

**2011
AMENDMENTS
to the
Program of Studies: Elementary Schools**

1. **Replace** (2010) front-end pages i to iv and Preamble pages 1 to 4 with **revised** (2011) front-end pages i to iv and Preamble pages 1 to 4.
2. LANGUAGE LEARNING
 - **Replace** the Language Learning title page, following the Language Learning divider.
 - **Replace** Blackfoot Language and Culture Program, ECS–Grade 9, pages A.1 to C.7 (1990), with **revised** Blackfoot Language and Culture Twelve-year Program, K–12, pages 1 to 84 (2010).

PROGRAM *of* STUDIES

Elementary Schools

This Program of Studies is issued under the authority of the Minister of Education pursuant to section 39(1) of the *School Act*, Revised Statutes of Alberta 2000, Chapter S-3, as amended.

Government of Alberta ■

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This document reflects changes in the program of studies for elementary schools up to August 2011.

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PROGRAM OF STUDIES: KINDERGARTEN TO GRADE 6

2011 CONTENTS

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Course	A.	B.	C.
All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx .	Program Rationale and Philosophy	General Learner Expectations/ General Outcomes	Specific Learner Expectations/ Specific Outcomes
FINE ARTS			
Art	1985	1985	1985
Drama	1985	1985	1985
Music	1989	1989	1989
HEALTH AND LIFE SKILLS	2002	2002	2002
INFORMATION AND COMMUNICATION TECHNOLOGY	2000	2000	2000
LANGUAGE LEARNING			
Chinese Language Arts	2006	2006	2006
Chinese Language and Culture Nine-year Program	2007	2007	2007
English Language Arts	2000	2000	2000
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German Language Arts	2005	2005	2005
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Italian Language and Culture Twelve-year Program	2005	2005	2005
Japanese Language and Culture Nine-year Program	2007	2007	2007
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Native Languages			
Blackfoot Language and Culture Twelve-year Program, K–12	2010	2010	2010
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MATHEMATICS	2010 ^❶		
Mathematics K–9	2007	2007	2007

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

^❶ Program information only.

Course All programs of study are available for viewing and downloading at http://education.alberta.ca/teachers.aspx .	A. Program Rationale and Philosophy	B. General Learner Expectations/ General Outcomes	C. Specific Learner Expectations/ Specific Outcomes
PHYSICAL EDUCATION	2000	2000 pp. 21, 29 2001	2000
SCIENCE	1996	1996	
SOCIAL STUDIES	pp. 1–12 2005	K–3, 2005 Grade 4, 2006 Grade 5, 2007 Grade 6, 2007	K–3, 2005 Grade 4, 2006 Grade 5, 2007 Grade 6, 2007

The dates in the grid indicate the most current and up-to-date sections in each program of studies.

❶ Program information only.

INTRODUCTION

Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Alberta Education website. Print copies are available for purchase from the LRC.

Basic Learning Resources

Alberta Education authorizes a variety of resources to support the programs of study. Complete listings of all resources can be found on the Learning Resources Centre website at <http://www.lrc.education.gov.ab.ca>.

Resources can also be accessed through the:

- Authorized Resources Database at <http://education.alberta.ca/apps/lrdb>.

Alberta Education Website

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found on the Alberta Education website at <http://education.alberta.ca>.

PROGRAM FOUNDATIONS

Alberta's Education System^①

VISION

All students are inspired to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit.

MISSION

Collaborate to inspire every student to engage in high quality, inclusive learning opportunities needed to develop competencies required to contribute to an enriched society and a sustainable economy.

VALUES

Opportunity

Students are exposed to rich learning experiences that enable them to discover their passions and achieve their highest potential.

Fairness

Students have access to the programs, support services, and instructional excellence needed to achieve desired outcomes.

Citizenship

Students have pride in their community and culture. They have a sense of belonging and work to improve both the community and the world.

Choice

Students have a choice of both programs and methods of learning.

Diversity

Students' differing needs, cultures, and abilities are respected and valued within inclusive learning environments.

Excellence

Students, teachers, and governors achieve high standards.

ACTION ON INITIATIVES TO SUPPORT BUSINESS PLAN GOALS

Goal 1: Success for every student

- Action on ... Curriculum

Goal 2: Transformed education through collaboration

- Action on ... Inclusion
- Action on ... Teaching and Leadership
- Action on ... Legislation
- Action on ... Research

Goal 3: Success for First Nations, Métis and Inuit (FNMI) students

- Action on ... FNMI Success

^① Excerpted from the *Education Business Plan 2011–14*, February 2, 2011 and the Alberta Education *Action Agenda*, 2011–14. The Business Plan and *Action Agenda* are available on the Alberta Education website at <http://education.alberta.ca/departments/businessplans.aspx>.

Goals and Standards Applicable to the Provision of Basic Education in Alberta¹

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies.

Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- (a) read for information, understanding and enjoyment
- (b) write and speak clearly, accurately and appropriately for the context
- (c) use mathematics to solve problems in business, science and daily-life situations
- (d) understand the physical world, ecology and the diversity of life
- (e) understand the scientific method, the nature of science and technology, and their application to daily life
- (f) know the history and geography of Canada and have a general understanding of world history and geography
- (g) understand Canada's political, social and economic systems within a global context
- (h) respect the cultural diversity and common values of Canada

- (i) demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- (j) recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- (k) know the basic requirements of an active, healthful lifestyle
- (l) understand and appreciate literature, the arts and the creative process
- (m) research an issue thoroughly, and evaluate the credibility and reliability of information sources
- (n) demonstrate critical and creative thinking skills in problem solving and decision making
- (o) demonstrate competence in using information technologies
- (p) know how to work independently and as part of a team
- (q) manage time and other resources needed to complete a task
- (r) demonstrate initiative, leadership, flexibility and persistence
- (s) evaluate their own endeavours and continually strive to improve
- (t) have the desire and realize the need for lifelong learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

¹ Excerpted from Ministerial Order (#004/98). This ministerial order is available on the Alberta Education website at <http://education.alberta.ca/departement/policy/standards.aspx>.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

SECTION 50(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33;1990 c36 s16

LANGUAGE LEARNING

CONTENTS

Chinese Language Arts K–9

Chinese Language and Culture Nine-year Program, Grades 4–5–6

English Language Arts K–9

Français

French Language Arts

French as a Second Language Nine-year Program, Grades 4–12

German Language Arts K–9

German Language and Culture Nine-year Program, Grades 4–5–6

Italian Language and Culture Twelve-year Program K–6

Japanese Language and Culture Nine-year Program, Grades 4–5–6

Punjabi Language and Culture Nine-year Program, Grades 4–5–6

Spanish Language Arts K–6

Spanish Language and Culture Nine-year Program, Grades 4–5–6

Ukrainian Language Arts K–9

Ukrainian Language and Culture Nine-year Program, Grades 4–5–6

Aboriginal Language and Culture Programs

Blackfoot Language and Culture Twelve-year Program, K–12

Cree Language and Culture Nine-year Program, Grades 4–5–6

Cree Language and Culture Twelve-year Program, K–12

BLACKFOOT LANGUAGE AND CULTURE TWELVE-YEAR PROGRAM KINDERGARTEN TO GRADE 12

This program of studies is intended for students who are beginning their study of Blackfoot language and culture in Kindergarten or Grade 1. It constitutes the complete Blackfoot Language and Culture Twelve-year (12Y) Program.

PHILOSOPHY

“Our language is about connections and relationships. This is the life and spirit of our language. If we could teach our children this, they would gravitate toward it because it is nurturing. The Blackfoot language is our universe and our university. If we could teach our children their language, it would open their lives and they will create their destinies over and over again.”

– *Dr. Betty Bastien, Keynote Address, Treaty 7 Education Conference, Calgary, October 2004*

OMAHKITAPI (ELDER) INVOLVEMENT

*Ayo, lihtsipaitapiiyo’pa, ayo naapi Naato’si, ayo Ksaahkommiitapiwa, kimmok nitomahkitapiiminn Aana, naahksisamohpoka paitapiimannann.
Ayo Creator, ayo Elder Sun, ayo Earth Spirits care for our old people, let them be part of our lives for a long while ...*

Every Blackfoot prayer includes mention of the Elders, who are considered integral members of every family. As Elders age and become more spiritual, they address every member of the tribe as their own and they become a member of every family.

Elders occupy a revered spot in traditional Blackfoot society because of the knowledge and wisdom they possess. Many are keepers of specific knowledge about tribal customs, ceremonies and history. They are the link to the countless generations that have preceded them.

On the Blackfoot Language and Culture Program of Studies Committee, there was an Elder representative from Piikani, Siksika and Kainai. The three Elders were:

- Nayisttaipoyiima (Louis English, Piikani)
- Naatowaohkii (Mervyn Wolf Leg, followed by Alice Weasel Child, Siksika)
- Mia’nistohpoisskiaakii (Pauline Three Persons, Kainai).

RATIONALE

The Blackfoot language predates English and French as a spoken language in Alberta by thousands of years. Blackfoot is one of the two most commonly used indigenous languages in Alberta. Within this language is a unique worldview. This alternative worldview is one of the reasons why Blackfoot should be studied and included in the Alberta curriculum. Not only does inclusion of Blackfoot in the curriculum help Blackfoot-speaking First Nation communities

preserve and revitalize their language, but it also helps young Albertans, both First Nations and non-First Nations, become aware of the Blackfoot worldview.

The development of greater cognitive skills is an added bonus. By studying another language, students increase their mental flexibility, their creativity, their divergent thinking and their higher-order thinking skills.

OUR RELATIONSHIP WITH THE NATURAL WORLD

The nature of the Blackfoot language and culture, which can be described as **relational**, is tied to the Blackfoot belief that everything is interconnected.

Paramount is the belief that all of creation is sacred. Human beings, animals, plants and land features are a part of creation. Traditional Blackfoot prayer teaches respect for all of these. The Sun, *Naatso'si*, provides life-giving light to all plant and animal life. The water that flows from the mountains also provides sustenance to the animals, to humans and to plant life.

When an animal or a plant is to be used for food or medicine, thanks is always given to the spirit of that animal or plant. Conservation is a sacred practice through this thanksgiving.

OUR RELATIONSHIP WITH ONE ANOTHER

In the past, people helped each other and behaved altruistically. When times were hard, food and other necessities were shared without cost. In the story of *Makoyoohsokoyi* (The Wolf Trail or Milky Way), the animals befriended a starving man and his family and saved them from sure death. Through this story the people were shown the values of sharing and cooperation.

These values are reflected in our modern calendar, in which January is referred to as *Ka'too* or *sharing time*. Hospitality for visitors to one's home is heavily emphasized and a protocol is well established for its practice.

– *Bill Heavy Runner and Rosie Day Rider, from Kipaitapiiwahsinnooni: Alcohol and Drug Abuse Education Program, Leo Fox and Kainaiwa Board of Education (Edmonton, AB: Duval House Publishing, 2001), pp. 14–24.*

ASSUMPTIONS

The following statements are assumptions that have guided the development process of this program of studies:

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Blackfoot leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who come to the class with some background knowledge of Blackfoot and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in Blackfoot and are studying Blackfoot as a second language.

NATURE OF THE BLACKFOOT LANGUAGE

The Blackfoot ~ *Niitsi'powahssin* ~ *Siksikai'powahssin* language belongs to the Algonquian family of North American First Nations Languages. The Kainai, Piikani and Siksika First Nations of Alberta share this language with their North American cousins the *Amskaapikani* of Montana. Slight and minor variations occur in dialect and in terminology among the four.

The recommended Roman orthography for this program of studies is the Frantz orthography. This orthography uses the following:

- alphabet sequences consisting of 12 English letters: *a, h, i, k, m, n, o, p, s, t, w, y*
- a glottal stop: represented by a single quotation mark (')
- vowels: *a, i, o*
- semivowels: *w* and *y*, which occur between vowels.

CONCEPTUAL MODEL

The Cree Language and Culture Twelve-year Program, Kindergarten to Grade 12 provided guidance in the development of the Blackfoot Language and Culture Twelve-year Program, Kindergarten to Grade 12.

The aim of this Blackfoot language and culture program of studies is to have students develop communicative competence and cultural knowledge, skills and values in Blackfoot. It is important that the focus be on interaction and meaningfulness, with special attention and emphasis being given to oral communication.

Four Components

For the purpose of this program of studies, communicative competence and the development of cultural knowledge, skills and values in Blackfoot 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.

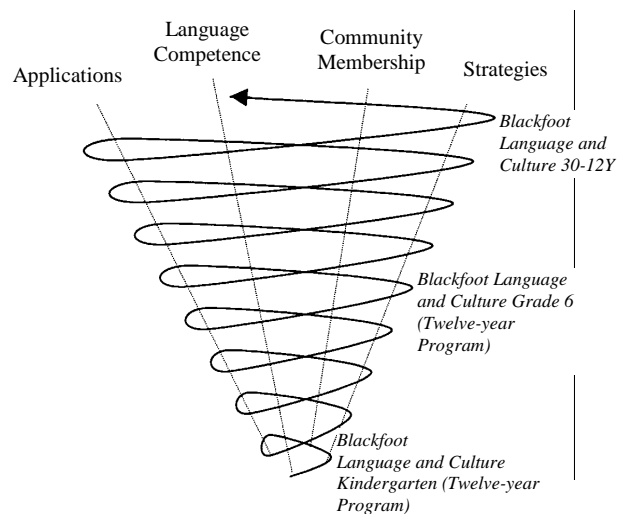
Community Membership aims to develop the understandings, views and values of Blackfoot culture.

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 and cultural teachings are 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 and cultural 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 and experience with more text forms, contexts and so on). The spiral also represents how language and cultural 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 reinforced, extended 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 this program of studies and are based on the conceptual model outlined previously.

Applications [A]

- Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayisitapiiyaawa niitsi'powahssini.*)

Language Competence [LC]

- Students will be effective, competent and comfortable as Blackfoot speakers. (*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

Community Membership [CM]

- Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

Strategies [S]

- Students will know and use various strategies to maximize the effectiveness of learning and communication. (*Maanistaakohkottsokiitsi'poihpi pookaiksi aakaissksinima'tsoohsiyaawa.*)

Specific Outcomes

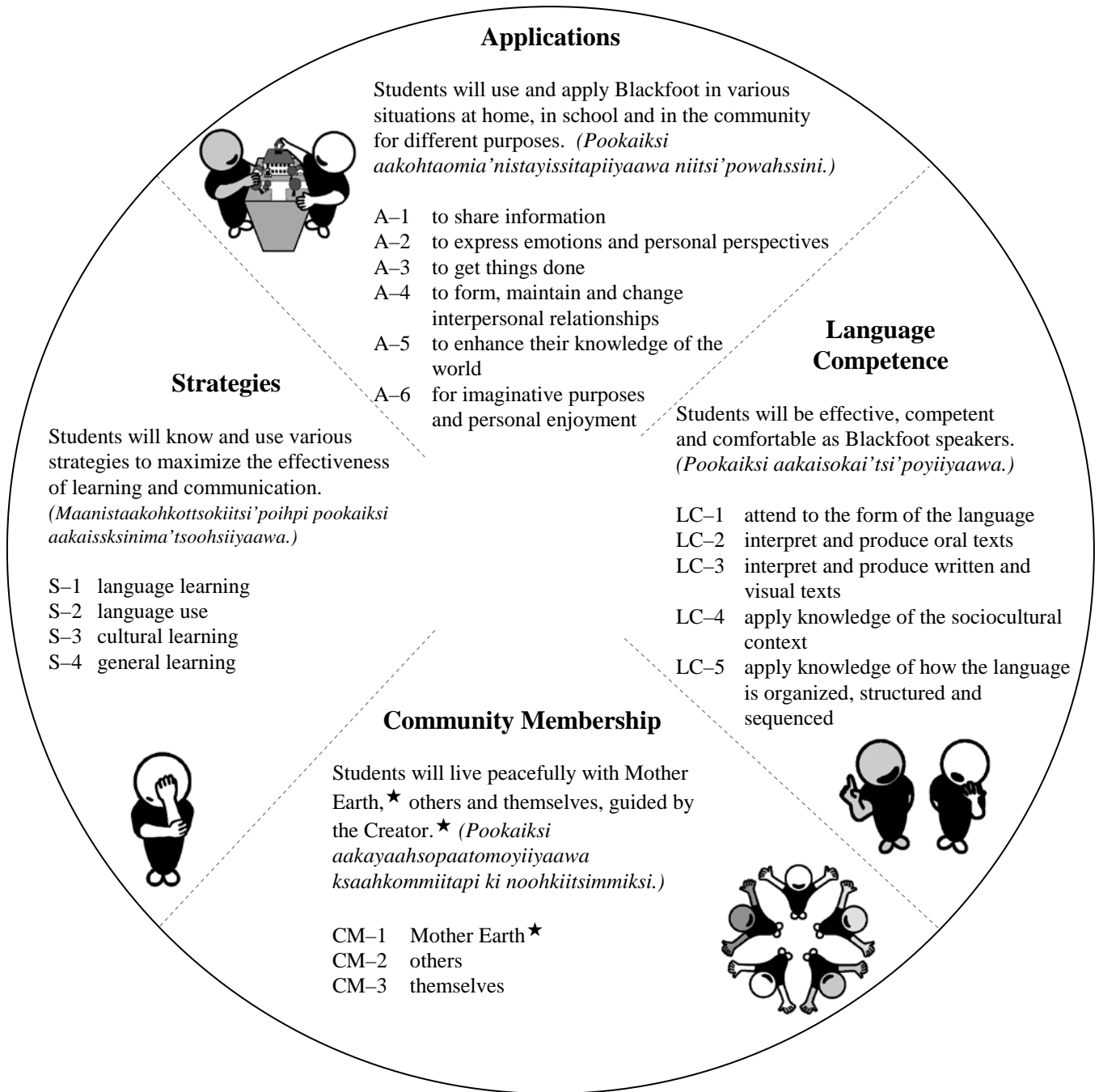
Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each grade/course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes are addressed in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the graphic 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/course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

★Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcomes



★Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

Guide to Reading the Program of Studies

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiyaawa.*)

cluster heading
for specific
outcomes

LC-2 interpret and produce oral texts

**Blackfoot Language
and Culture 10-12Y**

**Blackfoot Language
and Culture 20-12Y**

**Blackfoot Language
and Culture 30-12Y**

Students will be able to:

LC-2.1 listening	a. understand the main point and some supporting details of lengthy oral texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided and unguided situations
LC-2.2 speaking	a. produce lengthy oral texts on familiar topics, providing some details to support the main point, in guided situations	a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main point, in guided and unguided situations	a. produce a variety of lengthy oral texts on familiar topics, in guided situations
LC-2.3 interactive fluency	a. sustain lengthy interactions comprehensibly, with pauses to formulate oral texts and to self-correct	a. converse, spontaneously, on unfamiliar and familiar topics, and participate in discussions	a. converse with ease in routine and nonroutine situations

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

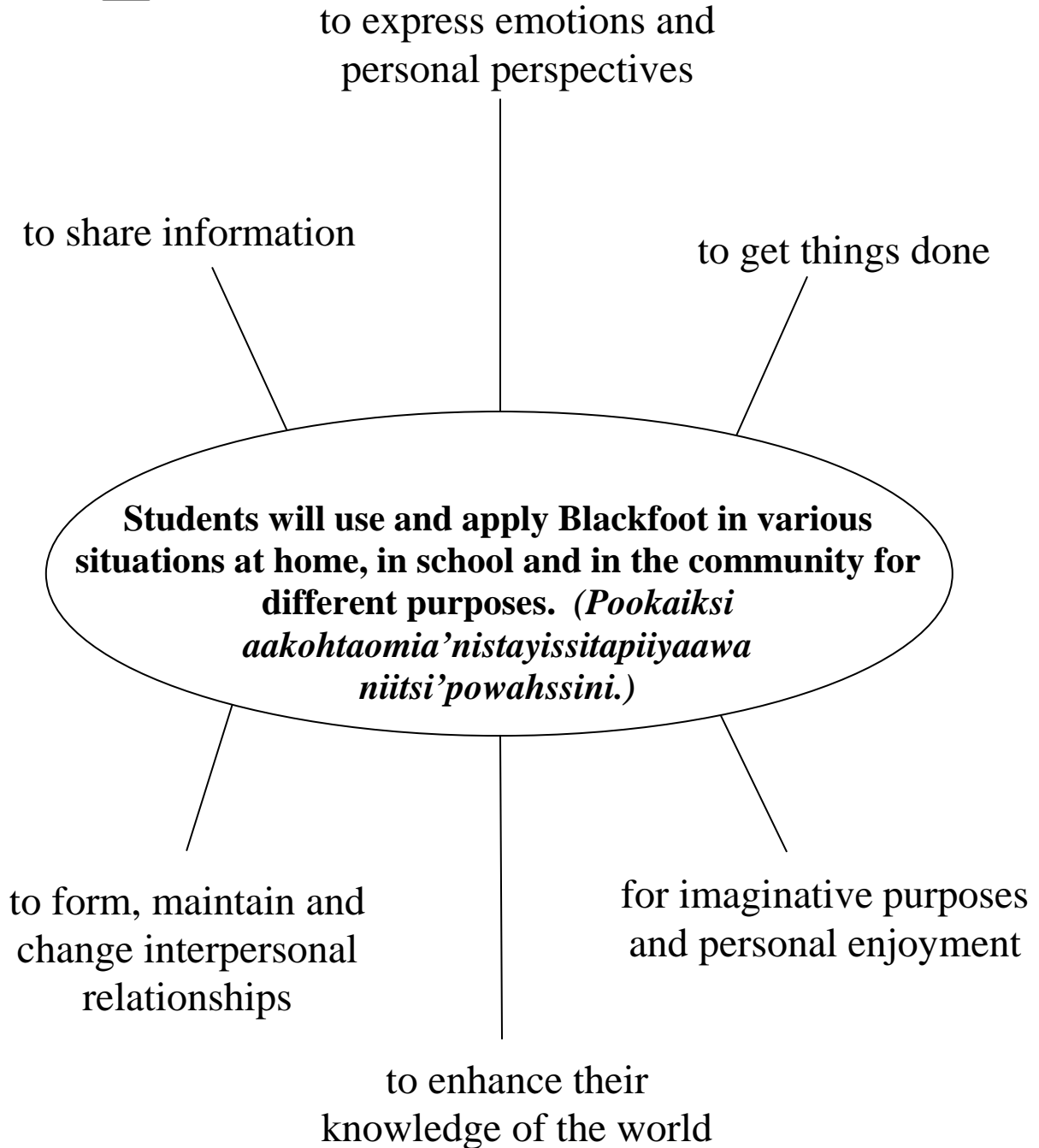
strand headings for specific outcomes

specific outcome statements for each grade/course

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



Applications



APPLICATIONS

The specific outcomes under the heading Applications deal with **what** 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/course to course. Each strand, identified by a strand heading at the left end of a 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/course. 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 Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-1 to share information

	Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
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Students will be able to:

A-1.1 share factual information	a. share basic information	a. identify people, places and things	a. ask for and provide information b. respond to simple, predictable questions	a. describe people, places and things
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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. express a personal response	a. identify favourite people, places or things	a. express a personal response to a variety of situations b. acknowledge the ideas, thoughts and preferences of others
A-2.2 share emotions, feelings	a. express basic emotions and feelings	a. respond to and express emotions and feelings	a. identify emotions and feelings	a. express and respond to a variety of emotions and feelings

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiyaawa niitsi'powahssini.*)

A-1 to share information

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

A-1.1 share factual information	a. ask for and provide information on a range of familiar topics	a. describe series or sequences of events or actions	a. provide information on several aspects of a topic

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 likes and dislikes	a. record and share thoughts and ideas with others	a. inquire about and express agreement and disagreement, approval and disapproval
A-2.2 share emotions, feelings	a. inquire about and express emotions and feelings	a. record and share personal experiences involving an emotion or feeling	a. inquire about and express emotions and feelings in a variety of familiar situations

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiyaawa niitsi'powahssini.*)

A-1 to share information

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

A-1.1 share factual information	a. understand and use definitions, comparisons and examples	a. share facts about past, present and future events	a. share detailed information on a specific topic

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 interest and lack of interest, satisfaction and dissatisfaction	a. inquire about and express probability, possibility and certainty	a. express and support their own opinions
A-2.2 share emotions, feelings	a. compare the expression of emotions and feelings in a variety of informal situations	a. express emotions and feelings in formal situations	a. compare the expression of emotions and feelings in formal and informal situations

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-1 to share information

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

Blackfoot Language and Culture 30-12Y

Students will be able to:

A-1.1 share factual information	a. ask and answer questions about an informative text read or heard	a. explain factual information for a variety of audiences	a. discuss factual information on a variety of topics in a variety of situations
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A-2 to express emotions and personal perspectives

Students will be able to:

A-2.1 share ideas, thoughts, preferences	a. express and explain preferences	a. exchange and compare opinions in a variety of situations	a. share ideas, thoughts, opinions and preferences on a variety of topics in a variety of situations
A-2.2 share emotions, feelings	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	a. share a range of emotions and feelings in a variety of situations

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-3 to get things done

	Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
<i>Students will be able to:</i>				
A-3.1 guide actions of others	a. indicate basic needs and wants	a. ask for permission	a. suggest a course of action and respond to a suggestion	a. make and respond to a variety of simple requests
A-3.2 state personal actions	a. respond to offers, invitations and instructions	a. ask or offer to do something	a. indicate choice from among several options	a. express a wish or a desire to do something
A-3.3 manage group actions	a. engage in turn taking	a. encourage other group members to act appropriately	a. ask for help or clarification of what is being said or done in the group	a. suggest, initiate or direct action in group activities

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. acknowledge basic kinship relationships	a. exchange some basic personal information	a. initiate relationships	a. identify kinship relationships
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General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-3 to get things done

	Grade 4 (Twelve-year Program)	Grade 5 (Twelve-year Program)	Grade 6 (Twelve-year Program)
<i>Students will be able to:</i>			
A-3.1 guide actions of others	a. relay simple messages and encourage or discourage others from a course of action	a. give and follow a simple sequence of instructions	a. make and respond to suggestions in a variety of situations
A-3.2 state personal actions	a. make and respond to offers or invitations	a. express appropriate and inappropriate actions	a. state personal actions in the past, present or future
A-3.3 manage group actions	a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members	a. negotiate in a simple way with peers in small-group tasks b. offer to explain or clarify	a. check for agreement and understanding b. express disagreement in an appropriate way

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. talk about themselves, their family and their community and respond to the talk of others by showing attention and interest	a. initiate and participate in casual and friendly exchanges with classmates	a. make and break social engagements
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General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiyaawa niitsi'powahssini.*)

A-3 to get things done

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

A-3.1 guide actions of others	a. give, follow and respond to advice and warnings	a. make and respond to suggestions or requests in community situations	a. express concerns and suggest a solution
A-3.2 state personal actions	a. learn consequences in a variety of situations	a. accept or decline an offer or invitation	a. express consequences in relation to their own actions
A-3.3 manage group actions	a. express appreciation, enthusiasm, support and respect for the contributions of others	a. paraphrase, elaborate on and clarify another member's contribution	a. contribute effectively in small-group projects

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. use routine means of interpersonal communications	a. give appropriate compliments	a. offer congratulations and express regret
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General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-3 to get things done

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

Blackfoot Language and Culture 30-12Y

Students will be able to:

A-3.1 guide actions of others	a. give and follow a sequence of instructions	a. describe several courses of action	a. guide the actions of others in a variety of formal and informal situations
A-3.2 state personal actions	a. express personal expectations, hopes, plans, goals and aspirations	a. state and describe their own hopes, plans and goals	a. state their own actions in a variety of formal and informal situations
A-3.3 manage group actions	a. contribute and provide positive feedback to group members	a. contribute to group activities by clarifying task goals, negotiating roles and suggesting procedures	a. manage the planning, functioning and assessment of group activities

A-4 to form, maintain and change interpersonal relationships

Students will be able to:

A-4.1 manage personal relationships	a. make suggestions or clarify misunderstandings to handle a variety of situations	a. participate in social exchanges in formal situations	a. form, maintain and change personal relationships in a variety of formal and informal situations
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General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiyaawa niitsi'powahssini.*)

A-5 to enhance their knowledge of the world

	Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
<i>Students will be able to:</i>				
A-5.1 discover and explore	a. investigate the immediate environment	a. investigate the surrounding environment	a. investigate and identify elements in the immediate environment	a. make and talk about personal observations
A-5.2 gather and organize information	a. gather simple information	a. organize items in different ways	a. sequence items in different ways	a. share personal knowledge of a topic
A-5.3 solve problems	a. experience problem-solving situations	a. experience problem-solving situations	a. experience meaning through a variety of moral teachings and problem-solving stories	a. experience meaning through a variety of moral teachings and problem-solving stories
A-5.4 explore perspectives and values	a. listen attentively and respectfully to the ideas and thoughts expressed	a. respond sensitively to the ideas and products of others	a. make connections between behaviour and values	a. recognize and respect differences in ideas and thoughts

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-5 to enhance their knowledge of the world

	Grade 4 (Twelve-year Program)	Grade 5 (Twelve-year Program)	Grade 6 (Twelve-year Program)
<i>Students will be able to:</i>			
A-5.1 discover and explore	a. discover relationships and patterns in the environment	a. ask questions to gain knowledge and clarify understanding	a. explore classification systems and criteria for categories
A-5.2 gather and organize information	a. compare and contrast items in simple ways	a. gather information from a variety of resources	a. compose questions to guide research b. identify sources of information and record observations
A-5.3 solve problems	a. experience and reflect upon problem-solving stories	a. experience, reflect upon and discuss problem-solving stories, legends and situations	a. experience, reflect upon and discuss problem-solving stories, legends and situations
A-5.4 explore perspectives and values	a. explore Blackfoot values on a variety of topics within their own experience	a. explore how the Blackfoot worldview influences values and behaviour	a. gather thoughts, ideas and opinions on a topic within their own experience

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-5 to enhance their knowledge of the world

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
A-5.1 discover and explore	a. explore meaning in what they are doing	a. explore and express the meaning of what they are doing	a. explore connections among and gain new insights into familiar topics
A-5.2 gather and organize information	a. gather information, using a prepared format	a. organize and prepare information, using a variety of techniques	a. share key ideas, summarize, and paraphrase
A-5.3 solve problems	a. reflect upon and discuss personal problem-solving experiences and stories	a. identify potential problems and their potential consequences	a. search for possible ways to solve problems
A-5.4 explore perspectives and values	a. explore and discuss how the Blackfoot worldview and values influence personal behaviour and choices	a. understand how the Blackfoot worldview and values influence their own and others' behaviour and choices	a. provide information and reasons for their own ideas and thoughts on an issue or a topic

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-5 to enhance their knowledge of the world

	Blackfoot Language and Culture 10-12Y	Blackfoot Language and Culture 20-12Y	Blackfoot Language and Culture 30-12Y
<i>Students will be able to:</i>			
A-5.1 discover and explore	a. explore ideas presented in a variety of ways	a. compare their own insights and understandings with those of classmates	a. use a broad range of skills to discover and explore various media
A-5.2 gather and organize information	a. synthesize information from several sources	a. organize information to demonstrate relationships between ideas and sources	a. gather, evaluate, organize and synthesize information about various topics from a variety of sources
A-5.3 solve problems	a. apply problem-solving skills acquired in one situation to other situations	a. apply problem-solving skills in the resolution of real-life problems	a. apply problem-solving skills in the resolution of a variety of real-life problems
A-5.4 explore perspectives and values	a. examine how Aboriginal cultures are portrayed in a variety of contexts	a. explore the portrayal of Aboriginal cultures to understand the underlying values and perspectives	a. understand and examine differing perspectives and their underlying beliefs and values; e.g., in the mass media or among family, Elders and peers

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-6 for imaginative purposes and personal enjoyment

Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
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Students will be able to:

A-6.1 humour/fun	a. use the language for fun	a. use the language for fun	a. use the language for fun in a variety of activities	a. use the language for fun in a variety of activities
A-6.2 creative/aesthetic purposes	a. use the language creatively; e.g., play-act variations on familiar stories	a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language	a. use the language creatively; e.g., use movement to respond to songs and poems	a. use the language creatively; e.g., create a picture story with captions
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., listen to favourite songs	a. use the language for personal enjoyment; e.g., listen to favourite stories	a. use the language for personal enjoyment; e.g., make a personal dictionary of favourite words with illustrations	a. use the language for personal enjoyment; e.g., share a collection of pictures or artifacts related to Blackfoot culture

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-6 for imaginative purposes and personal enjoyment

	Grade 4 (Twelve-year Program)	Grade 5 (Twelve-year Program)	Grade 6 (Twelve-year Program)
<i>Students will be able to:</i>			
A-6.1 humour/fun	a. use the language for fun and to interpret humour	a. use the language for fun and to interpret humour	a. use the language for fun and to interpret humour in a variety of activities
A-6.2 creative/aesthetic purposes	a. use the language creatively; e.g., employ models to create cumulative or predictable stories	a. use the language creatively and for aesthetic purposes; e.g., experiment with the sounds and rhythms of the language	a. use the language creatively and for aesthetic purposes; e.g., write poems based on simple, repetitive and modelled language
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., play games in Blackfoot with friends	a. use the language for personal enjoyment; e.g., listen to favourite songs in Blackfoot	a. use the language for personal enjoyment; e.g., learn a craft or a dance

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiyaawa niitsi'powahssini.*)

A-6 for imaginative purposes and personal enjoyment

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
A-6.1 humour/fun	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 in a variety of situations	a. use the language for fun and to interpret and express appropriate humour
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write new words to a known melody	a. use the language creatively and for aesthetic purposes; e.g., create and perform a skit	a. use the language creatively and for aesthetic purposes; e.g., speak or write from the viewpoint of a designated character in a story
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., find a personal pen pal and exchange letters	a. use the language for personal enjoyment; e.g., explore Blackfoot culture on the Internet	a. use the language for personal enjoyment; e.g., keep a personal journal

General Outcome for Applications

Students will use and apply Blackfoot in various situations at home, in school and in the community for different purposes. (*Pookaiksi aakohtaomia'nistayissitapiiyaawa niitsi'powahssini.*)

A-6 for imaginative purposes and personal enjoyment

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

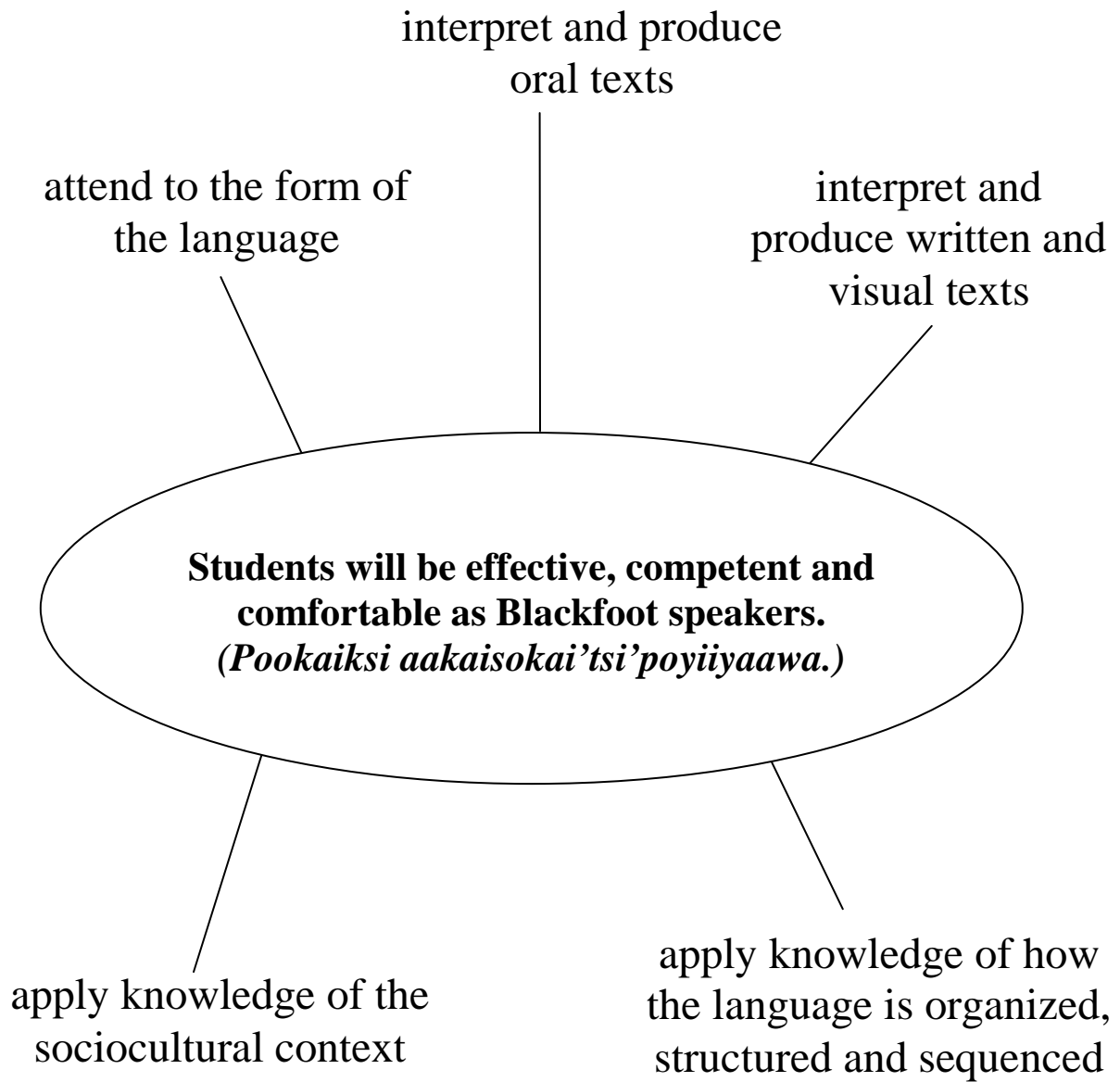
Blackfoot Language and Culture 30-12Y

Students will be able to:

A-6.1 humour/fun	a. use the language for fun and to interpret and express humour	a. use the language for fun and to interpret and express humour with different audiences	a. use the language for fun and to interpret and express humour in a variety of situations
A-6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes; e.g., write short stories situated in a different time or place	a. use the language creatively and for aesthetic purposes; e.g., create a multimedia production on a familiar topic	a. use the language creatively and for aesthetic purposes in a variety of situations
A-6.3 personal enjoyment	a. use the language for personal enjoyment; e.g., explore ways to use knowledge of Blackfoot in community activities/functions	a. use the language for personal enjoyment; e.g., watch films or television programs	a. use the language for personal enjoyment in a variety of situations



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 Blackfoot 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 in which 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/course to course. 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 individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Blackfoot 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 engage in authentic language use from the beginning. This component is included in the language use strategies in the *Strategies* section.

Note: The following abbreviations are used in the grammatical elements sections, under the cluster heading “attend to the form of the language”:

NA	Animate noun
NI	Inanimate noun
VAI	Animate intransitive verb (with animate subject)
VII	Inanimate intransitive verb (with inanimate subject)
VTA	Transitive animate verb (with animate object)
VTI	Transitive inanimate verb (with inanimate object)
1S	First person singular (I/me)
2S	Second person singular (you)
3S	Third person singular proximate (major third person) (he/she/it/him/her not in focus)
1P	First person plural exclusive (we/us, not including you)
2I	Second person inclusive (we/us, including you; all of us)
2P	Second person plural (all of you)
3P	Third person plural (they/them)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-1 attend to the form of the language

	Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
<i>Students will be able to:</i>				
LC-1.1 phonology	a. recognize and pronounce basic sounds	a. pronounce some common words and phrases correctly b. recognize intonation and expressions common to Blackfoot	a. distinguish sounds k/g, p/b, t/d	a. pronounce familiar words, phrases and expressions properly
LC-1.2 orthography	a. understand how text is oriented; e.g., left to right and top to bottom	a. recognize and name some elements of the writing system	a. write some words and phrases of personal significance	a. recognize and use some 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 • seasons/weather • my body • 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"> • my family • daily life • weather and seasons • my body • 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 • pets • 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"> • my community and neighbourhood • music • domestic animals • extended family • games • any other lexical fields that meet their needs and interests

(continued)

General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
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Students will be able to:

a. use the following grammatical elements:

LC-1.4
grammatical elements

- | | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> • personal pronouns (singular):
<i>Niisto, kiisto, na</i> • <i>amo, amoi</i> to distinguish and refer to a specific animate (NA) or to an inanimate (NI) noun • noun possession form for animate (NA) and inanimate (NI) singular nouns indicating <i>my</i> (1S), <i>yours</i> (2S), <i>his/hers</i> (3S):
<i>Nitomitaam</i>
<i>Kitomitaam</i>
<i>Na otomitaam</i>
<i>Nisoopa'tsis</i>
<i>Kisoopa'tsis</i>
<i>Osoopa'tsis</i> • interrogatives, simple questions:
<i>Tsa, tahkaa, takaa, Tsima, tska, taya</i> • <i>aa, saa</i> questions using <i>katai</i> • (VAI) declarative statement, simple sentences using <i>I</i> (1S), <i>you</i> (2S), <i>he/she</i> (3S) subjects and action words:
<i>Nitaopi</i>
<i>Kitaopi</i>
<i>Na aopiwa;</i>
and progressive action words:
<i>Nitaoyi</i>
<i>aopakiitsskii'pi</i>
<i>Kitaoyi</i>
<i>aopakiitsskii'pi</i>
<i>Na aoyiwa</i>
<i>aopakiitsskii'pi</i> | <ul style="list-style-type: none"> • <i>amo, amoi</i> to distinguish and refer to this specific animate (NA) or to an inanimate (NI) noun • noun possession form for animate (NA) and inanimate (NI) singular nouns indicating <i>my</i> (1S), <i>yours</i> (2S), <i>his/hers</i> (3S):
<i>Nitomitaam</i>
<i>nisoopa'tsis</i>
<i>Kitomitaam</i>
<i>kisoopa'tsus</i>
<i>Otomitaam</i>
<i>otsoopa'tsis</i> • interrogatives, simple questions:
<i>tahka,</i>
<i>Taya, tsa, tahka</i> • (VAI) declarative statement, simple sentences using <i>I</i> (1S), <i>you</i> (2S), <i>he/she</i> (3S) subjects and action words:
<i>Nitaopi, kitaopi, na aopiwa;</i> and progressive action:
<i>Nitaoyi</i>
<i>aopakiitsskii'pi</i>
<i>Kitaoyi</i>
<i>aopakiitsskii'pi</i>
<i>Na aoyiwa</i>
<i>aopakiitsskii'pi</i> | <ul style="list-style-type: none"> • personal pronoun plural forms:
<i>Niistonnaan</i>
<i>Kiistonnoon/kiisto</i>
<i>-wawa</i>
<i>Ostowawayi</i> • <i>anna, anni</i> to distinguish and refer to that specific animate (NA) or an inanimate (NI) noun:
<i>Anna ninaawa</i>
<i>Anni soopa'tsisi</i> • noun possession form for animate (NA) and inanimate (NI) plural forms indicating <i>my</i> (1S), <i>yours</i> (2S), <i>his/hers</i> (3S):
(NA)
<i>Niitomitaama</i>
<i>Kitomitaama</i>
<i>Otomitaami</i> (NI)
<i>Nisoopa'tsisi</i>
<i>Kisoopa'tsisi</i>
<i>Osoopa'tsisi</i> • (VAI) declarative statement, simple sentences using <i>I</i> (1S), <i>you</i> (2S), <i>he/she</i> (3S) subjects and action words:
<i>Nitaopi</i>
<i>Kitaopi</i>
<i>Na aopiwa;</i>
and progressive action:
<i>Nitaoyi</i>
<i>aopakiitsskii'pi</i>
<i>Kitaoyi</i>
<i>aopakiitsskii'pi</i>
<i>Na aoyiwa</i>
<i>aopakiitsskii'pi</i> | <ul style="list-style-type: none"> • commands or requests (imperatives VAI) using action words for <i>you</i> (2S), <i>all of you</i> (2P), <i>and all of us</i> (2I):
<i>Miistapoot</i>
<i>Miistapook</i>
<i>Ahkonohkana</i>
<i>yiistapaaop</i> • simple sentences using <i>I</i> (1S), <i>you</i> (2S), <i>he/she</i> (3S) subjects and action words (VAI) in declarative statements form:
<i>Nitaanikko</i>
<i>Kitaanikko</i>
<i>Na aanistawa;</i> and progressive action:
<i>Nitaitapo</i>
<i>Kitaitapo</i>
<i>Na aitapo</i> • demonstrative pronouns
<i>Anna</i>
<i>Annaak</i>
<i>Amo</i>
<i>Ama</i>
<i>Oma</i>
<i>Omi</i>
<i>Omik</i>
to distinguish and refer to that specific animate (NA) or inanimate (NI) noun |
|---|---|---|--|

(continued)

General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

	Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
LC-1.4 grammatical elements	<ul style="list-style-type: none"> commands or requests (imperative VAI) using action words for <i>you</i> (2S), <i>all of you</i> (2P): <i>Poohsapoot!</i> <i>Poohsapook!</i> colour descriptors for a singular animate noun (VAI): <i>Ksikkimiwa</i> <i>Ksikkimiwa anna imitaawa</i>; and inanimate noun (VII): <i>Ksikksinaatsiwa</i> <i>Ksikksinaaatsiwa</i> <i>Anni soopa'tsisi</i> 	<ul style="list-style-type: none"> commands or requests (imperatives VAI) using action words for <i>you</i> (2S), <i>all of you</i> (2P), <i>all of us</i> (2I): <i>Poohsapoot</i> <i>Poohsapook</i> <i>Ahkonohkanaitapaaop</i> commands or requests (imperatives VTA) using action words between two people, <i>you→me</i> (2S→1S), (all of) <i>you→me</i> (2P→1S): <i>Kokkit, kokkik</i> personal pronouns (singular): <i>Niisto</i> <i>Kiisto</i> <i>Na</i> colour descriptors for a singular animate noun (VAI): <i>Iimahkihkinaa/sikomahkihkinaa</i>; and inanimate noun (VII): <i>Iitaisokinakio'p/maohkitaisokinakio'p</i> simple <i>aa, saa</i> questions using <i>katai-</i> 	<ul style="list-style-type: none"> commands or requests (imperatives VTA) using action words between two people: <i>you→me</i> (2S→1S), (all of) <i>you→me</i> (2P→1S): <i>Kokkit, kokkik</i> locative noun acts as a preposition in <i>in the, on the, to the, at the, from the</i>: <i>Ipsst, itoh, ihk</i> demonstrative pronouns <i>oma, omi</i> to distinguish and refer to this specific animate (NA) <i>oma aakiiwa</i> or inanimate (NI) nouns <i>omi iitaisooyo'pi</i> colour descriptors for a singular animate noun (VAD): <i>Sikimiwa, Sikohpokon</i>; and inanimate noun (VII): <i>siksinaatsiwa</i> interrogative, simple questions: <i>tsa, tahkaa, taka, tsima, tska, aahsa</i> answer forms, simple <i>aa, saa</i> questions using <i>kata'</i> noun possession form for singular animate (NA) and inanimate (NI) nouns indicating <i>my</i> (1S), <i>yours</i> (2S), <i>his/hers</i> (3S): <i>Nitomitaam</i> <i>Kitomitaam</i> <i>Otomitaam</i> <i>Nisoopa'tsis</i> <i>Kisoopa'tsis</i> <i>Osoopa'tsis</i> 	<ul style="list-style-type: none"> noun possession form for animate (NA) and inanimate (NI) plural nouns indicating <i>my</i> (1S), <i>yours</i> (2S), <i>his/hers</i> (3S): (NA) <i>Nitomitaamiksi</i> <i>Kitomitaamiksi</i> <i>Otomitaamiksi</i> (NI) <i>Nitsowahsiistsi</i> <i>Kitsowahsiistsi</i> <i>Otsowahsiistsi</i> colour descriptors for a singular animate noun (VAI): <i>Ksikkimiwa</i> <i>Otahkoimiwa</i> <i>Siksaapiikaon</i>; and inanimate nouns: <i>Ksikksinaatsiwa</i> <i>Siksinaatsiwa</i> simple questions using interrogatives: <i>Tsa, tahka, tsima, tska, taka, aahsa</i> simple <i>aa, saa</i> questions using <i>kata'</i> noun possession form for singular animate (NA) and inanimate (NI) nouns indicating <i>my</i> (1S), <i>yours</i> (2S), <i>his/hers</i> (3S): (NA) <i>Nitomitaam</i> <i>Otomitaam</i> (NI) <i>Nisoopa'tsis</i> <i>Kisoopa'tsis</i> <i>Osoopa'tsis</i>

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

	Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
LC-1.4 grammatical elements			<ul style="list-style-type: none">• commands or requests (imperatives VAI) using action words for <i>you</i> (2S), <i>all of you</i> (2P), <i>all of us</i> (2I): <i>apiit, apiik, aahkonipio'p</i>• personal pronouns (singular): <i>Niistowa Kiistowa Na</i>	<ul style="list-style-type: none">• colour descriptors for a singular animate noun (VAI): <i>Ksikkimiwa/anna Ponokaomitaawa Ksikkimiwa</i>; and inanimate nouns (VII): <i>Ksikksinaattsowa/anni Ihtaisinaakio'pi Ksikksinaattsowa</i>• simple questions using interrogatives: <i>tahka, taka, tsa, tska, tsima,</i>• noun possession form for singular animate (NA) and inanimate (NI) nouns indicating <i>my</i> (1S), <i>yours</i> (2S), <i>his/hers</i> (3S): (NA) <i>Nitomitaam Kitomitaam Otomitaam</i> (NI) <i>Nisoopa'tsis Kisoopa'tsis Otoopa'tsis</i>

General Outcome for Language Competence

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

(Pookaiksi aakaisokai'tsi'poyiiaawa.)

LC-1 attend to the form of the language

	Grade 4 (Twelve-year Program)	Grade 5 (Twelve-year Program)	Grade 6 (Twelve-year Program)
<i>Students will be able to:</i>			
LC-1.1 phonology	a. recognize and pronounce basic sounds consistently b. recognize the effects of sounds	a. recognize the rhythmic flow of sounds	a. try to enunciate unfamiliar words independently and confidently
LC-1.2 orthography	a. recognize and use some basic spelling patterns	a. recognize and use some basic spelling patterns	a. recognize and use some basic writing conventions
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"> • community roles and occupations • activities • nutrition • modes of travel • dance • 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"> • health • leisure • places/locations • wild animals • 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"> • relationships • plants and seasons • entertainment • shopping • other Aboriginal communities • world of work • any other lexical fields that meet their needs and interests

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General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

a. use the following grammatical elements:

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grammatical elements

- demonstrative pronouns *amo*, *oma*, *ama*, *amoi*, *omi*, *anni* to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns
- affixes to indicate noun size: big/large (*omahk-*, *soohk-*); small prefixes (*i'nak-*, *ohpok-*)
- indefinite pronouns to indicate nonspecific or nonspecified animate or inanimate nouns for generalized meaning: *naahkayi*, *tokskamma*, *noohkiitsimma*, *mattstsika*, *maatsitsti'pa*
- noun possessive form for animate (NA) and inanimate (NI) plural nouns indicating *ours* (1P), *all of ours* (2I), *yours* (2P), *theirs* (3P): (NA) *nitomitaaminnaan*, *kitomitaaminnoon*, *otomitaamowawa* (NI) *nisoopa'tsinnaan*, *kisoopa'tsinnoon*, *osoopa'tsowawa*
- simple sentences *we*, *all of us*, *all of you*, *they* using subject markers and action words in declarative statement form: *nitainihkihpinnaan*, *ainihkio'p*, *kitainihkihpowa*, *ainihkiyawa*
- affixes to indicate noun size: big/large (*omahk-*, *soohk-*); small prefixes (*i'nak-*, *ohpok-*)
- indefinite pronouns to indicate nonspecific or nonspecified animate or inanimate nouns for generalized meaning: *naahkayi*, *tokskamma*, *noohkiitsimma*, *mattstsika*, *maatsitsti'pa*
- preverbal particles attach commands/requests to subject, action simple sentence: *isspommookit*, *noohksspommookit*, *kippsspommookit*, *stamsspommookit*
- (VTI) in declarative 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: *Nitayinni'p amoi soopa'tsisi*, *kitayinni'p amoi soopa'tsisi*, *ayinnim amoi soopa'tsisi*
- demonstrative pronouns *amo*, *amoi*, *anna*, *anni*, *anniksi*, *annistsi*, *amoksi*, *amostsi* to distinguish and refer to these and those animate (NA) and inanimate (NI) specific nouns
- (VTI) in declarative 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: *nitaissa'tsi'pinnaan amoi sinaakia'tsisi*, *aissa'tsi'p amoi sinaakia'tsisi*, *kitaissa'tsi'powawa amoi sinaakia'tsisi*, *aissa'tsimiawa amoi sinaakia'tsisi*
- (VTI) nominalizer changing an action word involving an inanimate to a noun by adding -n: *passkaan*, *o'kaan*,
- compounding a verb and noun together to form a new action word: *nitayaaksistotoohs*, *nitayaaksstsitsik*, *nitayaaksinao's*, *nitaisttsisookoan*
- commands or requests (imperatives VTI) for an action word involving an inanimate (NI) object for *you* (2S), *all of you* (2P), *all of us* (2I): *issa'tsit omi kitsimi*, *issa'tsik omi kitsimi*, *aahkonssa'tsi'p omi kitsimi*

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General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

	Grade 4 (Twelve-year Program)	Grade 5 (Twelve-year Program)	Grade 6 (Twelve-year Program)
LC-1.4 grammatical elements	<ul style="list-style-type: none">• commands or requests (imperatives VTA) using action words between two people: <i>you</i>→<i>me</i> (2S→1S), all of <i>you</i>→<i>me</i> (2P→1S): <i>kokkit, kokkik</i>• preverbal particles attach commands/requests to subject, action simple sentence: <i>isspommookit</i> <i>noohksspommookit</i> <i>kipsspommookit</i> <i>stamsspommookit</i>• simple sentences involving a direct object using <i>I</i> (1S), <i>you</i> (2S), <i>he/she</i> (3S) subject markers along with an action word involving an inanimate (NI) object (VTI) in declarative form: <i>nito'kspanohkio'tsi'p</i> <i>nisoopa'tsisi</i> <i>kito'kspanohkio'tsi'p</i> <i>kisoopa'tsisi</i> <i>i'kspanohkio'tsim</i> <i>osoopa'tsisi</i>• colour descriptors for plural animate nouns (VAI): <i>ksikkimii, ksikkimii omiksi imitaiksi, ksikkisinammi omiksi pokoiksi</i>; and inanimate nouns (VII): <i>ksikksinaatsi omistsi soopa'tsiistsi</i>• personal pronoun plural: <i>Niitstonnaan</i> <i>Kiistonnoon</i> <i>Kiistowawa</i> <i>Ostowawayi</i>	<ul style="list-style-type: none">• noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating <i>ours</i> (1P), <i>all of ours</i> (2I), <i>yours</i> (2P), <i>theirs</i> (3P): (NA) <i>nitomitaaminnaam</i> <i>kitomitaaminnoon</i> <i>kitomitaamowawa</i> <i>otomitaamowawayi</i>• (VAI) declarative statement simple sentences using <i>we</i> (1P), <i>all of us</i> (2I), <i>all of you</i> (2P), <i>they</i> (3P) subject markers and action words and progressive action form: <i>Nitaokstakihpinnaan</i> <i>Aokstakio'p</i> <i>Kitaokstakihpowawa</i> <i>Aokstakiiyawa</i>• commands or requests (imperatives VTA) using action words between two people: <i>you</i>→<i>me</i> (2S→1S), <i>all of you</i>→<i>me</i> (2P→1S): <i>kokkit, kokkik</i>• colour descriptors for plural animate nouns (VAI): <i>Sikimii nitomitaamiksi Ksikkimii noota'siksi Maohksinammi noohpokoiksi</i>; and inanimate nouns (VII): <i>Siksinaatsti nisoopa'tsiistsi Ksikkisinaatsti natsikiistsi Maohksinaatsti nisinaakia'tsiistsi</i>	<ul style="list-style-type: none">• commands or requests (imperatives VTI) for an action word involving an inanimate (NI) object for <i>you</i> (2S), <i>all of you</i> (2P), <i>all of us</i> (2I): <i>issa'tsit omi kitsimi, issa'tsit omi kitsimi, aahkonssa'tsi'p omi kitsimi</i> <i>nitomitaaminnaaniksi, kitomitaaminnooniksi, kitomitaamowawaiksi, otomitaamowawaiksi</i>• (VTI) declarative simple sentences involving a direct object using <i>I</i> (1S), <i>you</i> (2S), <i>he/she</i> (3S) subject markers along with an action word involving an inanimate (NI) object: <i>nitsiiksisato'p nisoopa'tsisi, kitsiiksisato'p kisoopa'tsisi, iiksisatoom osoopa'tsisi</i>• affixes to indicate noun size: big/large (<i>omahk-</i>, <i>soohk-</i>); small prefix (<i>pok-</i>)• indefinite pronouns to indicate nonspecific or nonspecified animate or inanimate nouns for generalized meaning: <i>amohkayi, nihkayi, amokskayi, niistsiskayi,</i>• preverbal particles attach commands/requests to subject, action (VAI) simple sentence: <i>isspommookit</i> <i>noohksspommookit</i> <i>kipsspommookit</i> <i>stamsspommookit</i>

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General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

	Grade 4 (Twelve-year Program)	Grade 5 (Twelve-year Program)	Grade 6 (Twelve-year Program)
LC-1.4 grammatical elements	<ul style="list-style-type: none">noun possessive form for animate (NA) and inanimate (NI) singular nouns indicating <i>ours</i> (1P), <i>all of ours</i> (2I), <i>yours</i> (2P), <i>theirs</i> (3P): (NA) <i>nitomitaaminnaan</i> <i>kitomitaaminnoon</i> <i>kitomitaamowawa</i> <i>Otomitaamowawayi</i> (NI) <i>Nisoopa'tsinnaan</i> <i>Kisoopa'tsinnoon</i> <i>Kisoopa'tsowawa</i> <i>Osoopa'tsowawayi</i>(VAI) in declarative statements simple sentences using <i>I</i> (1S), <i>you</i> (2S), <i>she/he</i> (3S) subjects and action words: <i>nitaopi</i>, <i>Kitaopi</i>, <i>aopiwa</i>; and progressive action: <i>nitaopihpinnaan</i> <i>Kitaopihpowawa</i> <i>Na aopiwa</i>colour descriptors for plural animate nouns (VAI): <i>ksikkimi</i>, <i>ksikkimi</i>, <i>ponokaomitaiksi</i>, <i>Ksikksinammi</i>, <i>ksikksinammi pokoiksi</i>; and inanimate nouns (VII): <i>Ksikksinaattsi</i> <i>Ksikksinaattsi soopa'tsiistsi</i>noun possession form for animate (NA) and inanimate (NI) plural nouns indicating <i>my</i> (1S), <i>yours</i> (2S), <i>his/hers</i> (3S): (NA) <i>Nitomitaamiksi</i> <i>Kitomitaamiksi</i> <i>Otomitaamiksi</i>	<ul style="list-style-type: none">personal pronoun plural: <i>Niistonnaan</i> <i>Kiistonnoon</i> <i>Kisstowawa</i> <i>Ostowawayi</i>(VAI) declarative statement simple sentences using <i>I</i> (1S), <i>you</i> (2S), <i>he/she</i> (3S) subjects and action words: <i>Nitaokska's</i> <i>Kitaokska's</i> <i>Aokska'siwa</i>	<ul style="list-style-type: none">tense markers: <i>yaak oma aakiiwa</i> <i>aakota'po'takiwa</i> future imminent future <i>ayaak</i> <i>nitayaakitapo</i> perfective past <i>akaa omiksi pookaiksi</i> <i>akaayakihtsiyawa</i> variant <i>ikaa</i>, <i>oma saahkomaapiiwa</i> <i>maatsikaitapoowa</i> <i>Sikoohkitoki</i>demonstrative pronouns <i>amo</i>, <i>amoi</i>, <i>oma</i>, <i>omi</i>, <i>anna</i>, <i>anni</i>, to distinguish and refer to these and those specific animate (NA) and inanimate (NI) nounsnoun possessive form for animate (NA) and inanimate (NI) singular nouns indicating <i>ours</i> (1P) <i>all of ours</i> (2I), <i>yours</i> (2P), <i>theirs</i> (3P): (NA) <i>Nitomitaaminnaan</i> <i>Kitomitaaminnoon</i> <i>Kitomitaamowawa</i> <i>Otomitaamowaway</i> (NI) <i>Nisoopa'tsinnaan</i> <i>Kisoopa'tsinnoon</i> <i>Kisoopa'tsowaway</i> <i>Osoopa'tsowawayi</i>(VAI) declarative statement simple sentences using <i>we</i> (1P), <i>all of us</i> (2I), <i>all of you</i> (2P), <i>they</i> (3P) subject markers and action words: <i>nitaokska'sspinnaan</i>, <i>aokska'so'p</i>, <i>kitaokska'sspowa</i>, <i>aokska'siiyawa</i>

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General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

	Grade 4 (Twelve-year Program)	Grade 5 (Twelve-year Program)	Grade 6 (Twelve-year Program)
LC-1.4 grammatical elements	<p>(NI) <i>Nisoopa'tsiistsi</i> <i>Kisoopa'tsiistsi</i> <i>Osoopa'tsiistsi</i></p> <ul style="list-style-type: none">commands or requests using (VAI) plural action words for <i>you</i>, <i>all of you</i>, and <i>all of us</i>: <i>Ma'kao'piit</i> <i>Ma'kao'piik</i> <i>Aaka'kao'pao'p</i>demonstrative pronouns <i>amo</i>, <i>anna</i>, <i>oma</i>, <i>anni</i> to distinguish and refer to that animate (NA) or inanimate (NI) specific noun		<ul style="list-style-type: none">commands or requests (imperatives VTA) using action words between two people: <i>you</i>→<i>me</i> (2S→1S), all of <i>you</i>→<i>me</i> (2P→1S): <i>kokkit</i>, <i>kokkik</i>colour descriptors for plural animate nouns (VAI): <i>sikimi</i>, <i>sikimiyawa</i>, <i>ksikkimi</i>, <i>ksikkimiyawa</i>; and inanimate nouns (VII): <i>siksinaattsi</i>, <i>siksinaattsiyawa</i>, <i>ksikksinaattsi</i>, <i>ksikksinaattsiyawa</i>

General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-1 attend to the form of the language

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
LC-1.1 phonology	a. enunciate unfamiliar words independently and confidently	a. use intonation, stress and rhythm appropriately in familiar situations	a. speak clearly and coherently in a variety of situations
LC-1.2 orthography	a. use basic spelling patterns consistently in writing familiar words and phrases	a. apply basic spelling patterns consistently in writing familiar words	a. apply spelling rules and writing conventions 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">• fashion• peers and friendship• extracurricular activities• cooking• living things• 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 life• healthy living• our land• family traditions• crafts• 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">• trades and professions• community service/volunteering• peoples that make up Canada• safety• nature• any other lexical fields that meet their needs and interests

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General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
	<i>Students will be able to:</i>		
	a. use the following grammatical elements:		
LC-1.4 grammatical elements	<ul style="list-style-type: none"> (VTI) declarative statement simple sentences involving a direct object using <i>we</i> (1P), <i>all of us</i> (2I), <i>all of you</i> (2P), <i>they</i> (3P) subject markers along with an action word involving an inanimate object: <i>nitsitohkitaopihpinnaan anni soopa'tsisi, iitohkitaopao'p anni soopa'tsisi,</i> <i>kitsitohkitaopihpowawa anni soopa'tsisi, iitohkitaopiyawa anni soopa'tsisi</i> compounding a verb and noun together to form a new action word: <i>aya'ksistotoohsiwa,</i> <i>aya'ksisstsitsikiwa,</i> <i>aya'ksistsosomo'kiwa</i> weather verbs in past, future tenses: <i>iisootawa, ihpotawa, iisopoowa, ayaaksootawa, ayaakohpotawa, ayaksopoowa</i> days of the week along with past and future tense markers for <i>I</i> and <i>you</i>: <i>akattatoyiiksistsikoyi</i> <i>nitsiitaatsimoihk, anohk</i> <i>naatoyiiksistsikosi</i> <i>nitakotaatsimoihk</i> commands or requests (imperatives VTI) for an action word involving an inanimate object for <i>you</i>, <i>all of you</i>, <i>all of us</i>: <i>kokkit anni miistsisi, kokkik anni miistsisi, aahkonohkanaohk</i> <i>-ottspa anni miistsisi</i> 	<ul style="list-style-type: none"> weather verbs (VII) in past, future tense: <i>iisopoowa, aaksopoowa, iisootawa, aaksootawa, ihpotawa, aakohpotawa</i> weather verbs (VII) in the subjunctive mode: for past tense (<i>kamikaisootasi, nimaatakitapoohpa</i>); for future tense (<i>kamaaksootasi nimaatakitapoohpa</i>) days of the week along with past and future tense markers for <i>I</i> and <i>you</i>: <i>akattomiiksistsikoyi</i> <i>kitsiimiihk, aomiiksistsikosi</i> <i>kitaakotoomiihk</i> (VTA) declarative statement simple sentence involving an animate (NA) object/goal for <i>I</i> (1S), <i>you</i> (2S), <i>him/her</i> (3S) subject markers along with an action word involving an animate (NA) <i>his/her</i> (3S) object/goal: <i>nitsiinowayini otomitaam,</i> <i>kitsiinowayini otomitaam,</i> <i>iinoyiwa otomitaam;</i> and progressive form: <i>nitainowayini otomitaam,</i> <i>kitainowayini otomitaam,</i> <i>ainoyiwa otomitaam</i> 	<ul style="list-style-type: none"> simple sentence involving an object/goal for <i>I</i> (1S), <i>you</i> (2S), <i>him/her</i> (3S) subject and <i>I</i>→<i>you</i> (1S→2S), <i>you</i>→<i>me</i> (2S→1S) markers along with an action word involving an animate (NA) <i>his/her</i> (3S) object/goal (VTA) in declarative: <i>nitainowawa imitaawa,</i> <i>kitainowawa imitaawa,</i> <i>ainoyiwa imitayi, kitaino, kitainook</i> weather verbs in the subjunctive mode: for past tense (<i>nitsitahkay otaomataponooksiksistsikohsi</i>); for future tense (<i>nitaakitahkay aomataponooksiksistsikohsi</i>) descriptive words (VII) for inanimate objects: <i>pohkohtssi, pokohtssiwa, miistapohpokohtssi, mattsiistapohpokohtssi, stohkanaohpokohtssi; iikoksipoko, o'tsitskoksipoko, miistapo'tsitskoksipoko, stohkanaoksipoko</i> reflexive marker, doing an action for oneself for action only (VAI) for <i>I</i> (1S), <i>you</i> (2S), <i>he/she</i> (3S), <i>we</i> (1P) <i>all of us</i> (2I), <i>all of you</i> (2P), <i>they</i> (3P): <i>nitsstisipisoohs</i> <i>kitsstisipisoohs</i> <i>isstisipisoohsiwa</i> <i>nitsstisipisoohsspinnaan</i> <i>isstisipisoohso'p</i> <i>kitsstisipisoohsspowaawa</i> <i>isstisipisoohsiyaawa</i>

(continued)

General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
LC-1.4 grammatical elements	<ul style="list-style-type: none"> (VTI) declarative simple sentences involving a direct object <i>I</i> (1S), <i>you</i> (2S), <i>he/she</i> (3S) subject markers along with an action word involving an inanimate object: <i>nitaissa'tsi'p anni</i> <i>sinaakia'tsisi, kitaissa'tsi'p anni</i> <i>sinaakia'tsisi, na</i> <i>aissa'tsim anni</i> <i>sinaakia'tsisi</i> preverbal particles attach commands/requests to subject, action simple sentence: <i>isspommookit,</i> <i>nohksspommookit,</i> <i>kipsspommookit,</i> <i>stamsspommookit</i> tense markers (–iik): past tense (<i>iiksa'siwa,</i> <i>iikaitapowa, yaak-</i>); future (<i>ayaakoksa'siwa,</i> <i>ayaakihpiiwa</i>) noun affixes to indicate size: big/large (<i>omahk-</i>, <i>soohk</i>); small prefix (<i>pok-</i>) indefinite pronouns to indicate nonspecific or nonspecified animate or inanimate nouns for generalized meaning: <i>naahkayi, tokskamma,</i> <i>noohkiitsimma, mattstsika,</i> <i>maatsitsti'pa</i> 	<ul style="list-style-type: none"> descriptive words (VII) for inanimate (NI) objects both singular and plural: <i>Pokitaisoopao'p</i> <i>Pokitaisoopao'pistsi</i> <i>Omahkitaasooyo'p</i> <i>Omahkitaasooyo'pistsi</i> <i>Sikohtaisinaakio'p</i> <i>Sikohtainsinaakio'pistsi</i> <i>Ksikksaapioyis</i> <i>Ksikksaapioyiistsi</i> simple sentences involving a direct object using <i>we</i> (1P), <i>us</i> (2I), <i>you</i> (2P), <i>they</i> (3P) subject markers along with an action word involving an inanimate object (VTI) in declarative statement form: <i>nitsitski'pinnaani</i> <i>nisoopa'tsinnaanistsi, iitski'pi</i> <i>kisoopa'tsinnoonistsi,</i> <i>kitsitski'powawa</i> <i>kisoopa'tsowawaistsi,</i> <i>iitskimmiawa</i> <i>osoopa'tsowawaistsi</i> compounding a verb and noun together to form a new action word: <i>Nitayaksapskaohs</i> <i>Nitayakotsi'tsi</i> <i>Nitayaksistahtsitsi</i> 	<ul style="list-style-type: none"> 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>anna innoisspiwa aakiiwa</i> <i>iikaisoksinihkiwa, omistsi</i> <i>iimaisinatsikskoistsi miinistsi</i> <i>iksskaomahksinokoyaawa</i> (VTI) declarative, simple sentences involving a direct object using <i>we</i> (1P), <i>all of us</i> (2I), <i>all of you</i> (2P), <i>they</i> (3P) subject markers along with an action word involving an inanimate object: <i>nitaini'pinnaani naapioyiistsi,</i> <i>ani'pi naapioyiistsi,</i> <i>kitaini'powayi naapioyiistsi,</i> <i>ainimmiaawa naapioyiistsi</i> compounding a verb and a noun together to form a new action word: <i>aakotsi'tsi, aaksstsitsik,</i> <i>aaksapskaohs</i> days of the week along with past and future tense markers for <i>I</i> and <i>you</i>: <i>To'tohtaatoyiiksistsikoyi</i> <i>Kitsitahkay, nohk</i> <i>Isttsinaiksistsikoyi</i> <i>Nitsitota'pikhayi</i> <i>Nitsinaka'siimiksi</i> <i>Akattomiiksistsikoyi</i> <i>Nitakkaawa</i> <i>Iitatowa'pistotowawa</i>

(continued)

General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Grade 7 (Twelve-year Program)

Grade 8 (Twelve-year Program)

Grade 9 (Twelve-year Program)

- commands or requests for an action word involving an inanimate object (VTI) for *you* (2S), *all of you* (2P), *all of us* (2I):
issa'tsit omi kitsimi, issa'tsik omi kitsimi, aahkonssa'tsi'p omi kitsimi
- tense markers:
akaa—past tense (*akaayo'kaayaawa; yaak-*);
future (*oma aakiiwa aaka'po'takiwa*); imminent future (*ayaak-nitayaakihpi*)
- nominalizer, changing an action word involving an inanimate to a noun by adding *-n* to the base form:
okaan, passkaan

- *aissikatoyiiksistsikosi nitaakitsitapo aakaitapisskoyi, aomiiksistsikosi nitaakitsoi mamii, otomohtsisto'kissikatoyiiksists ikohpi aotstsiisi kitakitotoissksinima'tsooko, aotstsiisi iitawaanaokso'ki'pi nitakitsipaawan*
- commands or requests for an action word involving an inanimate object (VTI) for *you* (2S), *all of you* (2P), *all of us* (2I):
issa'tsit omi sa'pia'tsisi, issa'tsik omi sa'pia'tsisi, ahkonssa'tsi'p omi sa'pia'tsisi
- weather verbs (VII) in past, future tense:
akaiksistohpotawa, matonni aisootawa, iiksiiksoowa mistapotonni, ayaaksootawa apinakosi, naatoyiiksistsikosi aakohpotawa

General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-1 attend to the form of the language

	Blackfoot Language and Culture 10-12Y	Blackfoot Language and Culture 20-12Y	Blackfoot Language and Culture 30-12Y
<i>Students will be able to:</i>			
LC-1.1 phonology	a. produce, with ease, the essential sounds, stress, rhythm and intonation patterns where rehearsal is possible	a. produce, with ease and spontaneity, the essential sounds, stress, rhythm and intonation patterns	a. speak with clear, comprehensible pronunciation, intonation, stress and rhythm in rehearsed and spontaneous situations
LC-1.2 orthography	a. read and write Roman orthography	a. read and write Roman orthography consistently and accurately	a. read and write Roman 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">• sports• caring for the land• family roles• communicating• 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• social life• hunting and gathering, trapping and fishing• consumerism• 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">• future plans• technology• art• environment• 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 Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

Blackfoot Language and Culture 30-12Y

Students will be able to:

a. use the following grammatical elements:.....

LC-1.4
grammatical elements

- reflexive marker doing an action for oneself for action only (VAI) for *I* (1S), *you* (2S), *he/she* (3S), *we* (1P), *all of us* (2I), *all of you* (2P), *they* (3P):
nitsspommoohs
kitsspommoohs
isspommoohsiwa
nitsspommoohsspinaan
isspommoohsso'p
kitsspommoohsspowaawa
isspommoohssiyawa
- change in discourse: sentences that indicate who is doing a certain action or specify a particular noun with the help of demonstrative pronouns known as a relative clause:
anna ninaawa
iimaohksisttohsisoka'simiwa
iiksstatsinihkiwa, kokkit anni
maohksinattsi sinakia'tsisi
- (VTA) simple sentences involving an object/goal for *we* (1P), *us* (2I), *you* (2P), *they* (3P) subject markers along with an action word involving an animate (NA) *his/her* (3S) object/goal in declarative form:
nitsiinowannaan nahk imitaawahk,
iinowawa nahk imitaawahk,
kitsiinowawaawa nahk imitaawahk,
iinoyiiaawa niisk imitayissk
- (VTA) declarative simple sentences involving an object/goal for *we* (1P→3S), *all of us* (2I→3S), *all of you* (2P→3S), *they* (3P→3S) subject markers along with an action word involving an animate (NA) *his/her* (3S) object/goal:
Nitainowannaan na imitaawa,
ainowawa na imitaawa,
kitainoawaawa na imitaawa,
ainoyiiaawa ni imitaayi
- weather verbs in the past tense:
Kaakohtsitsipstaopiwa
otsootahsi, ihsaitapoyaawa
Omahkoyisi
otsskao'ka'piksistsikohsi; and
future tense: *apinakosi*
aakssopoowa,
mattatoyiiksistsikosi
ayaakitomatapsstoyiikh
- (VTA) simple sentence involving an object/goal for *I*, *you*, *him/her* subject markers along with an action word involving an animate his/her object/goal:
nitainowayini oota's,
kitainowayini oota's,
ainoyiinayi oota's
- reflexive marker (VAI) doing an action for oneself for action only for *I*, *you*, *he/she*, *we*, *all of us*, *all of you*, *they*:
nitsstsisooohs,
kitsstsisooohs,
- doing an action for oneself a reflexive marker (VAI) for action only for *I*, *you*, *he/she*, *we*, *all of us*, *all of you*, *they* using “*omooohs*”:
nita'pao'tomooohs,
kita'pao'tomooohs,
a'pao'tomooohsiwa,
nita'pao'tomooohsspinaan,
a'pao'tomooohsso'p,
kita'pao'tomooohsspowaawa,
a'pao'tomooohssiyawa
- (VAI-VTA) benefactive changing an action-only word to an action word involving (3S) object/goal by the addition of one of two suffixes *-o* and *-mo-omol*:
iihpommooyiwayi onniki,
nitsiyisksipistomoawa
nitakkaawa ota'siksi
- change in discourse: sentences that indicate who is doing a certain action or specify a particular noun with the help of demonstrative pronouns known as a relative clause:
Anna saahkomaapiwa
iimaohksisttohksisoka'simiwa
iiksstatsinihkiwa. Oma
aakiikoana iimainnoisspiwa
iikaahsitapiiwa.

(continued)

General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

Blackfoot Language and Culture 30-12Y

LC-1.4
grammatical elements

- isstsipisoohsiwa,*
nitsstsipisoohspinnaan,
isstsipisoohso'p,
kitsstsipisoohspowaawa,
isstsipisoohsiyaawa
- (VAI→VTA) benefactive changing an action-only word to an action word involving (3S) object/goal:
iihpommaawa→iihpommoyii wayi,
nitsskiitattoo'piaawa→nitsskii toawaistsi
 - (VAI) (benefactive) someone doing an action for someone: for action-only words the element *omo* is added to the action word and this changes the meaning to an action word involving a (3S) object/goal:
nitsiyissksipistomoawa nitakkaawa ota'siksi
 - change in discourse: relative clause in object noun phrase:
Oma ninaawa ayo'kaawa ni'sa. Oma aakiikoana ainihkiwa ayaakahkayiwa.
 - 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:
Anna aakiiwa iimaohksisoka'simiwa iksstatspiwa. Anni iimayaahssi sitokihkiitani asakohkokkit.

- simple sentences involving an object/goal for *we* (1P-3S), *all of us* (2I-3S), *all of you* (2P-3S), *they* (3P-3S) subject markers along with an action word involving an animate (NA) *his/her* (3S) object/goal (VTA) in declarative form:
nitsiinoannaan nahk imitaawahk, iinoawa nahk imitaawahk, kitsiinoawaawa nahk imitaawahk, iinoyiiaawa niisk imitaayisk; and progressive form:
nitainoannaan nahk imitaawahk, ainoawawa nahk imitaawahk, kitainoawawaawa nahk imitaawahk, ainoyiiaawa niisk imitaayisk
- simple sentence involving an object/goal for *I, you, him/her* subject markers along with an action word involving animate *his/her* object/goal in declarative form:
nitsiinowa oma imitaawa, kitsiinowa oma imitaawa, iinoyiwa omi imitaay
- weather verbs in the subjunctive mode:
for past tense
(ihtsaiikkayiskattsiiyaawa otsootahsi, akattotakoyi iksskaohpotawa);
for future tense
(maatak sootawa miistapapinakosi, maatak ohpotawa aomahkatoyiiksistsikosi Iisiksipohsiyaawa)

(continued)

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

(continued)

LC-1 attend to the form of the language

LC-1.4
grammatical elements

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

Blackfoot Language and Culture 30-12Y

- descriptive words (VII) for inanimate objects:
pokohtssiwa iitaisoopao'pi,
miistapohpokohtssiwa
iitaisoopao'pi,
stohkanaohpokohtssiwa
iitaisoopao'pi
- (VAI→VTA) (benefactive) changing an action-only word to an action word involving (3S) object/goal:
iihpommaawa→iihpommoyiwayi,
nitsskiitattoo'piaawa→nitskiit oawaistsi
- someone doing an action for someone: for action-only words the element *omo* is added to the action word and this changes the meaning to an action word involving a (3S) object/goal (VAI→VTA) (benefactive):
nitsiyissksipistomoawa
nitakkaawa ota'siksi
- change in discourse: sentences that indicate who is doing a certain action or specify a particular noun with the help of demonstrative pronouns known as a relative clause:
anna ainihkiwa ninaawa
ikaisstatsinihkiwa, kokkit anni
maohksinattsi panokainattsi

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiyyaawa.*)

LC-2 interpret and produce oral texts

Kindergarten **Grade 1** **Grade 2** **Grade 3**
(Twelve-year Program) (Twelve-year Program) (Twelve-year Program) (Twelve-year Program)

Students will be able to:

LC-2.1 listening	a. understand simple spoken words and phrases in guided situations	a. understand simple spoken sentences in guided situations	a. understand simple spoken sentences in guided situations	a. understand short, simple oral texts in guided situations
LC-2.2 speaking	a. produce simple spoken words and phrases in guided situations	a. produce simple spoken words and phrases in guided situations	a. produce simple spoken sentences in guided situations	a. produce simple spoken sentences in guided situations
LC-2.3 interactive fluency	a. engage in simple interactions, using isolated words	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

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-2 interpret and produce oral texts

Grade 4 (Twelve-year Program)

Grade 5 (Twelve-year Program)

Grade 6 (Twelve-year Program)

Students will be able to:

LC-2.1 listening	a. understand a variety of short, simple oral texts in guided situations	a. understand short, simple oral texts in guided and unguided situations	a. understand a variety of short, simple oral texts in guided and unguided situations
LC-2.2 speaking	a. produce a series of simple spoken sentences in guided situations	a. produce short, simple oral texts in guided situations	a. produce a variety of short, simple oral texts in guided situations
LC-2.3 interactive fluency	a. engage in simple, structured interactions	a. engage in simple interactions, using simple sentences and/or phrases	a. engage in short, spontaneous exchanges, with pauses to formulate oral texts and to self-correct

General Outcome for Language Competence

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

(Pookaiksi aakaisokai'tsi'poyiiaawa.)

LC-2 interpret and produce oral texts

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

LC-2.1 listening	a. understand short oral texts on familiar topics, in guided situations	a. understand short oral texts on unfamiliar topics, in guided situations	a. understand the main point and some supporting details of lengthy oral texts on familiar topics, in guided situations
LC-2.2 speaking	a. produce short oral texts in guided and unguided situations	a. produce a variety of short, simple oral texts in guided and unguided situations	a. produce short oral texts on unfamiliar topics, in guided situations
LC-2.3 interactive fluency	a. manage short interactions with ease, with pauses to formulate oral texts and to self-correct	a. manage simple, routine interactions with ease, asking for repetition or clarification when necessary	a. manage simple, routine interactions with ease

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiyaawa.*)

LC–2 interpret and produce oral texts

	Blackfoot Language and Culture 10-12Y	Blackfoot Language and Culture 20-12Y	Blackfoot Language and Culture 30-12Y
<i>Students will be able to:</i>			
LC–2.1 listening	a. understand the main point and some supporting details of lengthy oral texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided situations	a. understand a variety of lengthy oral texts on familiar topics, in guided and unguided situations
LC–2.2 speaking	a. produce lengthy oral texts on familiar topics, providing some details to support the main point, in guided situations	a. produce lengthy oral texts on a variety of familiar topics, providing some details to support the main point, in guided and unguided situations	a. produce a variety of lengthy oral texts on familiar topics, in guided situations
LC–2.3 interactive fluency	a. sustain lengthy interactions comprehensibly, with pauses to formulate oral texts and to self-correct	a. converse, spontaneously, on unfamiliar and familiar topics, and participate in discussions	a. converse with ease in routine and nonroutine situations

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiyyaawa.*)

LC-3 interpret and produce written and visual texts

Kindergarten **Grade 1** **Grade 2** **Grade 3**
(Twelve-year Program) (Twelve-year Program) (Twelve-year Program) (Twelve-year Program)

Students will be able to:

LC-3.1 reading	a. understand simple written words and phrases in guided situations	a. understand simple written sentences in guided situations	a. understand a series of simple written sentences in guided situations	a. understand short simple written texts in guided situations
LC-3.2 writing	a. produce simple written words and phrases in guided situations	a. produce simple written words and phrases in guided situations	a. produce simple written words and phrases in guided situations	a. produce simple written sentences 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 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 a variety of visuals and other forms of nonverbal communication in guided situations
LC-3.4 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	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. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

General Outcome for Language Competence

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

(Pookaiksi aakaisokai'tsi'poyiiaawa.)

LC-3 interpret and produce written and visual texts

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

LC-3.1 reading	a. understand a variety of short, simple written texts in guided situations	a. understand short, simple written texts in guided and unguided situations	a. understand a variety of short, simple written texts in guided and unguided situations
LC-3.2 writing	a. produce simple written sentences in guided situations	a. produce short, simple written texts in guided situations	a. produce a variety of short, simple written texts in guided situations
LC-3.3 viewing	a. derive meaning from the visual elements of a variety of media, in guided situations	a. derive meaning from the visual elements of a variety of media, in guided and unguided situations	a. derive meaning from the visual elements of 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 situations	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 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 Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-3 interpret and produce written and visual texts

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
LC-3.1 reading	a. understand short written texts on unfamiliar topics, in guided situations	a. understand short written texts on unfamiliar topics, in guided situations	a. understand the main point and some supporting details of lengthy written texts on familiar topics, in guided situations
LC-3.2 writing	a. produce short, simple written texts in guided and unguided situations	a. produce a variety of short, simple written texts in guided and unguided situations	a. produce short written texts on unfamiliar topics, in guided situations
LC-3.3 viewing	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	a. propose several interpretations of the visual elements of a variety of media, in guided situations
LC-3.4 representing	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	a. explore a variety of ways that meaning can be expressed through the visual elements of a variety of media, in guided situations

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-3 interpret and produce written and visual texts

	Blackfoot Language and Culture 10-12Y	Blackfoot Language and Culture 20-12Y	Blackfoot Language and Culture 30-12Y
<i>Students will be able to:</i>			
LC-3.1 reading	a. understand the main point and some supporting details of lengthy written texts on a variety of familiar topics, in guided situations	a. understand a variety of lengthy written texts on unfamiliar topics, in guided situations	a. understand a variety of lengthy written texts on familiar topics, in guided and unguided situations
LC-3.2 writing	a. produce lengthy written texts on familiar topics, providing some details to support the main point, in guided situations	a. produce a variety of lengthy written texts on familiar topics, in guided situations	a. produce lengthy written 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. identify the purposes, intended audiences, messages and points of view of 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	a. examine a variety of visual media, in guided and unguided situations
LC-3.4 representing	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	a. explore a variety of techniques and conventions used to express meaning in visual media, in guided and unguided situations

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-4 apply knowledge of the sociocultural context

	Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
<i>Students will be able to:</i>				
LC-4.1 register	a. speak at a volume appropriate to classroom situations b. recognize and use some forms of address denoting respect	a. respond to tone of voice	a. distinguish between formal and informal situations	a. recognize that some topics, words or intonations are inappropriate in certain contexts
LC-4.2 expressions	a. imitate age-appropriate expressions	a. imitate age-appropriate expressions	a. understand and use some simple expressions as set phrases	a. understand and use a variety of simple expressions as set phrases
LC-4.3 variations in language	a. experience a variety of voices	a. experience a variety of voices	a. acknowledge individual differences in speech	a. accept individual differences in speech
LC-4.4 social conventions	a. imitate and use simple routine social interactions	a. use basic social expressions appropriate to the classroom	a. use basic politeness conventions	a. use appropriate oral forms of address for people frequently encountered
LC-4.5 nonverbal communication	a. imitate some common nonverbal behaviours	a. understand the meaning of and imitate some common nonverbal behaviours	a. experiment with using some simple nonverbal means of communication	a. recognize that some nonverbal behaviours may be inappropriate in certain contexts

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-4 apply knowledge of the sociocultural context

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

LC-4.1 register	a. experiment with and use informal language in familiar contexts	a. use formal and informal language in familiar situations	a. identify socially appropriate language in specific situations
LC-4.2 expressions	a. use learned expressions in new contexts	a. use learned expressions to enhance communication	a. use learned idiomatic expressions correctly
LC-4.3 variations in language	a. experience a variety of accents and variations in speech	a. experience regional variations in language	a. recognize some common regional variations in language
LC-4.4 social conventions	a. recognize verbal behaviours that are considered impolite	a. recognize simple social conventions in informal conversations	a. recognize important social conventions in everyday interactions; e.g., shaking hands
LC-4.5 nonverbal communication	a. recognize appropriate nonverbal behaviours to use with people frequently encountered	a. use appropriate nonverbal behaviours in a variety of familiar contexts; e.g., eye contact	a. use appropriate nonverbal behaviours in a variety of familiar contexts

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-4 apply knowledge of the sociocultural context

	Grade 7 (Twelve-year Program)	Grade 8 (Twelve-year Program)	Grade 9 (Twelve-year Program)
<i>Students will be able to:</i>			
LC-4.1 register	a. explore formal and informal uses of language in a variety of contexts	a. use suitable, simple formal language in a variety of contexts	a. explore differences in register between spoken expressions and written texts
LC-4.2 expressions	a. use learned idiomatic expressions in a variety of contexts	a. examine the role of idiomatic expressions in culture	a. identify influences on idiomatic expressions
LC-4.3 variations in language	a. recognize other influences resulting in variations in language; e.g., age, gender, kinship	a. recognize other influences resulting in variations in language; e.g., occupation, level of education	a. recognize other influences resulting in variations in language; e.g., relationship with others involved in the interaction
LC-4.4 social conventions	a. interpret the use of social conventions encountered in oral expressions and written texts	a. interpret and use important social conventions in interactions	a. interpret and use appropriate oral and written forms of address with a variety of audiences
LC-4.5 nonverbal communication	a. recognize nonverbal behaviours that are considered impolite	a. avoid nonverbal behaviours that are considered impolite	a. recognize various types of nonverbal communication

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiiaawa.*)

LC-4 apply knowledge of the sociocultural context

	Blackfoot Language and Culture 10-12Y	Blackfoot Language and Culture 20-12Y	Blackfoot Language and Culture 30-12Y
<i>Students will be able to:</i>			
LC-4.1 register	a. identify differences in register between spoken and written texts	a. adjust language to suit audience and purpose	a. use the appropriate level of formality with a variety of people in a variety of contexts
LC-4.2 expressions	a. interpret unfamiliar idiomatic expressions in a variety of contexts	a. explore and interpret idiomatic expressions in popular, contemporary culture	a. explore and interpret unfamiliar idiomatic expressions and use learned idiomatic expressions appropriately in a variety of situations
LC-4.3 variations in language	a. identify some common regional or other variations in language	a. experiment with some variations in language	a. adapt to some variations in language
LC-4.4 social conventions	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	a. explore and use a variety of social conventions in a variety of situations
LC-4.5 nonverbal communication	a. use nonverbal communication techniques in a variety of contexts	a. use nonverbal communication techniques appropriately in a variety of contexts	a. use a variety of nonverbal communication techniques appropriately in a variety of contexts

General Outcome for Language Competence

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

(Pookaiksi aakaisokai'tsi'poyiyyaawa.)

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

Kindergarten **Grade 1** **Grade 2** **Grade 3**
 (Twelve-year Program) (Twelve-year Program) (Twelve-year Program) (Twelve-year Program)

Students will be able to:

LC-5.1 cohesion/ coherence	a. follow speech that uses simple link words	a. imitate speech that uses simple link words	a. sequence elements of a simple story, process or series of events	a. link words or groups of words in simple ways
LC-5.2 text forms	a. experience a variety of oral text forms	a. recognize some simple oral text forms	a. recognize some simple oral text forms	a. recognize some simple oral text forms and print text forms
LC-5.3 patterns of social interaction	a. respond using very simple social interaction patterns	a. respond using very simple social interaction patterns	a. initiate simple social interaction patterns	a. initiate interactions and respond, using simple social interaction patterns

General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiyyaawa.*)

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

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

LC-5.1 cohesion/ coherence	a. link several sentences coherently	a. recognize common conventions to structure texts	a. organize texts, using common patterns b. interpret simple references within texts
LC-5.2 text forms	a. recognize a variety of oral and print text forms	a. use some simple text forms in their own productions	a. recognize a variety of text forms delivered through a variety of media
LC-5.3 patterns of social interaction	a. use simple conventions to open and close conversations and manage turn taking	a. initiate interactions and respond, using a variety of social interaction patterns	a. initiate interactions and respond, using a variety of social interaction patterns

General Outcome for Language Competence

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

(*Pookaiksi aakaisokai'tsi'poyiyyaawa.*)

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

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

LC-5.1 cohesion/ coherence	a. organize texts to indicate steps in a procedure or directions to follow	a. use a variety of conventions to structure texts	a. interpret texts that use patterns or chronological sequencing
		b. interpret and use references within texts	
LC-5.2 text forms	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	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. combine simple social interaction patterns to perform transactions and interactions	a. combine simple social interaction patterns to perform complex transactions and interactions

General Outcome for Language Competence

Students will be effective, competent and comfortable as Blackfoot speakers.
(*Pookaiksi aakaisokai'tsi'poyiyyaawa.*)

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

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

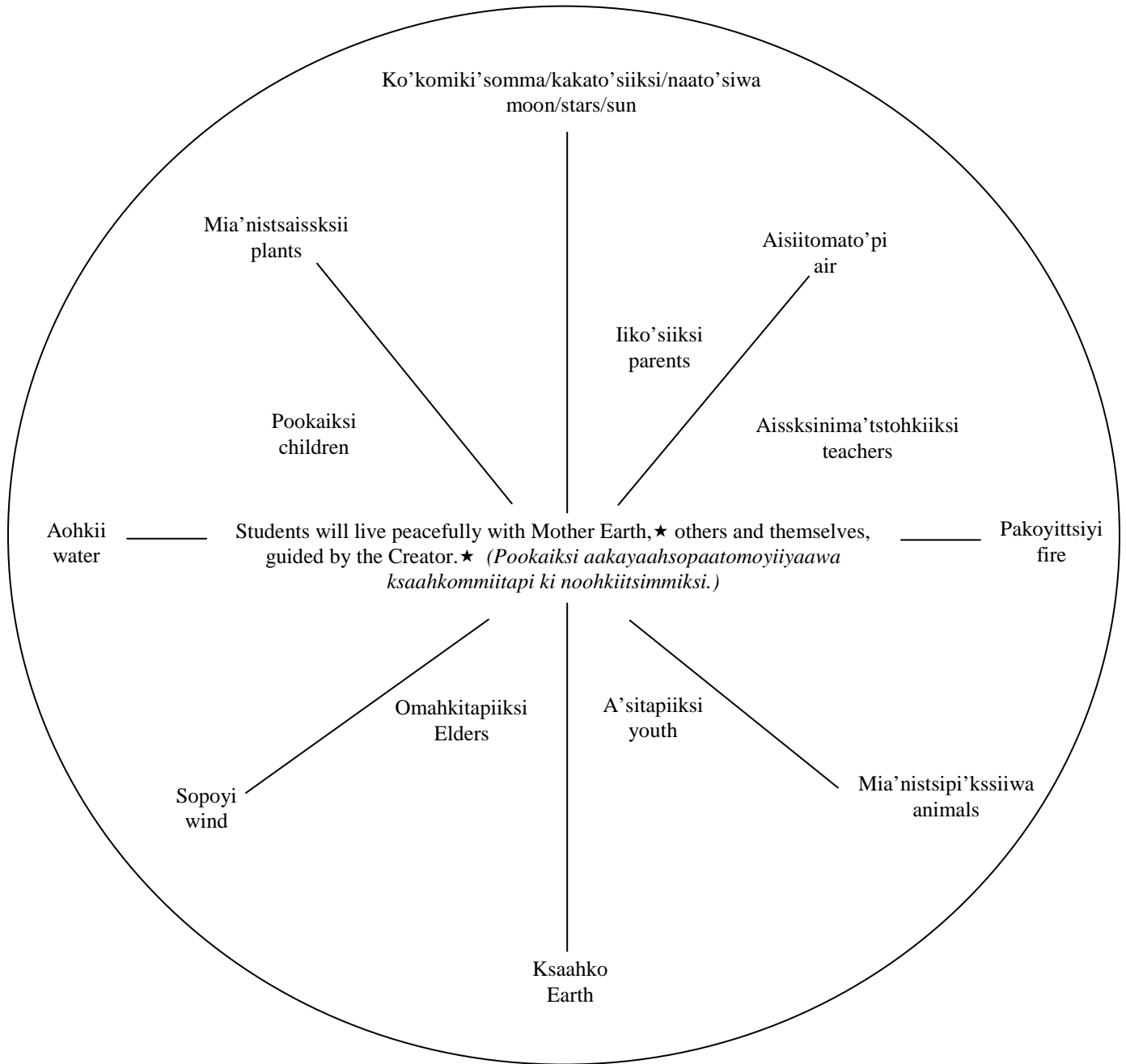
Blackfoot Language and Culture 30-12Y

Students will be able to:

LC-5.1 cohesion/ coherence	a. use a variety of references within texts	a. use appropriate words and phrases to show a variety of relationships within texts	a. link a series of ideas
LC-5.2 text forms	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	a. use their knowledge of text forms to aid interpretation and enhance production of texts
LC-5.3 patterns of social interaction	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	a. use a wide range of social interaction patterns to deal with routine and some nonroutine transactions and interactions



Community Membership



★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

COMMUNITY MEMBERSHIP

The specific outcomes in the Community Membership section are intended to support many aspects of the students' Blackfoot cultural development. These outcomes are grouped under three cluster headings:

- Mother Earth
- others
- themselves.

Each cluster is further broken down into five strands, which strive to build a specific knowledge, skill or value from Kindergarten to Grade 12. The five strands are as follows:

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

The terms *Mother Earth* and *Creator* are identified as discretionary terms in this program of studies. Communities may choose to use these terms or other related terms acceptable to them (e.g., nature, the environment) in order to teach the outcomes in this section.

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM–1 Mother Earth★

Kindergarten **Grade 1** **Grade 2** **Grade 3**
(Twelve-year Program) (Twelve-year Program) (Twelve-year Program) (Twelve-year Program)

Students will be able to:

CM–1.1 relationships	a. experience and explore Mother Earth★	a. listen to stories about Mother Earth,★ and observe and experience Mother Earth★	a. participate in harmonious activities and experiences related to Mother Earth★	a. take care of Mother Earth★
CM–1.2 knowledge of past and present	a. participate in activities and experiences that convey knowledge of Mother Earth★ (past and present)	a. participate in activities and experiences that convey knowledge of Mother Earth★ (past and present)	a. participate in activities and experiences that convey knowledge of Mother Earth★ (past and present)	a. explore a past/present Blackfoot community
CM–1.3 practices and products	a. experience practices and products related to Mother Earth★	a. observe and experience practices and products related to Mother Earth★	a. participate in activities, experiences and practices related to Mother Earth★	a. explore the practices and products related to Mother Earth★ of a specific region or community
CM–1.4 past and present perspectives	a. listen to stories about Mother Earth★ from the past and present, and explore change	a. participate in activities and experiences that reflect past and present Blackfoot perspectives related to Mother Earth★	a. participate in activities and experiences that reflect past and present Blackfoot perspectives related to Mother Earth★	a. participate in activities and experiences that reflect past and present Blackfoot perspectives related to Mother Earth★
CM–1.5 diversity	a. listen to stories about Mother Earth★ from diverse Blackfoot origins	a. 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. participate in activities and experiences that reflect diversity in perspectives related to Mother Earth★

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM–1 Mother Earth★

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

CM–1.1 relationships	a. identify concrete ways in which to show respect for Mother Earth★	a. participate in activities that show care and respect for Mother Earth★	a. demonstrate leadership in caring for and respecting Mother Earth★
CM–1.2 knowledge of past and present	a. explore past and present Blackfoot regions in Alberta	a. explore past and present Blackfoot regions in Canada	a. identify and describe basic, key facts about some Blackfoot geographical regions or communities
CM–1.3 practices and products	a. identify and describe some practices and products related to Mother Earth★ of specific regions and communities	a. explore basic, key practices and products related to Mother Earth★	a. identify and describe basic, key practices and products related to Mother Earth★
CM–1.4 past and present perspectives	a. compare past and present Blackfoot perspectives about Mother Earth★	a. explore past and present Blackfoot values related to Mother Earth★	a. identify and examine traditional Blackfoot perspectives and values related to Mother Earth★
CM–1.5 diversity	a. compare diverse Blackfoot perspectives about Mother Earth★	a. explore diverse Blackfoot values related to Mother Earth★	a. identify and examine diverse Blackfoot perspectives and values related to Mother Earth★

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM-1 Mother Earth★

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

CM-1.1 relationships	a. examine their own treatment of, and attitudes toward, Mother Earth★	a. examine their own and others' treatment of, and attitudes toward, Mother Earth★	a. examine community and societal treatment of, and attitudes toward, Mother Earth★
CM-1.2 knowledge of past and present	a. explore and examine aspects of Mother Earth★	a. examine and identify changes that have occurred in their own community/land	a. examine and identify changes in other Blackfoot communities
CM-1.3 practices and products	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★	a. understand the meaning and significance of a variety of practices and products related to Mother Earth★
CM-1.4 past and present perspectives	a. examine their own perspectives and views related to Mother Earth★	a. examine and compare perspectives and views related to Mother Earth★	a. explore a variety of perspectives related to the treatment of Mother Earth★
CM-1.5 diversity	a. examine diverse perspectives and views related to Mother Earth★	a. examine and compare diverse perspectives and views related to Mother Earth★	a. explore a variety of perspectives related to Mother Earth★

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM–1 Mother Earth★

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

Blackfoot Language and Culture 30-12Y

Students will be able to:

CM–1.1 relationships	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★	a. understand, respect and value Mother Earth★
CM–1.2 knowledge of past and present	a. explore and examine the impact of traditional treatment of Mother Earth★ on their own contemporary community	a. reflect on past traditional treatment of Mother Earth★	a. respect and understand how knowledge of past and present interaction with Mother Earth★ affects Canada
CM–1.3 practices and products	a. identify, describe and practise protocols related to Mother Earth★	a. understand and value the meaning of protocols related to Mother Earth★	a. understand, value and respect Blackfoot practices and products related to Mother Earth★
CM–1.4 past and present perspectives	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★	a. respect traditional and contemporary views and perspectives of Mother Earth★
CM–1.5 diversity	a. accept others' diverse viewpoints related to Mother Earth★	a. value and respect others' diverse viewpoints related to Mother Earth★	a. accept, value and respect others' diverse viewpoints related to Mother Earth★

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM–2 others

Kindergarten **Grade 1** **Grade 2** **Grade 3**
(Twelve-year Program) (Twelve-year Program) (Twelve-year Program) (Twelve-year Program)

Students will be able to:

CM–2.1 relationships	a. share with others and recognize that others are a part of their own living world/kinship system	a. listen respectfully to others; e.g., storytelling, counsel, sharing circle	a. contribute to and cooperate in activities with others, and practise friendliness	a. practise consideration and helpfulness toward others
CM–2.2 knowledge of past and present	a. participate in activities and experiences that convey knowledge of historical and contemporary Blackfoot culture; e.g., storytelling, celebrations	a. participate in activities and experiences that convey knowledge of historical and contemporary Blackfoot culture; e.g., storytelling, celebrations	a. explore a past and present Blackfoot community; e.g., their people, practices, products, beliefs	a. explore a past and present Blackfoot community; e.g., its people, practices, products, beliefs
CM–2.3 practices and products	a. observe and participate in a group in Blackfoot cultural experiences, practices and activities	a. observe and participate in a group in Blackfoot cultural experiences, practices and activities	a. observe, understand and participate in family and/or school Blackfoot cultural experiences, practices and activities	a. explore Blackfoot community cultural practices and products
CM–2.4 past and present perspectives	a. listen to stories from the past and present, and explore change	a. listen to stories from the past and present, and explore change	a. observe and participate in activities, experiences and product development that reflect the past and present, and explore change	a. describe similarities and differences between past and present Blackfoot community experiences, practices, products, perspectives and values, and examine change
CM–2.5 diversity	a. observe and explore the unique qualities of others	a. observe and explore the unique qualities of others	a. identify the unique qualities of others; e.g., family	a. identify and celebrate the unique qualities of others; i.e., meeting the needs of the community by voluntarily fulfilling the roles

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM–2 others

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

CM–2.1 relationships	a. respect others (e.g., property, thoughts) and practise humility	a. form positive relationships with others; e.g., peers, family, Elders	a. form meaningful/special relationships with others; e.g., girl–aunt relationships, joking relationships, same name
CM–2.2 knowledge of past and present	a. explore past and present Blackfoot people, practices, products and beliefs in Alberta; e.g., tribes, individuals	a. explore past and present Blackfoot people, practices, products and beliefs in Canada	a. explore key Blackfoot historical and contemporary events, figures and developments; e.g., treaties
CM–2.3 practices and products	a. explore tribal or regional Blackfoot cultural practices and products	a. explore cultural practices and products of Blackfoot peoples in Canada	a. identify and describe key Blackfoot cultural practices and products
CM–2.4 past and present perspectives	a. examine past and present perspectives and values, and examine change	a. examine past and present perspectives and values, and examine change	a. identify and explore past and present perspectives and values, and celebrate change
CM–2.5 diversity	a. explore characteristics of different Blackfoot-speaking peoples in Canada	a. compare characteristics of Blackfoot-speaking peoples in Canada	a. explore Blackfoot-speaking cultural groups as part of larger Aboriginal communities

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM–2 others

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

CM–2.1 relationships	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	a. participate in creating consensus while working with others and encourage and help others
CM–2.2 knowledge of past and present	a. explore key Blackfoot historical and contemporary events, figures and developments; e.g., residential schools, Crowfoot	a. identify key Blackfoot historical and contemporary events, figures and developments; e.g., local government, reserve system, leadership styles	a. identify key Blackfoot historical and contemporary events, figures and developments; e.g., government styles
CM–2.3 practices and products	a. explore the significance of Blackfoot cultural practices and products	a. understand the meaning and significance of some Blackfoot cultural practices and products	a. understand the meaning and significance of a variety of Blackfoot cultural practices and products
CM–2.4 past and present perspectives	a. explore and identify basic, key Blackfoot perspectives and values	a. examine basic, key Blackfoot perspectives and values	a. explore traditional and contemporary Blackfoot perspectives and values
CM–2.5 diversity	a. appreciate and respect similarities and differences in others	a. identify and discuss similarities and differences in others and examine stereotyping	a. examine and discuss similarities and differences and examine stereotyping

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator. ★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM-2 others

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

Blackfoot Language and Culture 30-12Y

Students will be able to:

CM-2.1 relationships	a. participate in following protocols relating to interaction in the community; i.e., requesting information from others	a. show leadership and mutual support	a. form positive and respectful relationships with a variety of other people
CM-2.2 knowledge of past and present	a. explore the impact of historical and contemporary Blackfoot events, figures and developments on the immediate community; e.g., Canada's <i>Indian Act</i>	a. identify the impact of historical and contemporary Blackfoot events, figures and developments on the immediate community; e.g., residential schools	a. explore how historical experiences of the Blackfoot culture have shaped the contemporary Blackfoot culture
CM-2.3 practices and products	a. reflect on the meaning and significance of a variety of Blackfoot cultural practices and products to Blackfoot peoples	a. examine the meaning and significance of a variety of Blackfoot cultural practices and products to Blackfoot peoples	a. respect and value the meaning and significance of a variety of Blackfoot cultural practices and products to Blackfoot peoples
CM-2.4 past and present perspectives	a. describe and understand traditional and contemporary Blackfoot perspectives and values	a. recognize and appreciate traditional values and perspectives and understand that Blackfoot culture has evolved	a. respect and value traditional culture in contemporary society
CM-2.5 diversity	a. accept others' diverse viewpoints and practices	a. value and respect others' diverse viewpoints, practices and characteristics	a. accept, value and respect others' diverse viewpoints and celebrate the diversity of Blackfoot-speaking peoples

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM-3 themselves

Kindergarten **Grade 1** **Grade 2** **Grade 3**
(Twelve-year Program) (Twelve-year Program) (Twelve-year Program) (Twelve-year Program)

Students will be able to:

CM-3.1 relationships	a. represent themselves and their family, recognizing that they are part of the living world	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; e.g., home, school	a. express their own concept of themselves and understand their own strengths and abilities
CM-3.2 knowledge of past and present	a. share about themselves and their family; i.e., traditions, nicknames, practices	a. explore kinship	a. explore kinship and community	a. explore and examine family/community traditions and practices
CM-3.3 practices and products	a. observe and participate in Blackfoot cultural experiences, practices and activities	a. observe and participate in Blackfoot cultural experiences, practices and activities	a. observe and participate in Blackfoot cultural experiences, practices and activities	a. observe and participate in Blackfoot cultural experiences, practices and activities
CM-3.4 past and present perspectives	a. explore their own change and listen to others' views and stories	a. express their own understanding of themselves and their family	a. express their own understanding of themselves, their family and their community, and explore others' perceptions	a. understand their own strengths and weaknesses
CM-3.5 diversity	a. explore and celebrate their own uniqueness; e.g., themselves, their family	a. observe, celebrate and recognize their own uniqueness; e.g., physical characteristics, kinship	a. identify and celebrate unique characteristics of family and community	a. identify and celebrate unique strengths and abilities

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth, ★ others and themselves, guided by the Creator. ★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM–3 themselves

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

CM–3.1 relationships	a. explore various sources of information for development of their own self-concept and learn and understand the importance of respect for themselves	a. identify influences on the development of their own self-concept and self-identity	a. reflect on various facets of self-identity
CM–3.2 knowledge of past and present	a. explore their family/community background—tribal affiliation/heritage, kinship	a. explore Blackfoot peoples in Canada	a. explore Blackfoot peoples in Canada
CM–3.3 practices and products	a. explore Blackfoot cultural experiences, practices and products	a. explore Blackfoot cultural experiences, practices and products	a. explore and identify Blackfoot cultural experiences, practices and products
CM–3.4 past and present perspectives	a. explore others' perceptions of them	a. recognize that individuals change and that the way they see themselves changes	a. recognize the effects of positive and negative treatment on themselves; i.e., stereotyping
CM–3.5 diversity	a. explore, identify and celebrate the unique characteristics of their own family and community	a. explore, identify and celebrate the unique characteristics of Blackfoot peoples in Canada	a. explore and celebrate their own unique cultural heritage

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM–3 themselves

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

CM–3.1 relationships	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	a. understand self-concept and its relationship to overall development, achievement and decisions for the future
CM–3.2 knowledge of past and present	a. examine their own cultural heritage	a. examine and identify changes that have occurred in their own specific culture	a. reflect on how knowledge of their own cultural heritage helps them to understand themselves better
CM–3.3 practices and products	a. explore the significance, to themselves, of Blackfoot cultural practices and products	a. understand the meaning and significance of some Blackfoot cultural practices and products	a. understand the meaning and significance of a variety of Blackfoot cultural practices and products
CM–3.4 past and present perspectives	a. explore changing perspectives of themselves (i.e., cultural, language, family, roles) and examine stereotyping	a. examine changing perspectives of themselves (i.e., peer groups, social environments) and examine stereotyping	a. explore the significance, to themselves, of the Blackfoot culture
CM–3.5 diversity	a. examine and celebrate their own unique cultural heritage	a. examine and celebrate changes in their own perspectives about Blackfoot culture	a. identify and celebrate knowledge of their own cultural heritage

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).

General Outcome for Community Membership

Students will live peacefully with Mother Earth,★ others and themselves, guided by the Creator.★ (*Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi.*)

CM-3 themselves

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

Blackfoot Language and Culture 30-12Y

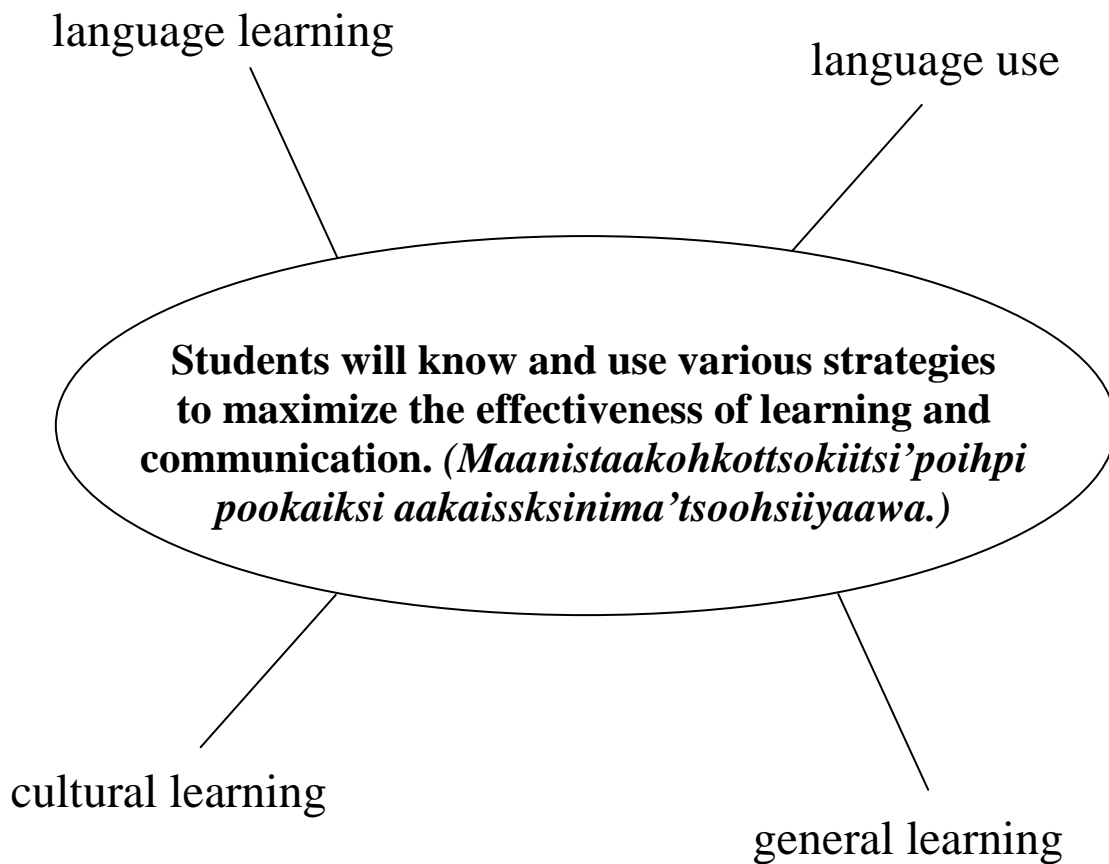
Students will be able to:

CM-3.1 relationships	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	a. understand, accept and celebrate their own uniqueness and identity, their desire to live a balanced lifestyle and their spirituality
CM-3.2 knowledge of past and present	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	a. value and respect their own cultural heritage
CM-3.3 practices and products	a. reflect on the personal meaning and significance of a variety of Blackfoot cultural practices and products	a. examine the personal meaning and significance of a variety of Blackfoot cultural practices and products	a. respect and value the personal meaning and significance of a variety of Blackfoot cultural practices and products
CM-3.4 past and present perspectives	a. examine the personal significance of various aspects of Blackfoot culture	a. identify with the Blackfoot culture	a. recognize and engage in activities that will promote their own lifelong Blackfoot cultural development
CM-3.5 diversity	a. examine and celebrate the significance of Blackfoot culture	a. identify and celebrate their own unique understanding of their cultural heritage	a. celebrate their own uniqueness as Blackfoot-speaking peoples

★ Discretionary: The terms Mother Earth and Creator are discretionary terms; communities may choose alternative terms acceptable to them (e.g., nature, the environment).



Strategies



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. The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, cultural learning, and 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.

The strategies are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings is a single strand that deals with three general categories of strategies. Language learning, cultural learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are categorized by communicative mode: interactive, interpretive and productive.

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 level. Consequently, the specific outcomes make only general references to strategies within each category. Specific strategies for each category are included in the sample list of strategies below. The specific strategies provided in the sample 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 be able to demonstrate 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.

SAMPLE LIST OF STRATEGIES

Language Learning Strategies

Cognitive

- listen attentively
- perform 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 the Blackfoot language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Blackfoot or in English
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning
- 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 opportunities in and outside of class to practise and observe
- perceive and note 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 non-acceptance 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 Blackfoot
- 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 something is not understood
- use the other speakers' words in subsequent conversations
- assess feedback from a conversation partner to recognize when a message has not been understood; e.g., blank look
- 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 predictions about what is expected to be heard 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 information found in a 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 avoiding difficult structures by rephrasing

Cultural Learning Strategies

Cognitive

- observe and listen attentively
- actively participate in culturally relevant activities; e.g., storytelling, ceremonies, berry picking, feasts, fish scale art, sewing
- imitate cultural behaviours
- memorize specific protocols; e.g., prayers, songs, stories
- seek out information by asking others; e.g., parents, teachers, Elders
- repeat or practise saying or doing cultural practices or traditions; e.g., 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; e.g., teepee teachings
- group together sets of things with similar characteristics; e.g., cultural practices, objects
- identify similarities and differences between aspects of Blackfoot culture and other cultures
- 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
- use mind maps, webs or diagrams
- place new cultural learning in a context to make it easier to remember

- use induction to generate rules governing cultural elements; e.g., 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 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 for or observe 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 and 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 culture
- experiment with various cultural behaviours and practices, noting acceptance/support or non-acceptance/lack of support by members of the culture
- participate actively in the traditions of the culture; i.e., storytelling, sharing circle
- be willing to take risks and try new/unfamiliar things
- 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 own 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
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with 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 Internet, 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 own 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; e.g., a diary, 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 (the actions of 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 and 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 know and use various strategies to maximize the effectiveness of learning and communication. (*Maanistaakohkottoskiitsi'poihipi pookaiksi aakaissksinima'tsoohsiyaawa.*)

S-1 language learning

	Kindergarten (Twelve-year Program)	Grade 1 (Twelve-year Program)	Grade 2 (Twelve-year Program)	Grade 3 (Twelve-year Program)
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Students will be able to:

S-1.1 cognitive, metacognitive, social/affective	a. use simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance language learning	a. use simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance language learning	a. use a variety of simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance language learning	a. use a variety of simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance language learning
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S-2 language use

Students will be able to:

S-2.1 interactive, interpretive, productive	a. use simple interactive, interpretive and productive strategies, with guidance, to enhance language use	a. use simple interactive, interpretive and productive strategies, with guidance, to enhance language use	a. use a variety of simple interactive, interpretive and productive strategies, with guidance, to enhance language use	a. use a variety of simple interactive, interpretive and productive strategies, with guidance, to enhance language use
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S-3 cultural learning

Students will be able to:

S-3.1 cognitive, metacognitive, social/affective	a. use simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance cultural learning	a. use simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance cultural learning	a. use a variety of simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance cultural learning	a. use a variety of simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance cultural learning
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S-4 general learning

Students will be able to:

S-4.1 cognitive, metacognitive, social/affective	a. use simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance general learning	a. use simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance general learning	a. use a variety of simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance general learning	a. use a variety of simple cognitive, metacognitive and social/affective strategies, with guidance, to enhance general learning
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Examples of language learning, language use, cultural learning and general learning strategies are available on pages 76 to 80.

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication. (*Maanistaakohkottsokiitsi'poihipi pookaiksi aakaissksinima'tsoohsiyaawa.*)

S-1 language learning

Grade 4
(Twelve-year Program)

Grade 5
(Twelve-year Program)

Grade 6
(Twelve-year Program)

Students will be able to:

S-1.1
cognitive,
metacognitive,
social/affective

a. identify and use a variety of cognitive, metacognitive and social/affective strategies to enhance language learning

a. identify and use a variety of cognitive, metacognitive and social/affective strategies to enhance language learning

a. identify and use a variety of cognitive, metacognitive and social/affective strategies to enhance language learning

S-2 language use

Students will be able to:

S-2.1
interactive,
interpretive,
productive

a. identify and use a variety of interactive, interpretive and productive strategies to enhance language use

a. identify and use a variety of interactive, interpretive and productive strategies to enhance language use

a. identify and use a variety of interactive, interpretive and productive strategies to enhance language use

S-3 cultural learning

Students will be able to:

S-3.1
cognitive,
metacognitive,
social/affective

a. identify and use a variety of cognitive, metacognitive and social/affective strategies to enhance cultural learning

a. identify and use a variety of cognitive, metacognitive and social/affective strategies to enhance cultural learning

a. identify and use a variety of cognitive, metacognitive and social/affective strategies to enhance cultural learning

S-4 general learning

Students will be able to:

S-4.1
cognitive,
metacognitive,
social/affective

a. identify and use a variety of cognitive, metacognitive and social/affective strategies to enhance general learning

a. identify and use a variety of cognitive, metacognitive and social/affective strategies to enhance general learning

a. identify and use a variety of cognitive, metacognitive and social/affective strategies to enhance general learning

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 76 to 80.

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication. (*Maanistaakohkottoskiitsi'poihipi pookaiksi aakaissksinima'tsoohsiyaawa.*)

S-1 language learning

Grade 7
(Twelve-year Program)

Grade 8
(Twelve-year Program)

Grade 9
(Twelve-year Program)

Students will be able to:

S-1.1 cognitive, metacognitive, social/affective	a. select and use a variety of cognitive, metacognitive and social/affective strategies to enhance language learning	a. select and use a variety of cognitive, metacognitive and social/affective strategies to enhance language learning	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations

S-2 language use

Students will be able to:

S-2.1 interactive, interpretive, productive	a. select and use a variety of interactive, interpretive and productive strategies to enhance language use	a. select and use a variety of interactive, interpretive and productive strategies to enhance language use	a. select and use appropriate interactive, interpretive and productive strategies to enhance language use in a variety of situations

S-3 cultural learning

Students will be able to:

S-3.1 cognitive, metacognitive, social/affective	a. select and use a variety of cognitive, metacognitive and social/affective strategies to enhance cultural learning	a. select and use a variety of cognitive, metacognitive and social/affective strategies to enhance cultural learning	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance cultural learning in a variety of situations

S-4 general learning

Students will be able to:

S-4.1 cognitive, metacognitive, social/affective	a. select and use a variety of cognitive, metacognitive and social/affective strategies to enhance general learning	a. select and use a variety of cognitive, metacognitive and social/affective strategies to enhance general learning	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 76 to 80.

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication. (*Maanistaakohkottoskiitsi'poihipi pookaiksi aakaissksinima'tsoohsiyaawa.*)

S-1 language learning

Blackfoot Language and Culture 10-12Y

Blackfoot Language and Culture 20-12Y

Blackfoot Language and Culture 30-12Y

Students will be able to:

S-1.1 cognitive, metacognitive, social/affective	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance language learning in a variety of situations	a. use appropriate cognitive, metacognitive and social/affective strategies effectively to enhance language learning in a variety of situations	a. use appropriate cognitive, metacognitive and social/affective strategies effectively to enhance language learning in a variety of contexts

S-2 language use

Students will be able to:

S-2.1 interactive, interpretive, productive	a. select and use appropriate interactive, interpretive and productive strategies to enhance language use in a variety of situations	a. use appropriate interactive, interpretive and productive strategies effectively to enhance language use in a variety of situations	a. use appropriate interactive, interpretive and productive strategies effectively to enhance language use in a variety of contexts

S-3 cultural learning

Students will be able to:

S-3.1 cognitive, metacognitive, social/affective	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance cultural learning in a variety of situations	a. use appropriate cognitive, metacognitive and social/affective strategies effectively to enhance cultural learning in a variety of situations	a. use appropriate cognitive, metacognitive and social/affective strategies effectively to enhance cultural learning in a variety of contexts

S-4 general learning

Students will be able to:

S-4.1 cognitive, metacognitive, social/affective	a. select and use appropriate cognitive, metacognitive and social/affective strategies to enhance general learning in a variety of situations	a. use appropriate cognitive, metacognitive and social/affective strategies effectively to enhance general learning in a variety of situations	a. use appropriate cognitive, metacognitive and social/affective strategies effectively to enhance general learning in a variety of contexts

Examples of language learning, language use, cultural learning and general learning strategies are available on pages 76 to 80.