-4.4 social conventions	a. interpret and use appropriate oral and written forms of address with a variety of audiences	a. use politeness conventions in a variety of contexts; e.g., use suitable language to engage listeners' attention when beginning to speak	a. use politeness conventions in a variety of contexts; e.g., interrupt politely in a conversation
LC-4.5 nonverbal communication	a. recognize various types of nonverbal communication	a. use nonverbal techniques in a variety of contexts	a. use a variety of nonverbal communication techniques in a variety of contexts

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-5 apply knowledge of how the language is organized, structured and sequenced

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
LC-5.1 cohesion/ coherence	a. imitate speech that uses simple link words	a. sequence elements of a simple story, process or series of events b. link words or groups of words in simple ways	a. link several sentences coherently b. recognize common conventions that structure texts
LC-5.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms	a. recognize some simple oral and written text forms	a. use some simple text forms in their own productions
LC-5.3 patterns of social interaction	a. respond using very simple social interaction patterns	a. initiate interactions, and respond using simple social interaction patterns	a. use simple conventions to open and close conversations and to manage turn taking

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-5 apply knowledge of how the language is organized, structured and sequenced

	Grade 7	Grade 8	Grade 9
	<i>Students will be able to:</i>		
LC-5.1 cohesion/ coherence	a. organize texts, using common patterns b. interpret simple references within texts	a. organize texts to indicate steps in a procedure or directions to follow	a. use a variety of conventions to structure texts b. interpret and use references within texts
LC-5.2 text forms	a. recognize a variety of text forms delivered through a variety of media	a. analyze and identify the organizational structure of a variety of text forms	a. use a variety of familiar text forms and media in their own productions
LC-5.3 patterns of social interaction	a. initiate interactions, and respond using a variety of social interaction patterns	a. initiate interactions, and respond using a variety of social interaction patterns	a. combine simple social interaction patterns to perform transactions and interactions

General Outcome for Language Competence

Students will be effective, competent and comfortable as Cree speakers. (*Okiskinamawakanak kā nihtā nehiya wewak.*)

LC-5 apply knowledge of how the language is organized, structured and sequenced

Grade 10

Grade 11

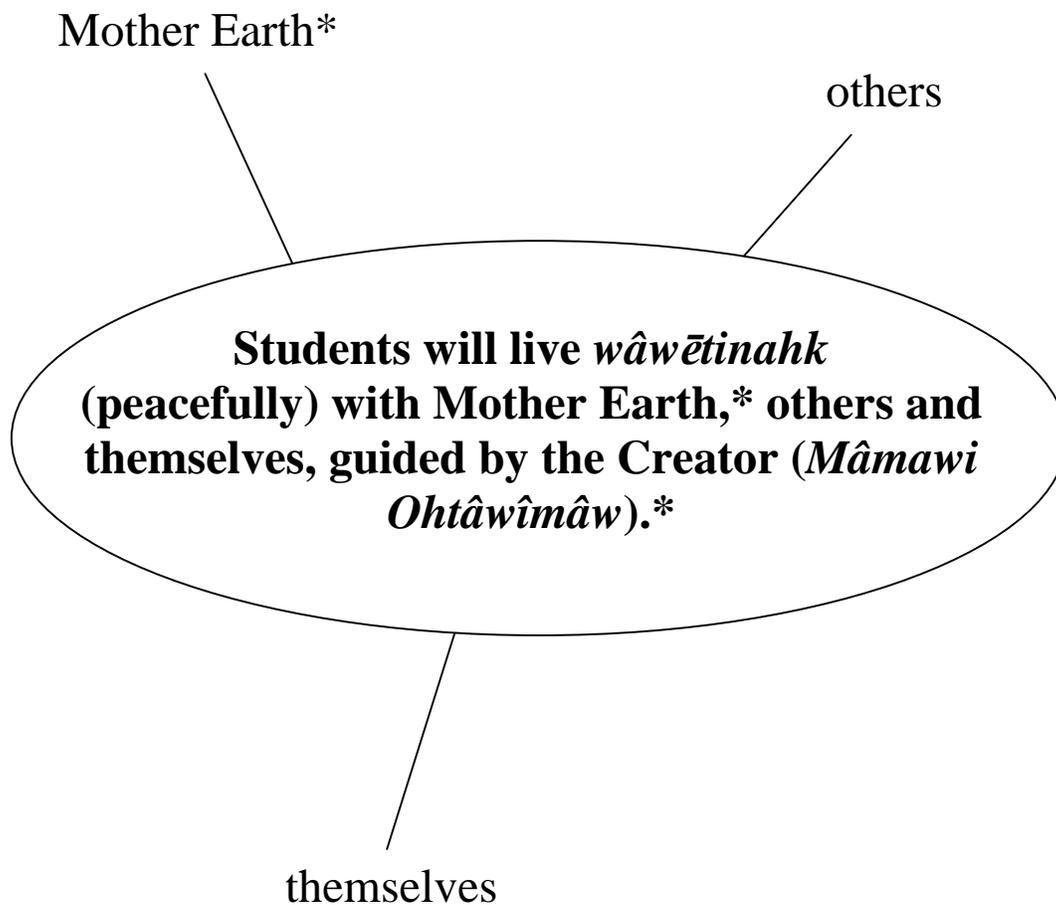
Grade 12

Students will be able to:

LC-5.1 cohesion/ coherence	a. interpret texts that use patterns involving time or chronological sequencing	a. use a variety of references within texts	a. use appropriate words and phrases to show a variety of relationships within texts
LC-5.2 text forms	a. use a variety of familiar text forms and media in their own productions	a. recognize a variety of extended text forms in a variety of media	a. analyze the way different media and purposes lead to differences in the way texts are organized and presented
LC-5.3 patterns of social interaction	a. combine simple social interaction patterns to perform complex transactions and interactions	a. combine simple social interaction patterns to perform complex transactions and interactions	a. use a wide range of simple social interaction patterns flexibly to deal with transactions and interactions



Community Membership



* discretionary

COMMUNITY MEMBERSHIP

The specific outcomes in the Community Membership section are intended to support many aspects of the students' Cree cultural development. The general outcome is as follows:

- Students will live *wâwētinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

This section is divided into three clusters: Mother Earth,* others, themselves. Each cluster is further broken down into five strands, each of which strive to build a specific knowledge, skill or value from Grade 4 to Grade 12. The five strands are as follows:

- relationships
- knowledge of past and present
- practices and products
- past and present perspectives
- diversity.

The clusters and strands are intended to be interrelated during implementation. For example, in the cluster “Mother Earth,”* the “relationships” strand strives to have students develop a positive **relationship** with **Mother Earth,*** in a Grade 4 to Grade 12 developmental progression.

* discretionary

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

CM-1 Mother Earth*

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
CM-1.1 relationships	a. listen to stories about Mother Earth,* and observe and experience Mother Earth*	a. participate in harmonious activities and experiences related to Mother Earth* b. take care of Mother Earth*	a. identify concrete ways in which they can show respect for Mother Earth* b. participate in activities in which they care for and respect Mother Earth*
CM-1.2 knowledge of past and present	a. participate in activities and experiences that convey knowledge of past and present Mother Earth*	a. participate in activities and experiences that convey knowledge of past and present Mother Earth* b. explore a past/present Cree community	a. explore past and present Cree regions in Canada
CM-1.3 practices and products*	a. observe and experience practices and products related to Mother Earth*	a. participate in activities, experiences and practices related to Mother Earth* b. explore practices and products related to Mother Earth* of a specific region or community	a. identify and describe some practices and products related to Mother Earth* of specific regions and communities b. explore basic, key practices and products related to Mother Earth*
CM-1.4 past and present perspectives	a. listen to stories about Mother Earth* from the past and present, and explore change b. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth*	a. participate in activities and experiences that reflect past and present Cree perspectives related to Mother Earth*	a. compare past and present Cree perspectives about Mother Earth* b. explore past and present Cree values related to Mother Earth*
CM-1.5 diversity	a. listen to stories about Mother Earth* from diverse Cree origins b. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth*	a. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth*	a. compare regional Cree perspectives and values about Mother Earth*

* discretionary

General Outcome for Community Membership

Students will live *wâwētinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

CM-1 Mother Earth*

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
CM-1.1 relationships	a. demonstrate leadership in caring for and respecting Mother Earth*	a. examine own treatment and attitudes toward Mother Earth*	a. examine own and others' treatment and attitudes toward Mother Earth*
CM-1.2 knowledge of past and present	a. identify and describe basic, key facts about some Cree geographical regions or communities	a. explore and examine Mother Earth*	a. examine and identify changes that have occurred in their own community/land
CM-1.3 practices and products*	a. identify and describe basic, key practices and products related to Mother Earth*	a. explore the significance of practices and products related to Mother Earth*	a. understand the meaning and significance of some practices and products related to Mother Earth*
CM-1.4 past and present perspectives	a. identify and examine traditional Cree perspectives and values related to Mother Earth*	a. examine their own perspectives and views related to Mother Earth*	a. examine and compare perspectives and views related to Mother Earth*
CM-1.5 diversity	a. identify and examine diverse Cree perspectives and values related to Mother Earth*	a. examine diverse perspectives and views related to Mother Earth*	a. examine and compare diverse perspectives and views related to Mother Earth*

* discretionary

General Outcome for Community Membership

Students will live *wâwētinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

CM-1 Mother Earth*

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
CM-1.1 relationships	a. examine community and societal treatment and attitudes toward Mother Earth*	a. explore and identify ways in which to live in harmony with Mother Earth*	a. reflect on personal beliefs, attitudes, understandings and practices related to Mother Earth*
CM-1.2 knowledge of past and present	a. examine and identify changes in other Cree communities	a. explore and examine the impact of traditional treatment of Mother Earth* on one's own contemporary community	a. reflect on the past traditional treatment of Mother Earth*
CM-1.3 practices and products*	a. understand the meaning and significance of a variety of practices and products related to Mother Earth*	a. identify, describe and practice protocols related to Mother Earth*	a. understand and value the meaning of protocols related to Mother Earth*
CM-1.4 past and present perspectives	a. explore a variety of perspectives related to the treatment of Mother Earth*	a. examine a variety of perspectives related to the treatment of Mother Earth,* and examine the impacts of these perspectives	a. identify and celebrate positive perspectives related to Mother Earth*
CM-1.5 diversity	a. explore a variety of perspectives related to Mother Earth*	a. accept others' viewpoints related to Mother Earth*	a. value and respect others' viewpoints related to Mother Earth*

* discretionary

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

CM–2 others

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
CM–2.1 relationships	<ul style="list-style-type: none"> a. share with others, and recognize that others are a part of their living world/kinship systems b. listen respectfully to others; i.e., storytelling, counsel, sharing circle 	<ul style="list-style-type: none"> a. contribute to and cooperate in activities with others, and practise friendliness b. practise consideration and helpfulness toward others 	<ul style="list-style-type: none"> a. respect others (e.g., property, thoughts), and practise humility b. form positive relationships with others; e.g., peers, family, Elders
CM–2.2 knowledge of past and present	<ul style="list-style-type: none"> a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; i.e., storytelling, celebrations 	<ul style="list-style-type: none"> a. explore a past and present Cree community; e.g., its people, practices, products, beliefs 	<ul style="list-style-type: none"> a. explore past and present Cree people, practices, products and beliefs in Canada
CM–2.3 practices and products*	<ul style="list-style-type: none"> a. observe, understand and participate, with the group, in Cree cultural experiences, practices and activities 	<ul style="list-style-type: none"> a. observe, understand and participate in family and/or school Cree cultural experiences, practices and activities b. explore Cree community cultural practices and products 	<ul style="list-style-type: none"> a. explore [tribal or] regional Cree cultural practices and products b. explore cultural practices and products of Cree peoples in Canada
CM–2.4 past and present perspectives	<ul style="list-style-type: none"> a. listen to stories from the past and present, and explore change b. observe and participate in activities, experiences and products that reflect past and present; and explore change 	<ul style="list-style-type: none"> a. describe similarities and differences between past and present Cree community experiences, practices, products, perspectives and values; and examine change 	<ul style="list-style-type: none"> a. examine past and present perspectives and values, and examine change
CM–2.5 diversity	<ul style="list-style-type: none"> a. observe and explore the unique qualities of others 	<ul style="list-style-type: none"> a. identify the unique qualities of others; i.e., family b. identify and celebrate the unique qualities of others; i.e., meeting the needs of the community by voluntarily fulfilling the roles 	<ul style="list-style-type: none"> a. explore and compare characteristics of Cree-speaking peoples in Canada

* discretionary

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

CM-2 others

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
CM-2.1 relationships	a. form meaningful/special relationships with others; i.e., girl-aunt relationships, joking relationships, same name	a. form and maintain authentic, respectful relationships with others; i.e., opposite sex	a. accept and value differences in group and individual settings, and appreciate the skills and talents of others
CM-2.2 knowledge of past and present	a. explore key Cree historical and contemporary events, figures and developments; i.e., treaties, Big Bear	a. explore key Cree historical and contemporary events, figures and developments; i.e., residential schools, Elijah Harper, Louis Riel	a. identify key Cree historical and contemporary events, figures and developments; i.e., local government, reserve system and leadership styles
CM-2.3 practices and products*	a. identify and describe key Cree cultural practices and products	a. explore the significance of Cree cultural practices and products	a. understand the meaning and significance of some Cree cultural practices and products
CM-2.4 past and present perspectives	a. identify and explore past and present perspectives and values, and celebrate change	a. explore and identify basic, key Cree perspectives and values	a. examine basic, key Cree perspectives and values
CM-2.5 diversity	a. explore Cree-speaking cultural groups as part of larger Aboriginal communities	a. appreciate and respect similarities and differences in others	a. identify and discuss similarities and differences, and examine stereotyping

* discretionary

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

CM-2 others

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
CM-2.1 relationships	a. participate in creating consensus while working with others, and encourage and help others	a. participate in following protocols relating to interaction in the community; i.e., requesting information from others	a. show leadership and mutual support
CM-2.2 knowledge of past and present	a. identify key Cree historical and contemporary events, figures and developments; i.e., government styles	a. explore the impact of historical and contemporary Cree events, figures and developments on the immediate community; i.e., <i>Indian Act</i>	a. identify the impact of historical and contemporary Cree events, figures and developments on the immediate community; i.e., residential schools
CM-2.3 practices and products*	a. understand the meaning and significance of a variety of Cree cultural practices and products	a. examine and reflect on the meaning and significance, to Cree people, of a variety of Cree cultural practices and products	a. examine and reflect on the meaning and significance, to Cree people, of a variety of Cree cultural practices and products
CM-2.4 past and present perspectives	a. explore traditional and contemporary Cree perspectives and values	a. describe and understand traditional and contemporary Cree perspectives and values	a. recognize and appreciate traditional values and perspectives, and understand that Cree culture has evolved
CM-2.5 diversity	a. examine and discuss similarities and differences, and examine stereotyping	a. accept others' diverse viewpoints and practices	a. value and respect others' diverse viewpoints, practices and characteristics

* discretionary

General Outcome for Community Membership

Students will live *wâwêtinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

CM-3 themselves

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
CM-3.1 relationships	a. tell and draw about themselves and their family, appreciate their own uniqueness, and understand and accept their own importance as people	a. express their own concept of themselves, and extend that understanding to include new ideas and perspectives; i.e., home and school b. express their own concept of themselves and understand their own strengths and abilities	a. explore various sources of information for development of their self-concept, and learn and understand the importance of respect for themselves b. identify influences on development of their self-concept and self-identity
CM-3.2 knowledge of past and present	a. share about themselves and their family (traditions, nicknames, practices) b. explore kinship	a. explore kinship and community b. explore and examine family/community traditions and practices	a. explore family/community background (tribal/heritage/affiliation, kinship)
CM-3.3 practices and products*	a. observe and participate in Cree cultural experiences, practices and activities	a. observe and participate in Cree cultural experiences, practices and activities	a. explore Cree cultural experiences, practices and products
CM-3.4 past and present perspectives	a. explore their own change, and listen to others' views and stories b. express their own understanding of themselves and their family	a. express their own understanding of themselves, their family and their community, and explore the perception of others b. understand their own strengths and weaknesses	a. explore others' perceptions of them b. recognize that individuals change and the way they see themselves also changes
CM-3.5 diversity	a. explore and observe, celebrate and recognize their own uniqueness; e.g., self, family	a. identify and celebrate the unique characteristics of family and community b. identify and celebrate unique strengths and abilities	a. explore, identify and celebrate the unique characteristics of their family and community

* discretionary

General Outcome for Community Membership

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CM-3 themselves

	Grade 7	Grade 8	Grade 9
<i>Students will be able to:</i>			
CM-3.1 relationships	a. reflect on various facets of self-identity	a. understand self-concept and the factors that may affect it, and understand the importance of developing a positive self-concept and self-identity	a. examine their own identity, and reflect on its possible effect on personal relationships and choices
CM-3.2 knowledge of past and present	a. explore their own cultural heritage b. explore Cree peoples in Canada	a. examine their own cultural heritage b. examine Cree peoples in Canada	a. examine and identify changes that have occurred in their own specific culture
CM-3.3 practices and products*	a. explore and identify Cree cultural experiences, practices and products	a. explore the significance, to themselves, of Cree cultural practices and products	a. understand the meaning and significance of some Cree cultural practices and products
CM-3.4 past and present perspectives	a. recognize the effects of positive and negative treatment on oneself; i.e., stereotyping	a. explore changing perspectives of themselves (cultural, language, family, roles); and examine stereotyping	a. examine changing perspectives of themselves (i.e., peer groups, social environments); and examine stereotyping
CM-3.5 diversity	a. explore and celebrate their own unique cultural heritage b. explore, identify and celebrate the unique characteristics of Cree peoples in Canada	a. examine and celebrate their own unique cultural heritage	a. examine and celebrate changes in their own perspectives about Cree culture

* discretionary

General Outcome for Community Membership

Students will live *wâwētinahk* (peacefully) with Mother Earth,* others and themselves, guided by the Creator (*Mâmawi Ohtâwîmâw*).*

CM-3 themselves

	Grade 10	Grade 11	Grade 12
<i>Students will be able to:</i>			
CM-3.1 relationships	a. understand self-concept and its relationship to overall development, achievement and decisions for the future	a. understand that self-identity and self-concept change	a. understand that self-identity and self-concept can change over time, in various contexts and for various reasons
CM-3.2 knowledge of past and present	a. reflect on how their knowledge of their own cultural heritage helps them to understand themselves better	a. apply their own cultural knowledge to learn more about themselves	a. express understanding of themselves through their own cultural knowledge of the past and present
CM-3.3 practices and products*	a. understand the meaning and significance of a variety of Cree cultural practices and products	a. reflect on the meaning and significance, to themselves, of a variety of Cree cultural practices and products	a. examine the meaning and significance, to themselves, of a variety of Cree cultural practices and products
CM-3.4 past and present perspectives	a. explore the significance of the Cree culture to themselves	a. examine the significance, to themselves, of a variety of Cree cultural practices and products	a. identify with the Cree culture
CM-3.5 diversity	a. identify and celebrate their knowledge of their cultural heritage	a. examine and celebrate the personal significance of Cree culture	a. identify and celebrate their own unique understanding of their cultural heritage

* discretionary

Strategies



Students will use strategies to maximize learning and communication.

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more **effectively**. Strategic competence has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The learning outcomes that follow deal with strategies for language learning, language use in a broader sense, cultural learning, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

There are four strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use a specific strategy at a particular grade level. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list **are not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and model a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

COMPREHENSIVE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Cree and own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Cree or in own language
- find information using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers, CD-ROMs
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember

- use induction to generate rules governing language use
- seek out opportunities in and outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning checklist
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups

- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use English to get meaning across
- use a literal translation of a phrase in English
- use an English word but pronounce it as in Cree
- acknowledge being spoken to with appropriate expression
- interpret and use a variety of nonverbal clues to communicate, e.g., mime, pointing at objects, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally
- ask for clarification or repetition when you do not understand
- use the other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when the message has not been understood; e.g., shrug shoulders
- start again, using a different tactic, when communication breaks down
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation devices and gambits to sustain conversations

- use circumlocution to compensate for lack of vocabulary

Interpretive

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make guesses about what you expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use knowledge of sentence patterns to form new sentences
- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars

- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for difficult structures by rephrasing

Cultural Learning Strategies

Cognitive

- observe and listen attentively
- actively participate in culturally relevant activities, such as storytelling, ceremonies, berry picking, feasts, fish scale art, sewing
- imitate cultural behaviours
- memorize specific protocols, such as prayers, songs, stories
- seek out information by asking others, such as parents, teachers, Elders
- repeat or practise saying or doing cultural practices or traditions, such as prayers, songs, words, actions
- make/create cultural learning logs
- experiment with and practise various cultural practices and elements
- use mental images to remember new cultural information, such as Teepee Teachings
- group together sets of things (e.g., cultural practices, objects) with similar characteristics
- identify similarities and differences between aspects of Cree culture and cultures to which you have been exposed
- look for patterns and relationships
- use previously acquired knowledge to facilitate cultural learning
- associate new cultural learnings with previous knowledge
- use available technological aids to support cultural learning; e.g., computers, videos/ DVDs, CD-ROMs
- use mind maps, webs, diagrams
- place new cultural learning in a context to make it easier to remember
- use induction to generate rules governing cultural elements, such as values, traditions, beliefs, practices, relationships

- seek out opportunities in and outside of class to practise, observe and participate in cultural activities/elements
- perceive and note down unknown cultural elements and practices

Metacognitive

- make choices about how you learn
- rehearse or role-play a cultural experience
- decide in advance to attend to the cultural learning task
- reflect on cultural learning tasks
- think in advance about how to approach a cultural learning task
- reflect on own learning or inquiries
- decide in advance to attend to specific aspects of a cultural event
- listen or observe for key cultural elements
- evaluate own performance or comprehension at the end of a cultural task or activity
- keep a cultural learning/teachings checklist
- experience various methods of learning about culture, and identify one or more considered to be particularly useful personally; e.g., by doing it, observing it, reading about it
- be aware of the potential of learning through direct exposure to the culture
- know how strategies may enable coping with new cultural experiences containing unknown elements
- identify obstacles that might hinder successful participation in cultural experiences, and see ways to overcome these obstacles
- monitor own cultural behaviours and practices
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and processes accordingly

Social/Affective

- initiate and maintain participation in the culture
- participate in shared cultural experiences
- seek the assistance of a friend, teacher, Elder or parent to understand cultural elements
- participate several times in favourite cultural experiences and activities to enhance understanding and enjoyment
- work cooperatively with peers in small groups

- understand that making mistakes is a natural part of learning about one's culture
- experiment with various cultural behaviours and practices, noting acceptance/support or nonacceptance/lack of support by members of the culture
- participate actively in the traditions (i.e., storytelling, Sharing Circle) of the culture
- be willing to take risks and try new/unfamiliar experiences
- apply new cultural learnings as soon as possible after learning/observing them
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work cooperatively with others and get feedback on work
- provide personal motivation by arranging own rewards when successful

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

- seek information through a network of sources including libraries, the World Wide Web, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage own physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them (Aboriginal students maybe more than others)
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes (consensus)
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks and try unfamiliar tasks and approaches

General Outcome for Strategies

Students will use strategies to maximize learning and communication.

Grade 4

Grade 5

Grade 6

Students will be able to:

language learning	a. use simple strategies, with guidance, to enhance language learning	a. use a variety of simple strategies, with guidance, to enhance language learning	a. identify and use a variety of strategies to enhance language learning
language use	a. use simple strategies, with guidance, to enhance language use	a. use a variety of simple strategies, with guidance, to enhance language use	a. identify and use a variety of strategies to enhance language use
cultural learning*	a. use simple strategies, with guidance, to enhance cultural learning	a. use a variety of simple strategies, with guidance, to enhance cultural learning	a. identify and use a variety of strategies to enhance cultural learning
general learning	a. use simple strategies, with guidance, to enhance general learning	a. use a variety of simple strategies, with guidance, to enhance general learning	a. identify and use a variety of strategies to enhance general learning

* discretionary

General Outcome for Strategies

Students will use strategies to maximize learning and communication.

Grade 7

Grade 8

Grade 9

Students will be able to:

language learning	a. identify and use a variety of strategies to enhance language learning	a. select and use a variety of strategies to enhance language learning	a. select and use a variety of strategies to enhance language learning
language use	a. identify and use a variety of strategies to enhance language use	a. select and use a variety of strategies to enhance language use	a. select and use a variety of strategies to enhance language use
cultural learning*	a. identify and use a variety of strategies to enhance cultural learning	a. select and use a variety of strategies to enhance cultural learning	a. select and use a variety of strategies to enhance cultural learning
general learning	a. identify and use a variety of strategies to enhance general learning	a. select and use a variety of strategies to enhance general learning	a. select and use a variety of strategies to enhance general learning

* discretionary

General Outcome for Strategies

Students will use strategies to maximize learning and communication.

Grade 10

Grade 11

Grade 12

Students will be able to:

language learning	a. select and use appropriate strategies to enhance language learning in a variety of situations	a. select and use appropriate strategies to enhance language learning in a variety of situations	a. use appropriate strategies effectively to enhance language learning in a variety of situations
language use	a. select and use appropriate strategies to enhance language use in a variety of situations	a. select and use appropriate strategies to enhance language use in a variety of situations	a. use appropriate strategies effectively to enhance language use in a variety of situations
cultural learning*	a. select and use appropriate strategies to enhance cultural learning in a variety of situations	a. select and use appropriate strategies to enhance cultural learning in a variety of situations	a. use appropriate strategies effectively to enhance cultural learning in a variety of situations
general learning	a. select and use appropriate strategies to enhance general learning in a variety of situations	a. select and use appropriate strategies to enhance general learning in a variety of situations	a. use appropriate strategies effectively to enhance general learning in a variety of situations

* discretionary

APPENDIX: LINGUISTIC DEFINITIONS PERTAINING TO CREE

Abbreviations

- NA Animate noun—people, animals and other objects; things that are perceived as having life (living).
- NI Inanimate noun—objects that are perceived as nonliving.
- VAI Animate intransitive verb—an action word having an animate (living) subject and also words that describe an animate (living) subject.
- VII Inanimate intransitive verb—a word that describes an inanimate (nonliving) object. Also weather, days of the week, landscapes, time.
- VT A Transitive animate verb—an animate (living) subject/actor doing an action involving an animate (living) goal/object.
- VTI Transitive inanimate verb—an animate (living) subject doing an action involving an inanimate (nonliving) object.
- 1S First person singular (speaker): I, me, mine.
- 2S Second person singular (listener): you, yours.
- 3S Third singular (other): he/she/it a singular animate noun, his/hers/its a singular animate noun.
- 1P First person plural (speaker + other[s]): we, us, ours.
- 2I Second person inclusive (speaker + listener, speaker + listener + other[s]): we all, all of us, all of ours.
- 2P Second person plural (listener[s]): you all, all of yours.
- 3P Third person plural (others): they, them, theirs.
- 3' Third person obviative.

Actor

The subject that performs the action of the verb or is associated with the verb; e.g., *napesis metawew*.

Affix

An addition or element placed at the beginning (prefix) or end (suffix) of a root, stem or word, or in the body of a word (infix) to modify its meaning; e.g., *mistiyākan*—big plate (prefix), *misimihkoyākan*—big red plate (infix), *wiyākanis* (suffix).

Animate/Inanimate

Classification system in Cree for nouns, verbs and demonstratives based in living/nonliving status or assignment of this status; e.g., *sîsîp* (NA), *masinahikan* (NI), according to linguistic interpretation.

Benefactive

The person(s) who receives the goal or benefits from the action of the verb; e.g., *pikiskwestamawin* (speak for me), *pikiskwestamow* (speak for him/her).

Conjugate

Specify the “base” form of the verb to agree in gender, number and person with the subject by adding required prefixes and suffixes; e.g., *nipimohâtân* (I walk), *epimohteyân* (I am walking).

Conjunct mode

Takes on the –ing meaning in English. Using the “e” pre-verb and specific suffixes used to indicate persons involved for Cree verbs; e.g., *emîcisoyân* (I am eating).

Demonstrative pronouns

Pronouns used to point out a particular object carrying the “that/those,” “this/these” meaning for singular and plural forms. Animate and inanimate forms that agree with the noun; e.g., *awa/oki* (NA), *oma/ohi* (NI)

Diminutive formation

Suffix *isi/is/os* added to nouns to indicate small size or youth (e.g., *minô[s]* [cat], *minôsis* [kitten]) or term of endearment (e.g., *nikosisis* [my little son]).

Direct and inverse set

Applies to reversal of action between subject and object for transitive animate (TA) verbs; e.g., *niwâpamâw* (I see him), *niwâpamik* (He sees me).

Direct object

The noun phrase or pronoun that, together with the verb, forms the verb phrase; e.g., *maskihkowa pohkew*.

Elision

The omission of a vowel or syllable in pronouncing; e.g., *Namoya nantaw*—'moy' *nantaw*, *Tanisi*—*Tansi*.

Emphatic agreement

An expression that denotes inclusion, comparable to the English "me too" or "me also."

Exclusive

Limited to the speakers; e.g., fluent speakers, *keyano* (you and I); *niyanan* (we); listener is excluded, *nipahpinān*.

Expression

A word that carries emotional meaning; e.g., *wacistakac* (traditional female usage), *nac* (traditional male use), *wahwa* (used by both). All three express amazement.

Goal

The person(s) or object(s) to which the action of the verb is directed; e.g., *niwapamaw* (I see him/her), *niwapahten* (I see it).

Immediate imperative

A verb used to signify a command, order or request in present tense; e.g., 2S—*nipâ*, 2I—*nipâtân*, 2P—*nipâk* (to sleep).

Inclusive

Including the speaker(s) as well as the listener; e.g., *kipahpinaw* (we laugh).

Independent mode

Add personal prefix markers and suffixes to indicate the actor(s) involved in a specific verb—these derive from personal pronoun forms; e.g., *niya* (I, me), *nimetawan* (I play).

Interrogative particles

Part of speech that marks a question. *Cî*—particle to identify a yes-no question. *Wh* - ? markers corresponding to "who, when, why, where, what and how in English; e.g., *awîna*, *tân'te*. Sometimes referred to as T words in Cree.

Intransitive verb

Intransitive verbs do not need objects. This type of verb can stand alone. It can be a command to a second person. Some intransitive verbs are as follows: *minihkwî* (drink), *pimohtî* (walk), *nipâ* (sleep).

Locative marker

Modifies a noun form to indicate the meaning of "in, on or at" and specific location (carries a prepositional function); e.g., *-âhk/-ihk/-ohk* (suffixes)—*otenâhk* (in/to the city).

Object

The thing or person(s) receiving the action of the verb, (person(s) receiving the action is referred to as a goal); e.g., *niwapamaw niwapahten*.

Obviative

The third person(s) or object(s) being referred to that is backgrounded or further away from the speaker and hearer; e.g., *ostisiyiwa*.

Paradigm table

A paradigm table consists of all person categories combined with a verb to specify who is doing the action of the verb being used. This is called conjugating a verb.

Take the verb *mîtauwî* (play) and add the prefix **ni** from *niya* and the suffix **n**. The verb is now conjugated in the first person singular. This shows that the first person (I) is doing the action of playing; e.g., *mîtauwî* + personal pronoun me or I—*niya* = *nimîtauwân* (I play).

Particle

A word that is neither a noun, a pronoun or a verb; e.g., *pe* (come and eat), *pe miciso*.

Personal pronouns

Forms used to replace nouns that carry the reference of NA or noun/subject NI; e.g., 1S *nîya* (time), 2S *kîya* (you).

Possessive paradigm (pattern)

A pattern to show ownership. Markers (prefixes/suffixes) used to indicate ownership or possession of an object NA or NI for all owner types. 1S, 1P, 2S, 2I, 2P, 3S, 3P, 3I; e.g., *nimaskisin* (my shoe), *kimaskisin* (your shoe).

Prefix

See Affix.

Pre-verbal particles

Part of speech that must precede a verb and function to qualify a verbal meaning (almost like an auxiliary or modal in English); e.g., *nohte*, *koci*, *kakwe* (want to, try to). They add more information about verb qualifiers.

Proximate

The person(s) or object(s) being referred to that is in focus or central to the speaker and hearer and the third person.

Reduplication

Repetition of the initial consonant and the addition of vowel (*â*) to a verb form to indicate continuous activity or repeated actions; e.g., *pâpimohtêw* (he is always walking).

Second person

The hearer(s).

Subject

The noun phrase or pronoun that, together with the verb phrase, forms a sentence.

Suffix

See Affix.

Tense/Aspect markers

No special marker for present. Affixes that occur with verbs to indicate time such as present-past-future and the “nature” of the action (progressive completed); e.g., past—*Kî*, future—*wî*.

Third person

Neither the speaker(s) nor the hearer(s).

Transitive verb

A verb with a NA subject who transfers action toward a receiver or direct object (either NI or NA). Verbs are transitive animate (TA) or transitive inanimate (TI) depending on object gender; e.g., TA (*wâpam*), TI (*wâpahta*).

Vocative case

“Vocal” direct call someone in Cree; e.g., *nôhta* abbreviations of formal name, *niwîcîwakan*, my friend. Noun form used to address someone directly (singular or plural); e.g., mother—*neka*, father—*nôhta*, my friends—*nitotem’tik*.

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