

---

---

## (FNMI) LANGUAGE AND CULTURE TWELVE-YEAR (KINDERGARTEN TO GRADE 12) TEMPLATE

[This template was developed by Alberta Education with the advice and input of First Nations and Métis Elders, community experts and teachers. It is intended to assist school authorities in the development of First Nations, Métis and Inuit (FNMI) language and culture twelve-year (Kindergarten to Grade 12) course outlines. The template can be used and adapted as necessary so that a locally developed course outline meets the needs and requirements associated with the focus language and culture in the community. The term (FNMI) in this template should be replaced throughout with the name of the specific language for which the course outline is being developed.]

This course outline is intended for students who are beginning their study of (FNMI) language and culture in Kindergarten or Grade 1. It constitutes the complete (FNMI) Language and Culture Twelve-year (12Y) Course Outline.

### PHILOSOPHY

The (FNMI) worldview is holistic whereby all life forms are interconnected and life is considered sacred. Human beings are part of a sacred circle. Emotional, physical, mental and spiritual realms are recognized as part of the whole.

Traditionally, responsibility within (FNMI) culture primarily involved contributing to the well-being and success of the group—the family, extended family and community. Leadership was developed through service to the community, and cooperation and helping others were crucial to survival. Traditional (FNMI) culture revolves around the connection to the land and the relationship with family and community.

The (FNMI) worldview respects all living things on land, in water and in the air, and all interconnectedness with humans. (FNMI) people use the plant and animal products and minerals of the land with great respect.

### RATIONALE FOR LEARNING (FNMI)

The (FNMI) language is a gift of the Creator. Elders are viewed as “keepers of knowledge” and it is their guidance that (FNMI) peoples seek for language and cultural learning. Language and culture are inextricably woven.

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

## **VOICES OF THE ELDERS**

The wisdom of the Elders is central to cultural learning according to (FNMI) perspective. (FNMI) people seek the guidance of Elders as they strive for balance in their relationships with the Creator, the natural world, other people and themselves.

The (FNMI) Language and Culture Twelve-year (Kindergarten to Grade 12) Course Outline has been developed based on the support of various Elders.

### **Oral Tradition**

In (FNMI) culture, oral tradition has been the most important method for passing information and knowledge from one generation to another. This was the pedagogy before the introduction of Western education systems. Students need to be taught to value and respect oral tradition and this style of education as told by the storytellers.

Storytellers have always been respected within traditional (FNMI) culture. They carry within their stories the legends, spiritual truths and history of the (FNMI) people. Stories pass on the values and beliefs that are important to the (FNMI) people, and stories help preserve language and worldview, especially if told in the (FNMI) language. Storytellers speak from the heart, and the listeners are encouraged to listen from the heart.

### **Spirituality**

Although the Elders strongly recommend that the connection to the Creator be interwoven throughout the course outline, the developers and Elders themselves respect that individuals/teachers may not want to teach/promote this view. Above all, one's individual integrity is respected.

### **Our Relationship with the Natural World**

People are not greater than the things in nature. The natural world has its own laws that must be respected if people are going to be sustained by it. People are identified by the land they have historically inhabited and on which they have

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

### **Our Relationship with One Another**

Agreement on rules enables cooperation and group strength, which is greater than individual strength. Identity comes from being in respectful relationships with others, particularly in the family/clan, community and nation.

### **Our Relationship with Ourselves**

Each person is born sacred and complete. The Creator has given each person the gift of a body and the choice to care for and use that body with respect. The Creator has given each person the capacity and choice to learn. The Creator has given each person talents or strengths to be discovered and the choice to develop and share the gifts.

## **ASSUMPTIONS**

The following statements are assumptions that have guided the development process of this course outline:

- 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 the (FNMI) language 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 the (FNMI) language and develop literacy skills in the language. It is also true for students who have no cultural or linguistic background in the (FNMI) language and are studying (FNMI) as a second language.

## NATURE OF THE (FNMI) LANGUAGE

(FNMI) is a language of relationships—relationships to the Creator, to kinship (others and self) and to the land which encompasses all living things. The language is rich and complex because of its relationship to kinship, nature and spirituality.

[**Note:** Course outline developers can decide whether Roman orthography or syllabics is appropriate for classroom instruction in the focus language.]

## CONCEPTUAL MODEL

Alberta Education’s Cree Language and Culture Twelve-year Program, Kindergarten to Grade 12 (2005) provided guidance in the development of the (FNMI) Language and Culture Twelve-year (Kindergarten to Grade 12) Course Outline. Two curriculum frameworks developed under the Western Canadian Protocol for Collaboration in Basic Education—*The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12*, June 2000, and *The Common Curriculum Framework for International Languages, Kindergarten to Grade 12*, June 2000—provided guidance in the development of the Cree Language and Culture Twelve-year Program, Kindergarten to Grade 12.

The aim of this (FNMI) language and culture course outline is the development of communicative competence and cultural knowledge, skills and values in (FNMI). It is important that the focus of this course outline be on interaction and meaningfulness, with special attention and emphasis being given to oral communication.

### Four Components

For the purposes of this course outline, communicative competence and the development of cultural knowledge, skills and values in (FNMI) 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.

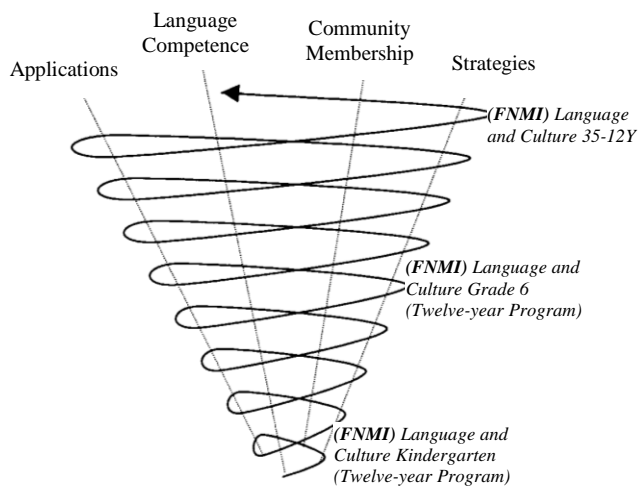
**Community Membership** aims to develop the understandings, views and values of (FNMI) culture.

**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 course outline.

### 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. Students’ 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 course outline, 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 COURSE OUTLINE

### 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 course outline and are based on the conceptual model outlined previously.

#### Applications [A]

- Students will use and apply the (FNMI) language in various situations and for different purposes at home, in school and in the community.

#### Language Competence [LC]

- Students will be effective, competent and comfortable as (FNMI) speakers.

#### Community Membership [CM]

- Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

---

★ discretionary (see further details on p. 60)

### Strategies [S]

- Students will know and use various strategies to maximize the effectiveness of learning and communication.

The order in which the general outcomes are presented in this course outline does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

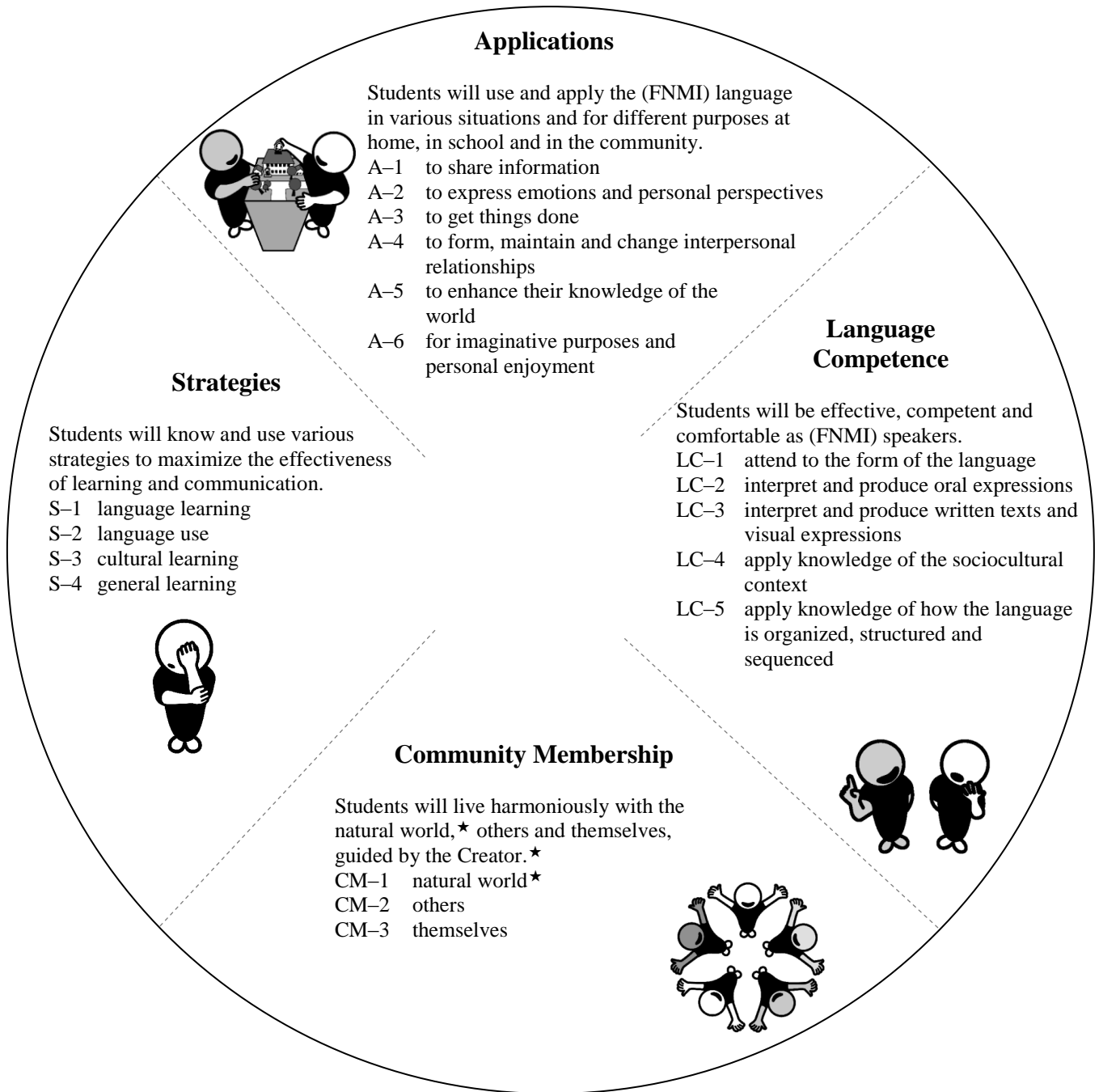
### Specific Outcomes

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 table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the course outline. However, a learning outcome for a particular grade/course will not be dealt with only in that particular year of the course outline. 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.

# General Outcomes



★ discretionary (see further details on p. 60)

# Guide to Reading the Course Outline

## General Outcome for Language Competence

Students will be effective, competent and comfortable as (FNMI) speakers.

cluster heading for specific outcomes

### LC-2 interpret and produce oral texts

**Grade 7**  
(FNMI) Language and Culture 12Y

**Grade 8**  
(FNMI) Language and Culture 12Y

**Grade 9**  
(FNMI) Language and Culture 12Y

*Students will be able to:*

<b>LC-2.1</b> listening	a. understand short oral expressions on familiar topics, in guided situations	a. understand short oral expressions on unfamiliar topics, in guided situations	a. understand the main point and some supporting details of lengthy oral expressions on familiar topics, in guided situations
<b>LC-2.2</b> speaking	a. produce short oral expressions in guided and unguided situations	a. produce a variety of short, simple oral expressions in guided and unguided situations	a. produce short oral expressions on unfamiliar topics, in guided situations
<b>LC-2.3</b> interactive fluency	a. manage short interactions with ease, with pauses to formulate oral expressions 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

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

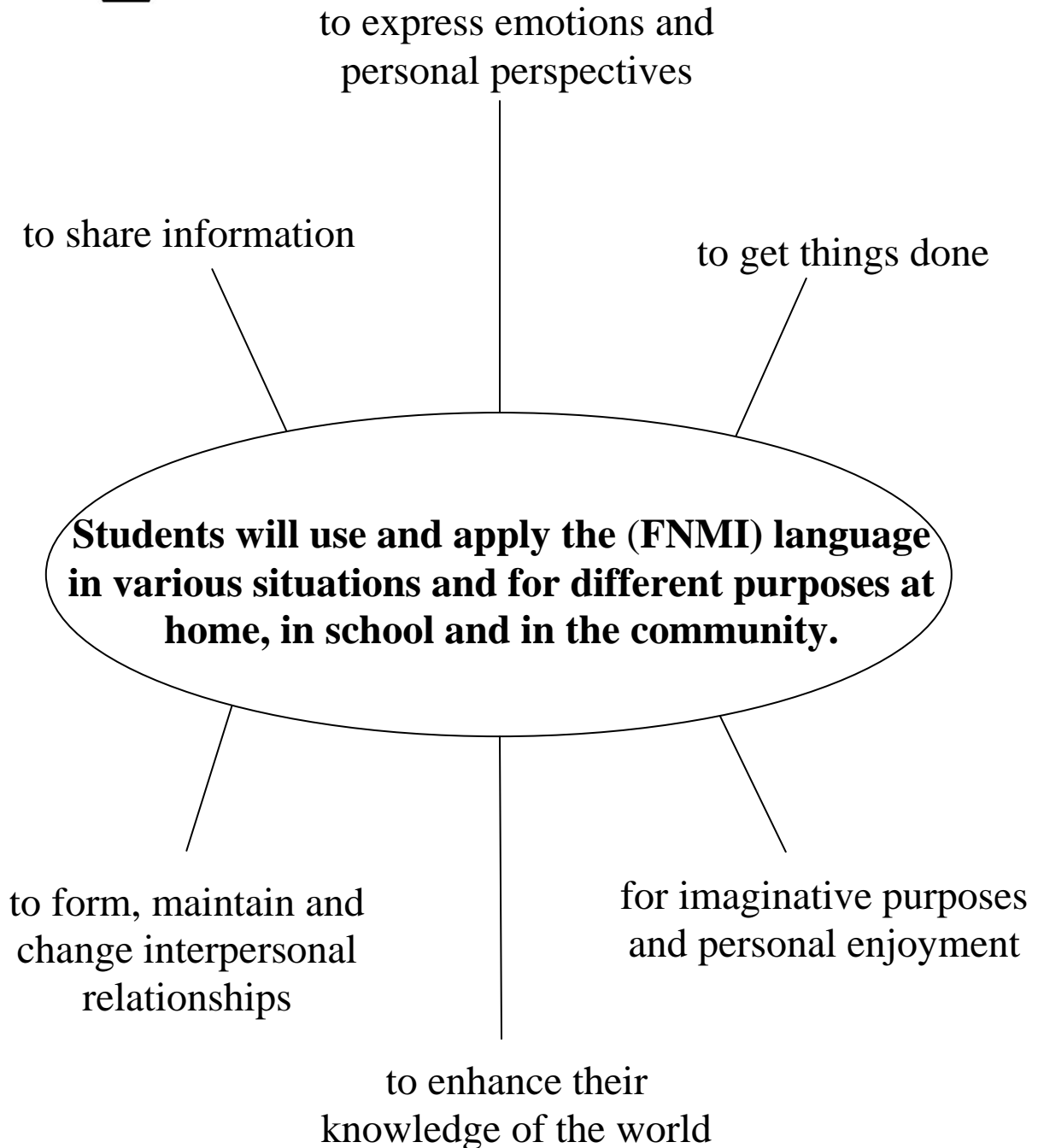
strand headings for specific outcomes

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** the students will be able to do with the language; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate.

The functions are grouped under six cluster headings—see the illustration on the preceding page. Under each of these headings there are one or more strands that show the developmental flow of learning from grade to grade/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 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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-1 to share information

	<b>Kindergarten (FNMI) Language and Culture 12Y</b>	<b>Grade 1 (FNMI) Language and Culture 12Y</b>	<b>Grade 2 (FNMI) Language and Culture 12Y</b>	<b>Grade 3 (FNMI) Language and Culture 12Y</b>
<i>Students will be able to:</i>				
<b>A-1.1</b> 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

### A-2 to express emotions and personal perspectives

<i>Students will be able to:</i>				
<b>A-2.1</b> 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
<b>A-2.2</b> 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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-1 to share information

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

---

<b>A-1.1</b> 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:*

---

<b>A-2.1</b> 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
<b>A-2.2</b> 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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-1 to share information

#### Grade 7 (FNMI) Language and Culture 12Y

#### Grade 8 (FNMI) Language and Culture 12Y

#### Grade 9 (FNMI) Language and Culture 12Y

*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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-1 to share information

(FNMI) Language and  
Culture 15-12Y

(FNMI) Language and  
Culture 25-12Y

(FNMI) Language and  
Culture 35-12Y

*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
---------------------------------------	---------------------------------------------------------------------	-----------------------------------------------------------	----------------------------------------------------------------------------------

---

### 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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-3 to get things done

	<b>Kindergarten</b> (FNMI) Language and Culture 12Y	<b>Grade 1</b> (FNMI) Language and Culture 12Y	<b>Grade 2</b> (FNMI) Language and Culture 12Y	<b>Grade 3</b> (FNMI) Language and Culture 12Y
<i>Students will be able to:</i>				
<b>A-3.1</b> 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
<b>A-3.2</b> 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
<b>A-3.3</b> 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:*

<b>A-4.1</b> 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
--------------------------------------------------	----------------------------------------------------------------------------------------------------------	---------------------------------------------	---------------------------	-----------------------------------

## General Outcome for Applications

Students will use and apply the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-3 to get things done

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

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
-------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------	--------------------------------------

### General Outcome for Applications

Students will use and apply the (FNMI) language in various situations and for different purposes at home, in school and in the community.

#### A-3 to get things done

**Grade 7  
(FNMI) Language and  
Culture 12Y**

**Grade 8  
(FNMI) Language and  
Culture 12Y**

**Grade 9  
(FNMI) Language and  
Culture 12Y**

*Students will be able to:*

<b>A-3.1</b> 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
<b>A-3.2</b> 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
<b>A-3.3</b> 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:*

<b>A-4.1</b> manage personal relationships	a. use routine means of interpersonal communications	a. give appropriate compliments	a. offer congratulations and express regret
--------------------------------------------------	------------------------------------------------------	---------------------------------	---------------------------------------------

### General Outcome for Applications

Students will use and apply the (FNMI) language in various situations and for different purposes at home, in school and in the community.

#### A-3 to get things done

##### (FNMI) Language and Culture 15-12Y

##### (FNMI) Language and Culture 25-12Y

##### (FNMI) Language and Culture 35-12Y

*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
-------------------------------------------	------------------------------------------------------------------------------------	---------------------------------------------------------	----------------------------------------------------------------------------------------------------



## General Outcome for Applications

Students will use and apply the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-5 to enhance their knowledge of the world

	<b>Kindergarten (FNMI) Language and Culture 12Y</b>	<b>Grade 1 (FNMI) Language and Culture 12Y</b>	<b>Grade 2 (FNMI) Language and Culture 12Y</b>	<b>Grade 3 (FNMI) Language and Culture 12Y</b>
<i>Students will be able to:</i>				
<b>A-5.1</b> 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
<b>A-5.2</b> 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
<b>A-5.3</b> 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
<b>A-5.4</b> 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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

#### A-5 to enhance their knowledge of the world

##### Grade 4 (FNMI) Language and Culture 12Y

##### Grade 5 (FNMI) Language and Culture 12Y

##### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>A-5.1</b> 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
<b>A-5.2</b> 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
<b>A-5.3</b> 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
<b>A-5.4</b> explore perspectives and values	a. explore (FNMI) values on a variety of topics within their own experience	a. explore how the (FNMI) 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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-5 to enhance their knowledge of the world

#### Grade 7 (FNMI) Language and Culture 12Y

#### Grade 8 (FNMI) Language and Culture 12Y

#### Grade 9 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>A-5.1</b> 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
<b>A-5.2</b> 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
<b>A-5.3</b> 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
<b>A-5.4</b> explore perspectives and values	a. explore and discuss how the (FNMI) worldview and values influence personal behaviour and choices	a. understand how the (FNMI) 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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

#### A-5 to enhance their knowledge of the world

##### (FNMI) Language and Culture 15-12Y

##### (FNMI) Language and Culture 25-12Y

##### (FNMI) Language and Culture 35-12Y

*Students will be able to:*

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 FNMI cultures are portrayed in a variety of contexts	a. explore the portrayal of FNMI 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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-6 for imaginative purposes and personal enjoyment

	<b>Kindergarten</b> (FNMI) Language and Culture 12Y	<b>Grade 1</b> (FNMI) Language and Culture 12Y	<b>Grade 2</b> (FNMI) Language and Culture 12Y	<b>Grade 3</b> (FNMI) Language and Culture 12Y
<i>Students will be able to:</i>				
<b>A-6.1</b> 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
<b>A-6.2</b> 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
<b>A-6.3</b> 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 (FNMI) culture

### General Outcome for Applications

Students will use and apply the (FNMI) language in various situations and for different purposes at home, in school and in the community.

#### A-6 for imaginative purposes and personal enjoyment

##### Grade 4 (FNMI) Language and Culture 12Y

##### Grade 5 (FNMI) Language and Culture 12Y

##### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

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 (FNMI) with friends	a. use the language for personal enjoyment; e.g., listen to favourite songs in (FNMI)	a. use the language for personal enjoyment; e.g., learn a craft or a dance

### General Outcome for Applications

Students will use and apply the (FNMI) language in various situations and for different purposes at home, in school and in the community.

#### A-6 for imaginative purposes and personal enjoyment

##### Grade 7 (FNMI) Language and Culture 12Y

##### Grade 8 (FNMI) Language and Culture 12Y

##### Grade 9 (FNMI) Language and Culture 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 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 (FNMI) 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 the (FNMI) language in various situations and for different purposes at home, in school and in the community.

### A-6 for imaginative purposes and personal enjoyment

#### (FNMI) Language and Culture 15-12Y

#### (FNMI) Language and Culture 25-12Y

#### (FNMI) Language and Culture 35-12Y

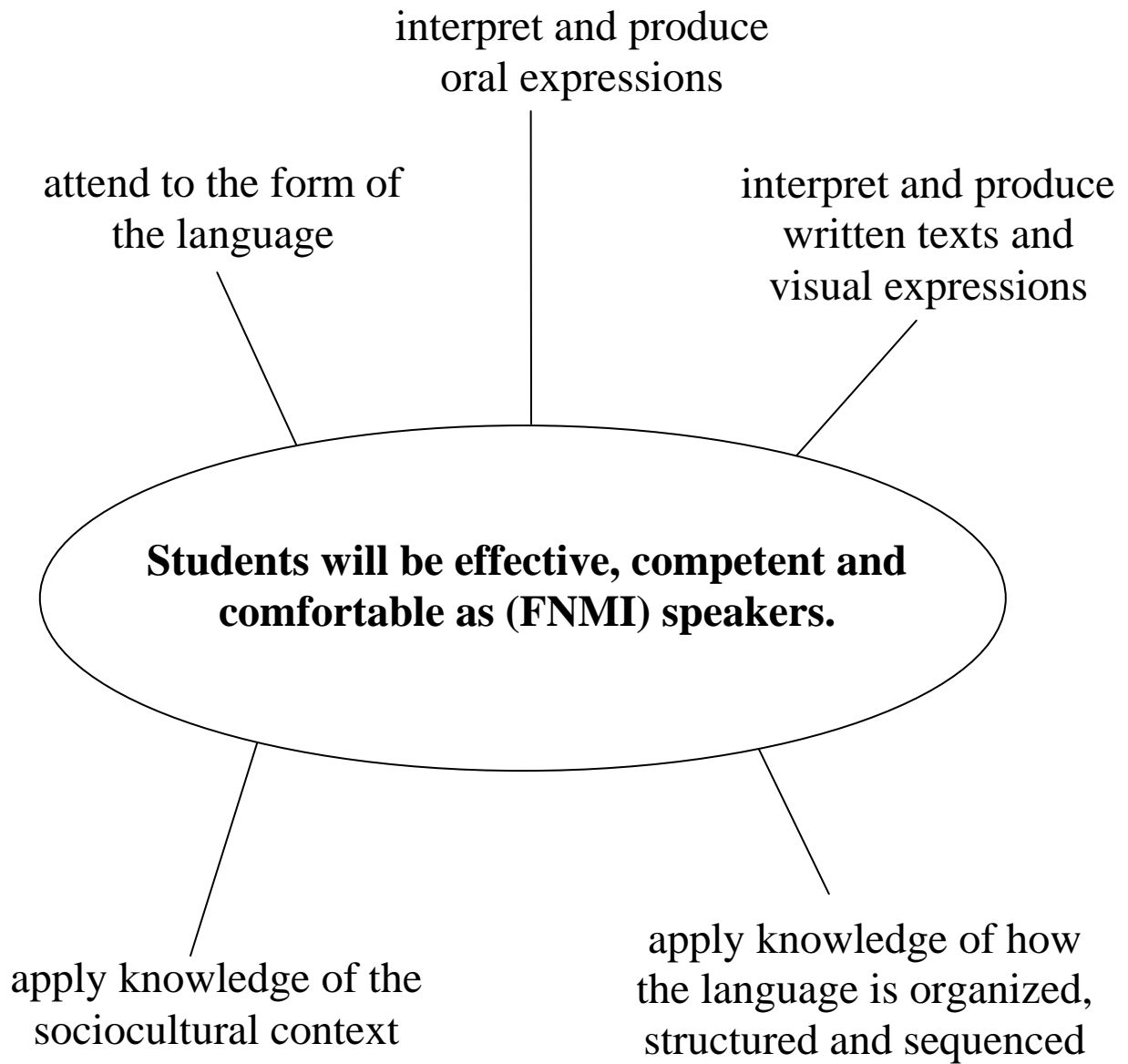
*Students will be able to:*

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 (FNMI) 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 (FNMI) 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 (FNMI) 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.

## General Outcome for Language Competence

Students will be effective, competent and comfortable as (FNMI) speakers.

### LC-1 attend to the form of the language

	<b>Kindergarten (FNMI) Language and Culture 12Y</b>	<b>Grade 1 (FNMI) Language and Culture 12Y</b>	<b>Grade 2 (FNMI) Language and Culture 12Y</b>	<b>Grade 3 (FNMI) Language and Culture 12Y</b>
<i>Students will be able to:</i>				
<b>LC-1.1 phonology</b>	a. recognize and pronounce basic sounds	a. pronounce some common words and phrases correctly  b. recognize intonation and expressions common to (FNMI)	a. distinguish sounds	a. pronounce familiar words, phrases and expressions properly
<b>LC-1.2 orthography</b>	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
<b>LC-1.3 lexicon</b>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• my family</li> <li>• my daily routines</li> <li>• seasons/weather</li> <li>• my body</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• my family</li> <li>• daily life</li> <li>• weather and seasons</li> <li>• my body</li> <li>• clothing</li> <li>• my house</li> <li>• things around me</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• foods</li> <li>• school</li> <li>• measurements <ul style="list-style-type: none"> <li>– time</li> <li>– money</li> </ul> </li> <li>• pets</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• my community and neighbourhood</li> <li>• music</li> <li>• domestic animals</li> <li>• extended family</li> <li>• games</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
(FNMI) Language and Culture 12Y	(FNMI) Language and Culture 12Y	(FNMI) Language and Culture 12Y	(FNMI) Language and Culture 12Y

*Students will be able to:*

- 
- a. use, in modelled situations,<sup>1</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

---

(continued)

---

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

<b>Kindergarten</b> (FNMI) Language and Culture 12Y	<b>Grade 1</b> (FNMI) Language and Culture 12Y	<b>Grade 2</b> (FNMI) Language and Culture 12Y	<b>Grade 3</b> (FNMI) Language and Culture 12Y
-----------------------------------------------------------	------------------------------------------------------	------------------------------------------------------	------------------------------------------------------

*Students will be able to:*

b. use, in structured situations,<sup>2</sup> the following grammatical elements: .....

LC-1.4  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

(continued)

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

<b>Kindergarten</b> <b>(FNMI) Language and</b> <b>Culture 12Y</b>	<b>Grade 1</b> <b>(FNMI) Language and</b> <b>Culture 12Y</b>	<b>Grade 2</b> <b>(FNMI) Language and</b> <b>Culture 12Y</b>	<b>Grade 3</b> <b>(FNMI) Language and</b> <b>Culture 12Y</b>
-------------------------------------------------------------------------	--------------------------------------------------------------------	--------------------------------------------------------------------	--------------------------------------------------------------------

*Students will be able to:*

c. use, independently and consistently,<sup>3</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ programming.

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

## General Outcome for Language Competence

Students will be effective, competent and comfortable as (FNMI) speakers.

### LC-1 attend to the form of the language

	<b>Grade 4 (FNMI) Language and Culture 12Y</b>	<b>Grade 5 (FNMI) Language and Culture 12Y</b>	<b>Grade 6 (FNMI) Language and Culture 12Y</b>
<i>Students will be able to:</i>			
<b>LC-1.1 phonology</b>	a. recognize and pronounce basic sounds consistently  b. recognize the effects of sounds; e.g., elision, long vowels	a. recognize the rhythmic flow of sounds	a. try to enunciate unfamiliar words independently and confidently
<b>LC-1.2 orthography</b>	a. recognize and use some basic spelling patterns	a. recognize and use some basic spelling patterns	a. recognize and use some basic writing conventions
<b>LC-1.3 lexicon</b>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• community roles and occupations</li> <li>• activities</li> <li>• nutrition</li> <li>• modes of travel</li> <li>• dance</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• health</li> <li>• leisure</li> <li>• places/locations</li> <li>• wild animals</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• relationships</li> <li>• plants and seasons</li> <li>• entertainment</li> <li>• shopping</li> <li>• other FNMI communities</li> <li>• world of work</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

**Grade 4  
(FNMI) Language and  
Culture 12Y**

**Grade 5  
(FNMI) Language and  
Culture 12Y**

**Grade 6  
(FNMI) Language and  
Culture 12Y**

*Students will be able to:*

- 
- a. use, in modelled situations,<sup>4</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

(continued)

---

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



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

**Grade 4**  
**(FNMI) Language and**  
**Culture 12Y**

**Grade 5**  
**(FNMI) Language and**  
**Culture 12Y**

**Grade 6**  
**(FNMI) Language and**  
**Culture 12Y**

*Students will be able to:*

b. use, in structured situations,<sup>5</sup> the following grammatical elements: .....

**LC-1A**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

(continued)

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

**Grade 4  
(FNMI) Language and  
Culture 12Y**

**Grade 5  
(FNMI) Language and  
Culture 12Y**

**Grade 6  
(FNMI) Language and  
Culture 12Y**

*Students will be able to:*

c. use, independently and consistently,<sup>6</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ programming.

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

## General Outcome for Language Competence

Students will be effective, competent and comfortable as (FNMI) speakers.

### LC-1 attend to the form of the language

	Grade 7 (FNMI) Language and Culture 12Y	Grade 8 (FNMI) Language and Culture 12Y	Grade 9 (FNMI) Language and Culture 12Y
<i>Students will be able to:</i>			
<b>LC-1.1</b> 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
<b>LC-1.2</b> 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
<b>LC-1.3</b> 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"> <li>• fashion</li> <li>• peers and friendship</li> <li>• extracurricular activities</li> <li>• cooking</li> <li>• living things</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• social life</li> <li>• healthy living</li> <li>• our land</li> <li>• family traditions</li> <li>• crafts</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• trades and professions</li> <li>• community service/volunteering</li> <li>• peoples that make up Canada</li> <li>• safety</li> <li>• nature</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

**Grade 7  
(FNMI) Language and  
Culture 12Y**

**Grade 8  
(FNMI) Language and  
Culture 12Y**

**Grade 9  
(FNMI) Language and  
Culture 12Y**

*Students will be able to:*

---

a. use, in modelled situations,<sup>7</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

---

(continued)

---

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

**Grade 7  
(FNMI) Language and  
Culture 12Y**

**Grade 8  
(FNMI) Language and  
Culture 12Y**

**Grade 9  
(FNMI) Language and  
Culture 12Y**

*Students will be able to:*

b. use, in structured situations,<sup>8</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

(continued)

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

**Grade 7  
(FNMI) Language and  
Culture 12Y**

**Grade 8  
(FNMI) Language and  
Culture 12Y**

**Grade 9  
(FNMI) Language and  
Culture 12Y**

*Students will be able to:*

c. use, independently and consistently,<sup>9</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ programming.

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

## General Outcome for Language Competence

Students will be effective, competent and comfortable as (FNMI) speakers.

### LC-1 attend to the form of the language

	(FNMI) Language and Culture 15-12Y	(FNMI) Language and Culture 25-12Y	(FNMI) Language and Culture 35-12Y
<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 and/or syllabic orthography	a. read and write Roman and/or syllabic orthography consistently and accurately	a. read and write Roman and/or syllabic orthography consistently and accurately
LC-1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• sports</li> <li>• caring for the land</li> <li>• family roles</li> <li>• communicating</li> <li>• health practices</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• media</li> <li>• social life</li> <li>• hunting and gathering, trapping and fishing</li> <li>• consumerism</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• future plans</li> <li>• technology</li> <li>• art</li> <li>• environment</li> <li>• independent living</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>

(continued)

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

**(FNMI) Language and Culture 15-12Y**

**(FNMI) Language and Culture 25-12Y**

**(FNMI) Language and Culture 35-12Y**

*Students will be able to:*

- 
- a. use, in modelled situations,<sup>10</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

(continued)

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



**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

**(FNMI) Language and Culture 15-12Y**

**(FNMI) Language and Culture 25-12Y**

**(FNMI) Language and Culture 35-12Y**

*Students will be able to:*

b. use, in structured situations,<sup>11</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

(continued)

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

**General Outcome for Language Competence**

Students will be effective, competent and comfortable as (FNMI) speakers.

(continued)

**LC-1 attend to the form of the language**

**(FNMI) Language and Culture 15-12Y**

**(FNMI) Language and Culture 25-12Y**

**(FNMI) Language and Culture 35-12Y**

*Students will be able to:*

c. use, independently and consistently,<sup>12</sup> the following grammatical elements: .....

**LC-1.4**  
grammatical elements

**[Note: Course outline developers can add content for grammatical elements as appropriate for the focus language.]**

**Note:** Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' programming.

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

## General Outcome for Language Competence

Students will be effective, competent and comfortable as (FNMI) speakers.

### LC-2 interpret and produce oral expressions

**Kindergarten**  
(FNMI) Language and  
Culture 12Y

**Grade 1**  
(FNMI) Language and  
Culture 12Y

**Grade 2**  
(FNMI) Language and  
Culture 12Y

**Grade 3**  
(FNMI) Language and  
Culture 12Y

*Students will be able to:*

<b>LC-2.1</b> 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 expressions in guided situations
<b>LC-2.2</b> 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
<b>LC-2.3</b> 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 (FNMI) speakers.

### LC-2 interpret and produce oral expressions

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>LC-2.1</b> listening	a. understand a variety of short, simple oral expressions in guided situations	a. understand short, simple oral expressions in guided and unguided situations	a. understand a variety of short, simple oral expressions in guided and unguided situations
<b>LC-2.2</b> speaking	a. produce a series of simple spoken sentences in guided situations	a. produce short, simple oral expressions in guided situations	a. produce a variety of short, simple oral expressions in guided situations
<b>LC-2.3</b> 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 expressions and to self-correct

## General Outcome for Language Competence

Students will be effective, competent and comfortable as (FNMI) speakers.

### LC–2 interpret and produce oral expressions

#### Grade 7 (FNMI) Language and Culture 12Y

#### Grade 8 (FNMI) Language and Culture 12Y

#### Grade 9 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>LC–2.1</b> listening	a. understand short oral expressions on familiar topics, in guided situations	a. understand short oral expressions on unfamiliar topics, in guided situations	a. understand the main point and some supporting details of lengthy oral expressions on familiar topics, in guided situations
<b>LC–2.2</b> speaking	a. produce short oral expressions in guided and unguided situations	a. produce a variety of short, simple oral expressions in guided and unguided situations	a. produce short oral expressions on unfamiliar topics, in guided situations
<b>LC–2.3</b> interactive fluency	a. manage short interactions with ease, with pauses to formulate oral expressions 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 (FNMI) speakers.

### LC-2 interpret and produce oral expressions

#### (FNMI) Language and Culture 15-12Y

#### (FNMI) Language and Culture 25-12Y

#### (FNMI) Language and Culture 35-12Y

*Students will be able to:*

<b>LC-2.1</b> listening	a. understand the main point and some supporting details of lengthy oral expressions on a variety of familiar topics, in guided situations	a. understand a variety of lengthy oral expressions on familiar topics, in guided situations	a. understand a variety of lengthy oral expressions on familiar topics, in guided and unguided situations
<b>LC-2.2</b> speaking	a. produce lengthy oral expressions on familiar topics, providing some details to support the main point, in guided situations	a. produce lengthy oral expressions 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 expressions on familiar topics, in guided situations
<b>LC-2.3</b> interactive fluency	a. sustain lengthy interactions comprehensibly, with pauses to formulate oral expressions 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 (FNMI) speakers.

### LC-3 interpret and produce written texts and visual expressions

**Kindergarten**  
(FNMI) Language and  
Culture 12Y

**Grade 1**  
(FNMI) Language and  
Culture 12Y

**Grade 2**  
(FNMI) Language and  
Culture 12Y

**Grade 3**  
(FNMI) Language and  
Culture 12Y

*Students will be able to:*

<b>LC-3.1</b> 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
<b>LC-3.2</b> 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
<b>LC-3.3</b> 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
<b>LC-3.4</b> 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 (FNMI) speakers.

### LC-3 interpret and produce written texts and visual expressions

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>LC-3.1</b> 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
<b>LC-3.2</b> 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
<b>LC-3.3</b> 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
<b>LC-3.4</b> 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 (FNMI) speakers.

### LC-3 interpret and produce written texts and visual expressions

#### Grade 7 (FNMI) Language and Culture 12Y

#### Grade 8 (FNMI) Language and Culture 12Y

#### Grade 9 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>LC-3.1</b> 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
<b>LC-3.2</b> 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
<b>LC-3.3</b> 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
<b>LC-3.4</b> 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 (FNMI) speakers.

### LC-3 interpret and produce written texts and visual expressions

#### (FNMI) Language and Culture 15-12Y

#### (FNMI) Language and Culture 25-12Y

#### (FNMI) Language and Culture 35-12Y

*Students will be able to:*

<b>LC-3.1</b> 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 familiar topics	a. understand a variety of lengthy written texts
<b>LC-3.2</b> 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
<b>LC-3.3</b> 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
<b>LC-3.4</b> 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 (FNMI) speakers.

### LC-4 apply knowledge of the sociocultural context

	<b>Kindergarten</b> (FNMI) Language and Culture 12Y	<b>Grade 1</b> (FNMI) Language and Culture 12Y	<b>Grade 2</b> (FNMI) Language and Culture 12Y	<b>Grade 3</b> (FNMI) Language and Culture 12Y
<i>Students will be able to:</i>				
<b>LC-4.1</b> 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
<b>LC-4.2</b> 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
<b>LC-4.3</b> 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
<b>LC-4.4</b> 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
<b>LC-4.5</b> 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 (FNMI) speakers.

### LC-4 apply knowledge of the sociocultural context

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*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 (FNMI) speakers.

### LC-4 apply knowledge of the sociocultural context

#### Grade 7 (FNMI) Language and Culture 12Y

#### Grade 8 (FNMI) Language and Culture 12Y

#### Grade 9 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>LC-4.1</b> 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
<b>LC-4.2</b> 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
<b>LC-4.3</b> 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
<b>LC-4.4</b> 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
<b>LC-4.5</b> 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 (FNMI) speakers.

### LC-4 apply knowledge of the sociocultural context

#### (FNMI) Language and Culture 15-12Y

#### (FNMI) Language and Culture 25-12Y

#### (FNMI) Language and Culture 35-12Y

*Students will be able to:*

LC-4.1 register	a. identify differences in register between spoken expressions 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 (FNMI) speakers.

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

**Kindergarten**  
(FNMI) Language and  
Culture 12Y

**Grade 1**  
(FNMI) Language and  
Culture 12Y

**Grade 2**  
(FNMI) Language and  
Culture 12Y

**Grade 3**  
(FNMI) Language and  
Culture 12Y

*Students will be able to:*

<b>LC-5.1</b> 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
<b>LC-5.2</b> text forms	a. experience a variety of oral expressive forms	a. recognize some simple oral expressive forms	a. recognize some simple oral expressive forms	a. recognize some simple oral expressive forms and print text forms
<b>LC-5.3</b> 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 (FNMI) speakers.

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

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>LC-5.1</b> 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
<b>LC-5.2</b> text forms	a. recognize a variety of oral expressive forms 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
<b>LC-5.3</b> 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 (FNMI) speakers.

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

#### Grade 7 (FNMI) Language and Culture 12Y

#### Grade 8 (FNMI) Language and Culture 12Y

#### Grade 9 (FNMI) Language and Culture 12Y

*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 (FNMI) speakers.

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

#### (FNMI) Language and Culture 15-12Y

#### (FNMI) Language and Culture 25-12Y

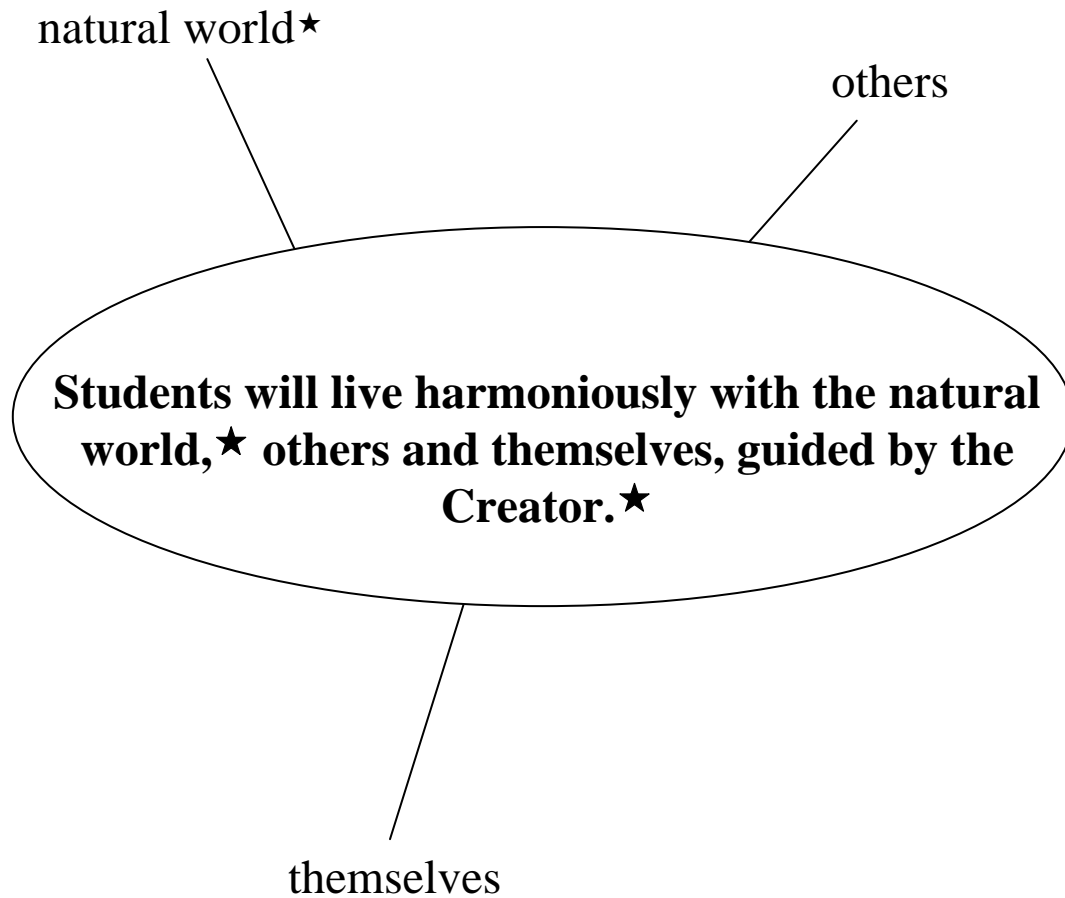
#### (FNMI) Language and Culture 35-12Y

*Students will be able to:*

<b>LC-5.1</b> 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
<b>LC-5.2</b> 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
<b>LC-5.3</b> 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 (see further details on p. 60)

## **COMMUNITY MEMBERSHIP**

The specific outcomes in the Community Membership section are intended to support many aspects of the students' (FNMI) cultural development. These outcomes are grouped under three cluster headings—see the illustration on the preceding page. 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 “natural world” and “Creator” are identified as discretionary terms in this course outline. Communities may choose to use these terms or to use other related terms acceptable to them in order to teach the outcomes in this section.

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM–1 natural world★

**Kindergarten**  
(FNMI) Language and  
Culture 12Y

**Grade 1**  
(FNMI) Language and  
Culture 12Y

**Grade 2**  
(FNMI) Language and  
Culture 12Y

**Grade 3**  
(FNMI) Language and  
Culture 12Y

*Students will be able to:*

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

★discretionary (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM-1 natural world★

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>CM-1.1</b> relationships	a. identify concrete ways in which to show respect for the natural world★	a. participate in activities that show care and respect for the natural world★	a. demonstrate leadership in caring for and respecting the natural world★
<b>CM-1.2</b> knowledge of past and present	a. explore past and present (FNMI) regions in Alberta	a. explore past and present (FNMI) regions in Canada	a. identify and describe basic, key facts about some (FNMI) geographical regions or communities
<b>CM-1.3</b> practices and products	a. identify and describe some practices and products of specific regions and communities related to the natural world★	a. explore basic, key practices and products related to the natural world★	a. identify and describe basic, key practices and products related to the natural world★
<b>CM-1.4</b> past and present perspectives	a. compare past and present (FNMI) perspectives about the natural world★	a. explore past and present (FNMI) values related to the natural world★	a. identify and examine traditional (FNMI) perspectives and values related to the natural world★
<b>CM-1.5</b> diversity	a. compare diverse (FNMI) perspectives about the natural world★	a. explore diverse (FNMI) values related to the natural world★	a. identify and examine diverse (FNMI) perspectives and values related to the natural world★

★discretionary (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM-1 natural world★

#### Grade 7 (FNMI) Language and Culture 12Y

#### Grade 8 (FNMI) Language and Culture 12Y

#### Grade 9 (FNMI) Language and Culture 12Y

*Students will be able to:*

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

★discretionary (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM-1 natural world★

#### (FNMI) Language and Culture 15-12Y

#### (FNMI) Language and Culture 25-12Y

#### (FNMI) Language and Culture 35-12Y

*Students will be able to:*

<b>CM-1.1</b> relationships	a. explore and identify ways in which to live in harmony with the natural world★	a. reflect on personal beliefs, attitudes, understandings and practices related to the natural world★	a. understand, respect and value the natural world★
<b>CM-1.2</b> knowledge of past and present	a. explore and examine the impact of traditional treatment of the natural world★ on their own contemporary community	a. reflect on past traditional treatment of the natural world★	a. respect and understand how knowledge of past and present interaction with the natural world★ affects Canada
<b>CM-1.3</b> practices and products	a. identify, describe and practise protocols related to the natural world★	a. understand and value the meaning of protocols related to the natural world★	a. understand, value and respect (FNMI) practices and products related to the natural world★
<b>CM-1.4</b> past and present perspectives	a. examine a variety of perspectives related to the treatment of the natural world,★ and examine the impacts of these perspectives	a. identify and celebrate positive perspectives related to the natural world★	a. respect traditional and contemporary views and perspectives of the natural world★
<b>CM-1.5</b> diversity	a. accept others' diverse viewpoints related to the natural world★	a. value and respect others' diverse viewpoints related to the natural world★	a. accept, value and respect others' diverse viewpoints related to the natural world★

★discretionary (see further details on p. 60)



## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM–2 others

	<b>Kindergarten</b> (FNMI) Language and Culture 12Y	<b>Grade 1</b> (FNMI) Language and Culture 12Y	<b>Grade 2</b> (FNMI) Language and Culture 12Y	<b>Grade 3</b> (FNMI) Language and Culture 12Y
--	--------------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------

*Students will be able to:*

<b>CM–2.1</b> 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
<b>CM–2.2</b> knowledge of past and present	a. participate in activities and experiences that convey knowledge of historical and contemporary (FNMI) culture; e.g., storytelling, celebrations	a. participate in activities and experiences that convey knowledge of historical and contemporary (FNMI) culture; e.g., storytelling, celebrations	a. explore a past and present (FNMI) community; e.g., their people, practices, products, beliefs	a. explore a past and present (FNMI) community; e.g., their people, practices, products, beliefs
<b>CM–2.3</b> practices and products	a. observe and participate in a group in (FNMI) cultural experiences, practices and activities	a. observe and participate in a group in (FNMI) cultural experiences, practices and activities	a. observe, understand and participate in family and/or school (FNMI) cultural experiences, practices and activities	a. explore (FNMI) community cultural practices and products
<b>CM–2.4</b> 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 (FNMI) community experiences, practices, products, perspectives and values, and examine change
<b>CM–2.5</b> 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 (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM–2 others

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>CM–2.1</b> 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
<b>CM–2.2</b> knowledge of past and present	a. explore past and present (FNMI) people, practices, products and beliefs in Alberta; e.g., tribes, individuals	a. explore past and present (FNMI) people, practices, products and beliefs in Canada	a. explore key (FNMI) historical and contemporary events, figures and developments; e.g., treaties
<b>CM–2.3</b> practices and products	a. explore tribal or regional (FNMI) cultural practices and products	a. explore cultural practices and products of (FNMI) peoples in Canada	a. identify and describe key (FNMI) cultural practices and products
<b>CM–2.4</b> 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
<b>CM–2.5</b> diversity	a. explore characteristics of different (FNMI)-speaking peoples in Canada	a. compare characteristics of (FNMI)-speaking peoples in Canada	a. explore (FNMI)-speaking cultural groups as part of larger FNMI communities

★discretionary (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM-2 others

#### Grade 7 (FNMI) Language and Culture 12Y

#### Grade 8 (FNMI) Language and Culture 12Y

#### Grade 9 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>CM-2.1</b> 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
<b>CM-2.2</b> knowledge of past and present	a. explore key (FNMI) historical and contemporary events, figures and developments; e.g., residential schools, Elijah Harper, Louis Riel	a. identify key (FNMI) historical and contemporary events, figures and developments; e.g., local government, reserve system, leadership styles	a. identify key (FNMI) historical and contemporary events, figures and developments; e.g., government styles
<b>CM-2.3</b> practices and products	a. explore the significance of (FNMI) cultural practices and products	a. understand the meaning and significance of some (FNMI) cultural practices and products	a. understand the meaning and significance of a variety of (FNMI) cultural practices and products
<b>CM-2.4</b> past and present perspectives	a. explore and identify basic, key (FNMI) perspectives and values	a. examine basic, key (FNMI) perspectives and values	a. explore traditional and contemporary (FNMI) perspectives and values
<b>CM-2.5</b> 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 (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM-2 others

#### (FNMI) Language and Culture 15-12Y

#### (FNMI) Language and Culture 25-12Y

#### (FNMI) Language and Culture 35-12Y

*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 (FNMI) events, figures and developments on the immediate community; e.g., <i>Indian Act</i>	a. identify the impact of historical and contemporary (FNMI) events, figures and developments on the immediate community; e.g., residential schools	a. explore how historical experiences of the (FNMI) culture have shaped the contemporary (FNMI) culture
CM-2.3 practices and products	a. reflect on the meaning and significance of a variety of (FNMI) cultural practices and products to (FNMI) peoples	a. examine the meaning and significance of a variety of (FNMI) cultural practices and products to (FNMI) peoples	a. respect and value the meaning and significance of a variety of (FNMI) cultural practices and products to (FNMI) peoples
CM-2.4 past and present perspectives	a. describe and understand traditional and contemporary (FNMI) perspectives and values	a. recognize and appreciate traditional values and perspectives and understand that (FNMI) 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 diversity of (FNMI)-speaking peoples

★ discretionary (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM-3 themselves

**Kindergarten**  
(FNMI) Language and Culture 12Y

**Grade 1**  
(FNMI) Language and Culture 12Y

**Grade 2**  
(FNMI) Language and Culture 12Y

**Grade 3**  
(FNMI) Language and Culture 12Y

*Students will be able to:*

<b>CM-3.1</b> 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
<b>CM-3.2</b> 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
<b>CM-3.3</b> practices and products	a. observe and participate in (FNMI) cultural experiences, practices and activities	a. observe and participate in (FNMI) cultural experiences, practices and activities	a. observe and participate in (FNMI) cultural experiences, practices and activities	a. observe and participate in (FNMI) cultural experiences, practices and activities
<b>CM-3.4</b> 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
<b>CM-3.5</b> 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 (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM-3 themselves

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*Students will be able to:*

<b>CM-3.1</b> 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
<b>CM-3.2</b> knowledge of past and present	a. explore their family/community background—tribal affiliation/heritage, kinship	a. explore (FNMI) peoples in Alberta	a. explore (FNMI) peoples in Canada
<b>CM-3.3</b> practices and products	a. explore (FNMI) cultural experiences, practices and products	a. explore (FNMI) cultural experiences, practices and products	a. explore and identify (FNMI) cultural experiences, practices and products
<b>CM-3.4</b> 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
<b>CM-3.5</b> diversity	a. explore, identify and celebrate the unique characteristics of their own family and community	a. explore, identify and celebrate the unique characteristics of (FNMI) peoples in Canada	a. explore and celebrate their own unique cultural heritage

★discretionary (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM-3 themselves

#### Grade 7 (FNMI) Language and Culture 12Y

#### Grade 8 (FNMI) Language and Culture 12Y

#### Grade 9 (FNMI) Language and Culture 12Y

*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 (FNMI) cultural practices and products	a. understand the meaning and significance of some (FNMI) cultural practices and products	a. understand the meaning and significance of a variety of (FNMI) 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 (FNMI) culture
CM-3.5 diversity	a. examine and celebrate their own unique cultural heritage	a. examine and celebrate changes in their own perspectives about (FNMI) culture	a. identify and celebrate knowledge of their own cultural heritage

★discretionary (see further details on p. 60)

## General Outcome for Community Membership

Students will live harmoniously with the natural world,★ others and themselves, guided by the Creator.★

### CM-3 themselves

#### (FNMI) Language and Culture 15-12Y

#### (FNMI) Language and Culture 25-12Y

#### (FNMI) Language and Culture 35-12Y

*Students will be able to:*

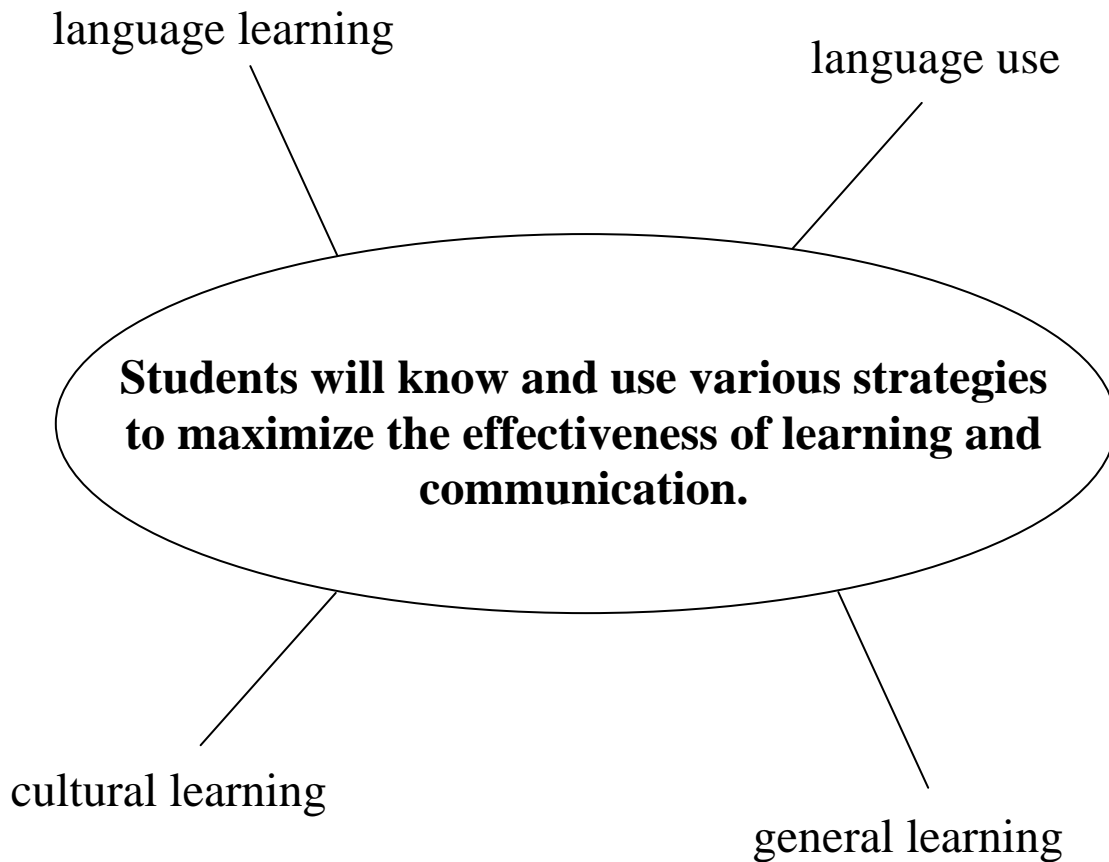
CM-3.1 relationships	a. understand that self-identity and self-concept change	a. understand that self-identity and self-concept can change over time, in various contexts and for various reasons	a. understand, accept and celebrate their own uniqueness and identity, their desire to live a balanced lifestyle 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 (FNMI) cultural practices and products	a. examine the personal meaning and significance of a variety of (FNMI) cultural practices and products	a. respect and value the personal meaning and significance of a variety of (FNMI) cultural practices and products
CM-3.4 past and present perspectives	a. examine the personal significance of various aspects of (FNMI) culture	a. identify with the (FNMI) culture	a. recognize and engage in activities that will promote their own lifelong (FNMI) cultural development
CM-3.5 diversity	a. examine and celebrate the significance of (FNMI) culture	a. identify and celebrate their own unique understanding of their cultural heritage	a. celebrate their own uniqueness as (FNMI)-speaking people

★ discretionary (see further details on p. 60)





# 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 broad sense, cultural learning, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

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 (FNMI) 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 the (FNMI) language 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 down unknown words and expressions, noting also their context and function

### **Metacognitive**

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate your 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 the successful completion of a task, and seek solutions
- monitor your speech and writing to check for persistent errors
- be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

### **Social/Affective**

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

- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks and to try unfamiliar tasks and approaches
- repeat new words and expressions occurring in your 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 your 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 the (FNMI) language
- acknowledge being spoken to with appropriate expression
- interpret and use a variety of nonverbal cues to communicate; e.g., miming, pointing at objects, gesturing, 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 down 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 your 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 your 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 your own text
- revise and correct the final version of a 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, such as storytelling, ceremonies, berry picking, feasts, fish scale art and sewing
- imitate cultural behaviours
- memorize specific protocols, such as prayers, songs and stories
- seek out information by asking others, such as parents, teachers and Elders
- repeat or practise saying or doing cultural practices or traditions, such as prayers, songs, words and actions
- make/create cultural learning logs
- experiment with and practise various cultural practices and elements
- use mental images to remember new cultural information, such as Teepee Teachings
- group together sets of things with similar characteristics; e.g., cultural practices, objects
- identify similarities and differences between aspects of (FNMI) 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, such as values, traditions, beliefs, practices and relationships
- seek out opportunities in and outside of class to practise, observe and participate in cultural activities/elements
- perceive and note down unknown cultural elements and practices

### **Metacognitive**

- make choices about how you learn
- rehearse or role-play a cultural experience
- decide in advance to attend to the cultural learning task
- reflect on cultural learning tasks
- think in advance about how to approach a cultural learning task
- reflect on your own learning or inquiries
- decide in advance to attend to specific aspects of a cultural event
- listen for or observe key cultural elements
- evaluate your performance or comprehension at the end of a cultural task or activity
- keep a cultural learning/teachings checklist
- experience various methods of learning about culture, and identify one or more considered to be particularly useful personally; e.g., by doing it, observing it, reading about it
- be aware of the potential of learning through direct exposure to the culture
- know how strategies may enable coping with new cultural experiences containing unknown elements
- identify obstacles that might hinder successful participation in cultural experiences, and see ways to overcome these obstacles
- monitor your cultural behaviours and practices
- be aware of your strengths and weaknesses, identify your 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 nonacceptance/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 to 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 your own work
- provide personal motivation by arranging your 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 the 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
- be willing to take risks and to try unfamiliar tasks and approaches
- monitor your 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 your efforts can affect learning
- reflect upon your 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 your needs and interests
- manage your physical working environment
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating your work
- work with others to monitor your learning
- take responsibility for planning, monitoring and evaluating learning experiences

### **Social/Affective**

- watch others' actions and copy them (the actions of FNMI students, maybe, more than others)
- seek help from others
- follow your 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

## General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

### S-1 language learning

**Kindergarten  
(FNMI) Language and  
Culture 12Y**

**Grade 1  
(FNMI) Language and  
Culture 12Y**

**Grade 2  
(FNMI) Language and  
Culture 12Y**

**Grade 3  
(FNMI) Language and  
Culture 12Y**

*Students will be able to:*

<b>S-1.1</b> 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
------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

### S-2 language use

*Students will be able to:*

<b>S-2.1</b> 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
-------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------

### S-3 cultural learning

*Students will be able to:*

<b>S-3.1</b> 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
------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

### S-4 general learning

*Students will be able to:*

<b>S-4.1</b> 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
------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------

**Examples of language learning, language use, cultural learning and general learning strategies are available on pages 74 to 78.**

## General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

### S–1 language learning

#### Grade 4 (FNMI) Language and Culture 12Y

#### Grade 5 (FNMI) Language and Culture 12Y

#### Grade 6 (FNMI) Language and Culture 12Y

*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 74 to 78.**



## General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

### S-1 language learning

**Grade 7**  
(FNMI) Language and  
Culture 12Y

**Grade 8**  
(FNMI) Language and  
Culture 12Y

**Grade 9**  
(FNMI) Language and  
Culture 12Y

*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 74 to 78.**

## General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication.

### S-1 language learning

(FNMI) Language and Culture 15-12Y

(FNMI) Language and Culture 25-12Y

(FNMI) Language and Culture 35-12Y

*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 74 to 78.**