

---

---

# BLACKFOOT LANGUAGE AND CULTURE 10–20–30

---

## A. PROGRAM RATIONALE AND PHILOSOPHY

Language mirrors the culture of those who speak it. Language is not just a component of the culture; it is the channel through which all parts of a culture are expressed.

The Blackfoot people believed that the Creator gave them the Blackfoot language. Therefore, the Blackfoot language was to be treated and used with the utmost respect. The Blackfoot language has been the foundation of the culture and society for past and present generations, and it should remain so for all future generations.

The Blackfoot people aim at achieving excellence in the education of each member of the tribe—a total learning experience that embraces spiritual, mental, physical and cultural aspects. Since education is a vehicle for transmitting knowledge and the underlying values of a culture, education for Blackfoot children should stress the Blackfoot language, culture and values.

The inclusion of second languages in school programs is no longer an issue in the majority of countries around the world. Many leaders, educators and interested people have come to realize that international cooperation can come about only when people in each nation have developed an intimate knowledge and understanding of the other's language and culture.

Including the Blackfoot language in school programs is the wish of the Assembly of First

Nations' leaders. They have stated that Native children must have the opportunity to learn their language, history and culture in the classroom. The Blackfoot wish to restore, preserve, protect and promote their language and cultural traditions, literature, histories, beliefs, values and identity by using, practising and developing their mother tongue. They desire to see each young person become competent and proficient in speaking, reading and writing their native tongue.

The Blackfoot people, Elders and parents now want their children and grandchildren to learn the Blackfoot language. Young parents express a strong desire to learn Blackfoot in order to teach their children the language. Elders relate their stories and advice in the Blackfoot language. The Elders express their concern that the young people no longer understand and speak the Blackfoot language.

The Blackfoot language has been introduced in southern Alberta school systems, mainly in oral form. However, there has been a need for a curricular program for Blackfoot language teachers and school administrators. Blackfoot 10–20–30 will facilitate learning experiences for Native students and help them increase their knowledge of their own language, beliefs and culture. For non-Native learners, the program will provide awareness and understanding of another culture. Study of the Blackfoot language will help students become critical thinkers by providing them with a

framework for skill development. As a result of the study of the language, Native and non-Native students will realize the important role that Native people have played in the history of Alberta and of the Canadian nation.

Studying a second language provides a new experience. It enlarges the students' horizons by introducing a new way of communicating and a new cultural pattern. Students increase their ability to understand a second language through enjoyable and functional interaction with people of another culture. They develop a new understanding of language by studying the structure of language. They also gain a new perspective on their first language and increase their vocabulary and self-expression. They expand and deepen their knowledge of another community, which often leads to a clearer view of their own culture and an adjustment to the concept of differences between cultures.

Teaching the Blackfoot language will help to prevent its extinction. In summary, Blackfoot 10–20–30 should serve as a means to fulfill the expressed needs of the Blackfoot people while promoting intercultural communication.

The purpose of this program is to outline a curriculum that will help students develop the skills necessary to communicate in the Blackfoot language. Language is acquired through interaction with others. The program allows the students to meet and use language in a variety of social and cultural situations. The program teaches knowledge, skills and attitudes in meaningful contexts. The students' contacts with people, things, events and ideas of the world around them serve as the base for language development. Blackfoot 10–20–30 covers content areas in human relationships, relationships to the natural environment and cultural lifestyles. Blackfoot 10 deals with aspects of the students' immediate environment; Blackfoot 20 assists them to develop an understanding of community relationships; and Blackfoot 30 expands their world view.

Because the students will have had varying degrees of exposure to Blackfoot culture, the teacher is encouraged to choose experiences for language development that reflect the interests and needs of the students as well as their communities.

The cultural component thread that runs throughout the three levels develops the students' self-esteem; opens doors to job opportunities requiring a knowledge of a Native language; and builds their tolerance and understanding for other Native and non-Native cultures. It helps the students to know and understand the values, beliefs, customs and mores of the Blackfoot culture from a contemporary and a historical perspective. It prepares the students to communicate with the older generations of the Blackfoot people—the parents and the Elders. By knowing the language and using it, the students help to keep the language and the culture alive.

A reading and writing component has been included in the program for two reasons. First, it is hoped that it can be used as a tool to reinforce the oral language skills of the students; second, it is hoped that written Blackfoot will increase the functional uses of the Blackfoot language in the future. This component is based on the recent works of linguists working with the language.

Blackfoot 10–20–30 leads the students through stages of linguistic development. The program follows the general principles of language learning by introducing skills and concepts of increasing complexity as students move from level 10 to level 30. Through listening and reading, students build an increasing repertoire of knowledge and receive input from others. Full comprehension, however, involves generating factual, inferential, critical and creative ideas. By developing skills for locating, selecting, organizing and sequencing ideas in oral and written language, students come to understand how the language functions. Language competence is the expected end product of Blackfoot 10–20–30. Therefore, the program helps students use words, sentence patterns, intonation patterns and social conventions that characterize the Blackfoot language in a social and cultural context.

## B. GENERAL LEARNER EXPECTATIONS

The general learner expectations describe, in broad terms, what knowledge, skills and attitudes students should be able to demonstrate as a result of their learning experiences in the Blackfoot language and culture program.

The general learner expectations for this program are:

### 1. Listening and Speaking Skills and Attitudes

*Students will be able to* comprehend the spoken communications of others and express themselves orally while interacting in situations where the Blackfoot language is used.

### 2. Reading and Writing Skills and Attitudes

*Students will be able to* comprehend written language and express themselves in writing in situations where the Blackfoot language is used.

### 3. Linguistic Code

*Students will be able to* apply the Blackfoot linguistic code with increasing accuracy as they use the Blackfoot language to communicate (listen, speak, read and write).

### 4. Learning Strategies

*Students will be able to* use basic learning strategies to derive or communicate meaning, in the Blackfoot language.

### 5. Experience Using the Language

*Students will* demonstrate an ability to use language in the context of experiences taken from their everyday lives, as well as from the Blackfoot culture.

### 6. Cultural Attitudes

*Students will* demonstrate a positive self-concept, confidence, pride and self-esteem as a result of knowing and experiencing the Blackfoot language and culture.



## C. SPECIFIC LEARNER EXPECTATIONS

The specific learner expectations expand on each of the general learner expectations. They are explicit statements about what students are expected to achieve. The expectations serve as benchmarks to indicate stages in students' development of their language and cultural proficiency.

The expectations move the students from concrete and familiar knowledge to more abstract and applied knowledge. They also move the students from the skills required to interact in controlled or predictable situations to those requiring more spontaneous and creative interaction.

### REQUIRED AND ELECTIVE COMPONENTS

The instructional time for the Blackfoot 10–20–30 program is to be allocated as follows:

- 80% required component
- 20% elective component.

The **required component** of the program consists of all the language and cultural expectations outlined in the program statements.

The **elective component** of the program consists of language and cultural expectations that allow the teacher to:

- remediate or reinforce skills, concepts and attitudes from the required component
- extend or enrich the program to meet particular student or Blackfoot community interests
- meet the instructional needs of minority students, who may be either students whose first language is Blackfoot or students who may be learning Blackfoot as a second language.

**GENERAL LEARNER EXPECTATION 1: LISTENING AND SPEAKING SKILLS AND ATTITUDES**

*Students will be able to comprehend the spoken communications of others and express themselves orally while interacting in situations where the Blackfoot language is used.*

<b>Blackfoot 10 Listening and Speaking</b>	<b>Blackfoot 20 Listening and Speaking</b>	<b>Blackfoot 30 Listening and Speaking</b>
<p><i>Students will:</i></p> <p>1.1 be able to comprehend and speak in language experiences where:</p> <ul style="list-style-type: none"> <li>• the topic is familiar and interesting to them</li> <li>• actions and language are predictable, repetitive or structured</li> <li>• body and verbal language are informal</li> <li>• the audience is sympathetic, and speakers use simple sentences, clearly and at normal speed</li> <li>• the Blackfoot cultural content is related to the Blackfoot 10 program.</li> </ul> <p>1.2 be able to communicate in language experiences by:</p> <ul style="list-style-type: none"> <li>• comprehending and speaking intelligible words, phrases, expressions and simple sentences appropriate to the social and cultural context</li> <li>• paying more attention to meaning than to accuracy of form</li> <li>• displaying poise and animation</li> <li>• using appropriate body language.</li> </ul>	<p><i>Students will:</i></p> <p>1.1 be able to comprehend and speak in language experiences where:</p> <ul style="list-style-type: none"> <li>• the topic is familiar to them</li> <li>• actions and language are predictable and/or routine</li> <li>• information and interaction is less structured than in Blackfoot 10</li> <li>• body and verbal language are informal</li> <li>• the audience is sympathetic, and speakers use simple sentences, clearly and at normal speed</li> <li>• the Blackfoot cultural content and activities are related to the Blackfoot 20 program.</li> </ul> <p>1.2 be able to communicate in language experiences by:</p> <ul style="list-style-type: none"> <li>• comprehending and speaking intelligible words, phrases, expressions and simple sentences appropriate to the social and cultural context</li> <li>• paying attention to meaning, and beginning to pay increasing attention to accuracy of form</li> <li>• displaying poise and animation</li> <li>• using appropriate body language.</li> </ul>	<p><i>Students will:</i></p> <p>1.1 be able to comprehend and speak in language experiences where:</p> <ul style="list-style-type: none"> <li>• the topic is less controlled than in Blackfoot 10 and 20</li> <li>• actions and language are predictable, but less structured than in Blackfoot 10 and 20</li> <li>• Blackfoot cultural content and activities are related to the Blackfoot 30 program</li> <li>• language is formal and/or informal (speeches, counselling, prayers)</li> <li>• the audience is neutral, speaking in a way that fits the context.</li> </ul> <p>1.2 be able to communicate in language experiences by:</p> <ul style="list-style-type: none"> <li>• comprehending and speaking intelligible expressions and complex sentences appropriate to the social and cultural context</li> <li>• paying increasing attention to accuracy of form</li> <li>• displaying poise and animation</li> <li>• using appropriate body language.</li> </ul>

<b>Blackfoot 10 Listening and Speaking</b>	<b>Blackfoot 20 Listening and Speaking</b>	<b>Blackfoot 30 Listening and Speaking</b>
<p>1.3 be able to comprehend and speak in different situations to achieve the following communicative purposes:</p> <ul style="list-style-type: none"> <li>• asking questions and giving simple answers: who, what, when, where, why</li> <li>• understanding and providing descriptions</li> <li>• understanding and giving commands</li> <li>• understanding and expressing simple feelings and attitudes.</li> </ul> <p>1.4 understand and produce simple oral text on familiar topics in the form of narratives, legends and myths, short stories, anecdotes, prayers, songs and poetry.</p> <p>1.5 be able to tolerate some ambiguity or uncertainty, in their own minds and in the minds of others, while taking part in language experiences appropriate for Blackfoot 10.</p> <p>1.6 take risks in attempting to communicate with others.</p> <p>1.7 take risks in attempting to understand others.</p> <p>1.8 demonstrate awareness of and respect for the courtesies of interaction in language experiences appropriate to Blackfoot 10.</p>	<p>1.3 be able to comprehend and speak in different situations to achieve the following communicative purposes:</p> <ul style="list-style-type: none"> <li>• requesting and reporting information</li> <li>• providing simple explanations</li> <li>• initiating discussions</li> <li>• meeting routine needs</li> <li>• engaging in simple social conversations.</li> </ul> <p>1.4 understand and produce simple oral text on somewhat unfamiliar topics in the form of legends and myths, short stories, anecdotes, narratives, prayers, songs, poetry, Blackfoot radio and other media forms.</p> <p>1.5 be able to tolerate some ambiguity or uncertainty, in their own minds and in the minds of others, while taking part in language experiences appropriate for Blackfoot 20.</p> <p>1.6 take risks in attempting to communicate with others.</p> <p>1.7 take risks in attempting to understand others.</p> <p>1.8 practise the courtesies of interaction in language experiences appropriate to Blackfoot 20.</p>	<p>1.3 be able to comprehend and speak in different situations to achieve the following communicative purposes:</p> <ul style="list-style-type: none"> <li>• discussing and debating</li> <li>• solving problems</li> <li>• exploring and critically evaluating ideas</li> <li>• gaining and expressing insights</li> <li>• brainstorming</li> <li>• understanding and expressing more subtle and complex feelings and attitudes than in Blackfoot 10 and 20.</li> </ul> <p>1.4 understand and produce oral text on topics that are new to them in the form of legends and myths, short stories, anecdotes, narratives, prayers, songs, poetry, Blackfoot radio and other media forms, and Elders' talk (history, legends, counsel).</p> <p>1.5 be able to tolerate some ambiguity or uncertainty, in their own minds and in the minds of others, while taking part in language experiences appropriate for Blackfoot 30.</p> <p>1.6 take risks in attempting to communicate with others.</p> <p>1.7 take risks in attempting to understand others.</p> <p>1.8 practise the courtesies of interaction in language experiences appropriate to Blackfoot 30.</p> <p>1.9 demonstrate awareness and appreciation of the Blackfoot oral tradition and effective Blackfoot oral communication styles.</p>

**GENERAL LEARNER EXPECTATION 2: READING AND WRITING SKILLS AND ATTITUDES**

*Students will be able to comprehend written language and express themselves in writing in situations where the Blackfoot language is used.*

<b>Blackfoot 10 Reading and Writing</b>	<b>Blackfoot 20 Reading and Writing</b>	<b>Blackfoot 30 Reading and Writing</b>
<i>Students will:</i>	<i>Students will:</i>	<i>Students will:</i>
2.1 associate Blackfoot sounds with standard Roman orthography when using words, phrases and simple sentences (vowels, consonants, syllables, intonation, glottal stops).	2.1 read Blackfoot language written in standard Roman orthography with increasingly accurate comprehension and increasing speed.	2.1 read Blackfoot language written in standard Roman orthography with increasing accuracy of comprehension and increasing speed.
2.2 understand simple written texts on familiar topics, in the form of narratives, legends and myths, short stories, prayers, songs and poetry.	2.2 understand simple written texts on somewhat unfamiliar topics, in the form of narratives, legends and myths, short stories, prayers, songs, poetry and various Blackfoot print media.	2.2 understand written texts on topics that are new to them, in the form of narratives, legends and myths, short stories, prayers, songs, poetry, Blackfoot radio and other media forms, and written forms of Elders' talk (history, legends, counsel).
2.3 accurately write Blackfoot sounds in standard Roman orthography, when using words, phrases and simple sentences.	2.3 write simple sentences and short paragraphs in Blackfoot, using standard Roman orthography with increasing speed and accuracy.	2.3 write in Blackfoot, using standard Roman orthography with increasing speed and accuracy.
2.4 write letters, poetry, songs, prayers, short stories, narratives and descriptions on familiar topics, using short, simple sentences.	2.4 write texts of increasing complexity, length and content in the form of letters, poetry, songs, prayers, short stories, narratives, descriptions, family histories, autobiographies and simple reports.	2.4 write texts of increasing complexity in the form of letters, poetry, songs, prayers, short stories, narratives, descriptions, oral histories, transcriptions of legends and oral prose, biographies, reports and short essays.
2.5 tolerate some ambiguity or uncertainty while reading text appropriate for Blackfoot 10.	2.5 tolerate some ambiguity or uncertainty while reading text appropriate for Blackfoot 20.	2.5 tolerate some ambiguity or uncertainty while reading text appropriate for Blackfoot 30.
2.6 take risks in attempting to comprehend written text appropriate to Blackfoot 10.	2.6 take risks in attempting to comprehend written text appropriate to Blackfoot 20.	2.6 take risks in attempting to comprehend written text appropriate to Blackfoot 30.
2.7 take risks in attempting to write text appropriate to Blackfoot 10.	2.7 take risks in attempting to write text appropriate to Blackfoot 20.	2.7 take risks in attempting to write text appropriate to Blackfoot 30.

### GENERAL LEARNER EXPECTATION 3: LINGUISTIC CODE

*Students will be able to apply the Blackfoot linguistic code with increasing accuracy as they use the Blackfoot language to communicate (listen, speak, read and write). (The teacher will aim for initial broad exposure to grammar and work, over time, toward mastery.)*

<b>Blackfoot 10 Linguistic Code</b>	<b>Blackfoot 20 Linguistic Code</b>	<b>Blackfoot 30 Linguistic Code</b>
<p><i>Students will:</i></p> <p>3.1 Phonology</p> <ul style="list-style-type: none"> <li>• use their knowledge of Blackfoot phonology to comprehend and express themselves with increasing accuracy in language experiences.</li> </ul> <p>3.2 Lexicon</p> <ul style="list-style-type: none"> <li>• use their knowledge of the Blackfoot lexicon to comprehend and express themselves with increasing accuracy in language experiences appropriate to Blackfoot 10:               <ul style="list-style-type: none"> <li>– content words from language experiences</li> <li>– notions and functions appropriate to language experiences.</li> </ul> </li> </ul> <p>3.3 Grammar</p> <ul style="list-style-type: none"> <li>• use their knowledge of Blackfoot grammar to comprehend and express themselves with increasing accuracy in language experiences:               <ul style="list-style-type: none"> <li>– gender: animate/inanimate</li> <li>– nouns: plural, animate/inanimate</li> <li>– verb tenses: present/past/future</li> <li>– affirmative/negative</li> </ul> </li> </ul>	<p><i>Students will:</i></p> <p>3.1 Phonology</p> <ul style="list-style-type: none"> <li>• use their knowledge of Blackfoot phonology to comprehend and express themselves with increasing accuracy in language experiences.</li> </ul> <p>3.2 Lexicon</p> <ul style="list-style-type: none"> <li>• use their knowledge of the Blackfoot lexicon to comprehend and express themselves with increasing accuracy in language experiences appropriate to Blackfoot 20:               <ul style="list-style-type: none"> <li>– content words from language experiences</li> <li>– syntax</li> <li>– semantics</li> <li>– notions and functions appropriate to language experiences.</li> </ul> </li> </ul> <p>3.3 Grammar</p> <ul style="list-style-type: none"> <li>• use their knowledge of Blackfoot grammar to comprehend and express themselves with increasing accuracy in language experiences:               <ul style="list-style-type: none"> <li>– verb tenses: perfect</li> <li>– affirmative/negative</li> <li>– verb phrases</li> <li>– adverbs</li> <li>– adjectives, prepositions, comparison, indefinite and reflexive pronouns, case forms, modals.</li> </ul> </li> </ul>	<p><i>Students will:</i></p> <p>3.1 Phonology</p> <ul style="list-style-type: none"> <li>• use their knowledge of Blackfoot phonology to comprehend and express themselves with increasing accuracy in language experiences.</li> </ul> <p>3.2 Lexicon</p> <ul style="list-style-type: none"> <li>• use their knowledge of the Blackfoot lexicon to comprehend and express themselves with increasing accuracy in language experiences appropriate to Blackfoot 30:               <ul style="list-style-type: none"> <li>– content words from language experiences</li> <li>– syntax</li> <li>– semantics</li> <li>– notions and functions appropriate to language experiences.</li> </ul> </li> </ul> <p>3.3 Grammar</p> <ul style="list-style-type: none"> <li>• use their knowledge of Blackfoot grammar to comprehend and express themselves with increasing accuracy in language experiences:               <ul style="list-style-type: none"> <li>– progressive verb tense</li> <li>– complex adverbs</li> <li>– complex question forms</li> <li>– conjunctions</li> <li>– verb phrases and clauses</li> <li>– verbs: imperative, indicative and subjunctive.</li> </ul> </li> </ul>

<b>Blackfoot 10 Linguistic Code</b>	<b>Blackfoot 20 Linguistic Code</b>	<b>Blackfoot 30 Linguistic Code</b>
<p>3.3 Grammar (continued)</p> <ul style="list-style-type: none"> <li>– pronouns: demonstrative, relative, interrogative, objective and possessive case, singular and plural personal pronouns.</li> </ul>	<p>3.4 Morphology</p> <ul style="list-style-type: none"> <li>• use their knowledge of Blackfoot morphology to comprehend and express themselves with increasing accuracy in language experiences: <ul style="list-style-type: none"> <li>– inflection</li> <li>– derivatives.</li> </ul> </li> </ul>	<p>3.4 Morphology</p> <ul style="list-style-type: none"> <li>• use their knowledge of Blackfoot morphology to comprehend and express themselves with increasing accuracy in language experiences: <ul style="list-style-type: none"> <li>– inflection</li> <li>– derivatives.</li> </ul> </li> </ul>

## GENERAL LEARNER EXPECTATION 4: LEARNING STRATEGIES

*Students will be able to use basic learning strategies to derive or communicate meaning, in the Blackfoot language.*

<b>Blackfoot 10 Learning Strategies</b>	<b>Blackfoot 20 Learning Strategies</b>	<b>Blackfoot 30 Learning Strategies</b>
<p><i>Students will:</i></p> <p>4.1 watch and listen for clues to meaning in the context by:</p> <ul style="list-style-type: none"> <li>• identifying familiar words, phrases or expressions</li> <li>• identifying what is familiar about the context.</li> </ul> <p>4.2 construct meaning by:</p> <ul style="list-style-type: none"> <li>• identifying or expressing purpose or main idea</li> <li>• recognizing logical and temporal sequence.</li> </ul> <p>4.3 guess the meaning on the basis of what they can understand or recognize.</p> <p>4.4 demonstrate an ability to use basic strategies to derive or communicate meaning by:</p> <ul style="list-style-type: none"> <li>• using appropriate expressions to show lack of understanding</li> <li>• recognizing when others do not understand.</li> </ul> <p>4.5 use appropriate methods to complete a message by:</p> <ul style="list-style-type: none"> <li>• using the first language</li> <li>• getting help</li> <li>• using alternative words or phrases.</li> </ul> <p>4.6 plan their own learning and monitor their own progress.</p>	<p><i>Students will:</i></p> <p>4.1 watch and listen for clues to meaning in the context by:</p> <ul style="list-style-type: none"> <li>• identifying familiar sentence structures.</li> </ul> <p>4.2 construct meaning by:</p> <ul style="list-style-type: none"> <li>• identifying or expressing main ideas and supporting ideas</li> <li>• summarizing or outlining</li> <li>• using temporal and logical sequence.</li> </ul> <p>4.3 guess the meaning on the basis of what they can understand or recognize.</p> <p>4.4 demonstrate an ability to use basic strategies to derive or communicate meaning by:</p> <ul style="list-style-type: none"> <li>• recognizing when others do not understand and attempting to re-establish communication.</li> </ul> <p>4.5 use appropriate methods to complete a message when they do not know certain words or phrases by:</p> <ul style="list-style-type: none"> <li>• using alternative words or phrases</li> <li>• breaking message into smaller parts.</li> </ul> <p>4.6 plan their own learning and monitor their own progress.</p>	<p><i>Students will:</i></p> <p>4.1 watch, listen and read for clues to meaning in the context.</p> <p>4.2 construct meaning by:</p> <ul style="list-style-type: none"> <li>• recognizing and using metaphors</li> <li>• paraphrasing</li> <li>• translating</li> <li>• making inferences</li> <li>• interpreting.</li> </ul> <p>4.3 guess the meaning on the basis of what they can understand.</p> <p>4.4 demonstrate an ability to use basic strategies to derive or communicate meaning by:</p> <ul style="list-style-type: none"> <li>• asking appropriate and effective questions to get clarification</li> <li>• paraphrasing or summarizing the communications of others to check for understanding</li> <li>• recognizing when others do not understand.</li> </ul> <p>4.5 use appropriate methods to complete a message when they do not know certain words or phrases by:</p> <ul style="list-style-type: none"> <li>• using alternative words or phrases</li> <li>• breaking message into smaller parts.</li> </ul> <p>4.6 plan their own learning and monitor their own progress.</p>

**GENERAL LEARNER EXPECTATION 5: EXPERIENCE USING THE LANGUAGE**

*Students will demonstrate an ability to use language in the context of experiences taken from their everyday lives as well as from the Blackfoot culture.*

<p align="center"><b>Blackfoot 10 Experience Using the Language</b></p>	<p align="center"><b>Blackfoot 20 Experience Using the Language</b></p>	<p align="center"><b>Blackfoot 30 Experience Using the Language</b></p>
<p>Becoming Familiar with One’s World</p>	<p>Developing an Understanding of One’s World</p>	<p>Expanding One’s World View</p>
<p><i>Students will:</i></p> <p>5.1 Human Relationships</p> <ul style="list-style-type: none"> <li>• demonstrate awareness of relationships in Blackfoot families</li> <li>• demonstrate a growing appreciation of their families in their various contexts</li> <li>• begin to comprehend the Blackfoot language as it is used in family interactions and activities, or in describing family members and their roles:               <ul style="list-style-type: none"> <li>– Family as a Kinship Unit                   <ul style="list-style-type: none"> <li>• nuclear family members, roles, responsibilities</li> <li>• extended family members, roles, responsibilities</li> </ul> </li> <li>– Family as a Social Unit                   <ul style="list-style-type: none"> <li>• social conventions</li> <li>• social activities</li> <li>• social responsibilities</li> <li>• patterns of interaction and communication</li> <li>• education</li> <li>• hobbies, interests, leisure, recreation</li> <li>• health</li> <li>• beliefs/religion</li> <li>• political membership</li> </ul> </li> </ul> </li> </ul>	<p><i>Students will:</i></p> <p>5.1 Human Relationships</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the roles and relationships between themselves and the Blackfoot community</li> <li>• begin to use the Blackfoot language to interact in various relationships in the Blackfoot community:               <ul style="list-style-type: none"> <li>– Community Services                   <ul style="list-style-type: none"> <li>• health</li> <li>• drugs and alcohol abuse</li> <li>• friendship centres</li> <li>• policing</li> <li>• employment agencies</li> <li>• other</li> </ul> </li> <li>– Economy                   <ul style="list-style-type: none"> <li>• retail</li> <li>• agriculture</li> <li>• manufacturing industry</li> <li>• construction</li> <li>• service</li> </ul> </li> <li>– Education                   <ul style="list-style-type: none"> <li>• types of schools</li> <li>• staff and students</li> <li>• services</li> <li>• other</li> </ul> </li> <li>– Government                   <ul style="list-style-type: none"> <li>• band or municipal government</li> <li>• roles and functions</li> <li>• other</li> </ul> </li> </ul> </li> </ul>	<p><i>Students will:</i></p> <p>5.1 Human Relationships</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of various social issues as they affect themselves</li> <li>• begin to use the Blackfoot language to express and explore ideas and feelings while studying the following social issues:               <ul style="list-style-type: none"> <li>– electoral process</li> <li>– judicial system</li> <li>– band or federally controlled schools</li> <li>– rural or urban lifestyles</li> <li>– Native contributions to technology</li> <li>– personalities in sports</li> <li>– olympics</li> <li>– religious beliefs and practices</li> <li>– health issues</li> <li>– issues from history (pioneers, traders, North West Mounted Police, missionaries)</li> <li>– other.</li> </ul> </li> </ul>

<p align="center"><b>Blackfoot 10</b> Experience Using the Language</p>	<p align="center"><b>Blackfoot 20</b> Experience Using the Language</p>	<p align="center"><b>Blackfoot 30</b> Experience Using the Language</p>
<p>5.1 Human Relationships (continued)</p> <ul style="list-style-type: none"> <li>– Family as an Economic Unit               <ul style="list-style-type: none"> <li>• livelihood</li> <li>• buying</li> <li>• food</li> <li>• clothing</li> <li>• shelter</li> <li>• transportation</li> </ul> </li> <li>– Family in a Community Setting               <ul style="list-style-type: none"> <li>• rural</li> <li>• urban.</li> </ul> </li> </ul> <p>5.2 Relationship to the Natural Environment</p> <ul style="list-style-type: none"> <li>• demonstrate awareness and knowledge of their immediate environment</li> <li>• begin to comprehend the Blackfoot language as it is used in activities dealing with the immediate environment, or in identifying and describing aspects of the immediate environment:               <ul style="list-style-type: none"> <li>– plant and animal identification</li> <li>– weather</li> <li>– seasons</li> <li>– time</li> <li>– simple geographic features.</li> </ul> </li> </ul>	<p>5.1 Human Relationships (continued)</p> <ul style="list-style-type: none"> <li>– Sports               <ul style="list-style-type: none"> <li>• role models</li> <li>• various activities</li> <li>• other</li> </ul> </li> <li>– Recreation               <ul style="list-style-type: none"> <li>• organizations</li> <li>• various activities</li> </ul> </li> <li>– Religion               <ul style="list-style-type: none"> <li>• denominations</li> <li>• beliefs</li> <li>• other.</li> </ul> </li> </ul> <p>5.2 Relationship to the Natural Environment</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of humankind’s relationship to the environment</li> <li>• begin to use the Blackfoot language to identify and describe concepts dealing with humankind’s relationship to the environment:               <ul style="list-style-type: none"> <li>– science                   <ul style="list-style-type: none"> <li>• human body</li> <li>• animal species</li> <li>• systems of measurement</li> </ul> </li> <li>– the Native Reserve:                   <ul style="list-style-type: none"> <li>• people</li> <li>• location</li> <li>• geography</li> <li>• demography</li> <li>• maps</li> <li>• economy</li> <li>• climate</li> </ul> </li> <li>– other.</li> </ul> </li> </ul>	<p>5.2 Relationship to the Natural Environment</p> <ul style="list-style-type: none"> <li>• be able to apply their knowledge of humankind’s relationship to the natural environment in ways that are personally meaningful in the area of science and technology:               <ul style="list-style-type: none"> <li>– science and technology                   <ul style="list-style-type: none"> <li>• pollution—sources and effects</li> <li>• respect and care for the environment</li> <li>• geographic features of the environment</li> </ul> </li> <li>– travel                   <ul style="list-style-type: none"> <li>• air</li> <li>• land</li> <li>• water</li> </ul> </li> <li>– other.</li> </ul> </li> </ul>

<p align="center"><b>Blackfoot 10</b> Experience Using the Language</p>	<p align="center"><b>Blackfoot 20</b> Experience Using the Language</p>	<p align="center"><b>Blackfoot 30</b> Experience Using the Language</p>
<p>5.3 Cultural Lifestyles</p> <ul style="list-style-type: none"> <li>• recognize and appreciate the important role of Blackfoot culture in their daily lives as they experience it directly or indirectly:               <ul style="list-style-type: none"> <li>– food</li> <li>– customs                   <ul style="list-style-type: none"> <li>• ceremonies</li> <li>• rituals</li> <li>• celebrations</li> </ul> </li> <li>– arts                   <ul style="list-style-type: none"> <li>• crafts</li> <li>• art</li> <li>• music</li> <li>• dance</li> </ul> </li> <li>– legends and mythology</li> <li>– spirituality and beliefs.</li> </ul> </li> </ul>	<p>5.3 Cultural Lifestyles</p> <ul style="list-style-type: none"> <li>• begin to perceive Blackfoot culture from a contemporary and historical perspective:               <ul style="list-style-type: none"> <li>– communication                   <ul style="list-style-type: none"> <li>• Native newspapers</li> <li>• oral tradition: legends, jokes, origin stories</li> <li>• pictographs</li> </ul> </li> <li>– technology                   <ul style="list-style-type: none"> <li>• survival versus craft</li> <li>• clothing</li> <li>• shelter</li> <li>• food</li> </ul> </li> <li>– genealogy</li> <li>– special holidays</li> <li>– values</li> <li>– education                   <ul style="list-style-type: none"> <li>• residential schools</li> <li>• provincial schools</li> <li>• band controlled schools</li> </ul> </li> <li>– other.</li> </ul> </li> </ul>	<p>5.3 Cultural Lifestyles</p> <ul style="list-style-type: none"> <li>• understand and appreciate contemporary Blackfoot lifestyles through the study of its origins:               <ul style="list-style-type: none"> <li>– pre-contact culture and history                   <ul style="list-style-type: none"> <li>• major events</li> <li>• chronology of Native history</li> <li>• biographies of famous Native figures</li> </ul> </li> <li>– contemporary culture and history                   <ul style="list-style-type: none"> <li>• pre-literate education</li> <li>• chronology of contemporary Native events</li> <li>• study of other North American tribes</li> <li>• Native organizations and societies</li> <li>• values and mores</li> <li>• healing practices</li> </ul> </li> <li>– other.</li> </ul> </li> </ul>

## GENERAL LEARNER EXPECTATION 6: CULTURAL ATTITUDES

*Students will* demonstrate a positive self-concept, confidence, pride and self-esteem as a result of knowing and experiencing the Blackfoot language and culture.

<b>Blackfoot 10 Cultural Attitudes</b>	<b>Blackfoot 20 Cultural Attitudes</b>	<b>Blackfoot 30 Cultural Attitudes</b>
<p><i>Students will:</i></p> <p>6.1 demonstrate an appreciation of Blackfoot values and beliefs related to responsibility for family members.</p> <p>6.2 demonstrate an appreciation of Blackfoot art forms.</p> <p>6.3 understand and accept differences in race and culture among their acquaintances and family.</p> <p>6.4 pursue independently, personal development in language and culture in the immediate environment.</p> <p>6.5 demonstrate willingness to promote the development of the Blackfoot language and culture.</p> <p>6.6 demonstrate willingness to participate in cultural activities.</p>	<p><i>Students will:</i></p> <p>6.1 demonstrate an appreciation of Blackfoot values and beliefs related to responsibility for community members.</p> <p>6.2 demonstrate an appreciation of Blackfoot art forms through participation.</p> <p>6.3 understand and accept differences in race and culture in the community or on the reserve.</p> <p>6.4 pursue independently, personal development in language and culture in the community.</p> <p>6.5 demonstrate willingness to promote the development of the Blackfoot language and culture.</p> <p>6.6 demonstrate willingness to participate in cultural activities, and to get others involved as well.</p>	<p><i>Students will:</i></p> <p>6.1 demonstrate an appreciation for Native philosophy and values related to global citizenship.</p> <p>6.2 demonstrate an appreciation of Blackfoot art forms by participating creatively in Blackfoot and other Native arts.</p> <p>6.3 demonstrate tolerance and understanding of both Native and non-Native cultures.</p> <p>6.4 pursue independently, personal development in language and culture outside the community.</p> <p>6.5 demonstrate willingness to promote the development of the Blackfoot language and culture.</p> <p>6.6 demonstrate willingness to participate in cultural activities, and to get others involved as well.</p>