

Cree Benchmarks

Grades 6, 9, 12

Nine-year Language and Culture Program



2007

Benchmarks: Grades 6, 9, 12 Cree Language and Culture Nine-year Program

The benchmarks for Cree established in this document are a synthesis of expected student knowledge and skills at the completion of grades 6, 9 and 12 in the Cree Language and Culture Nine-year Program (Grade 4 to Grade 12).

Purpose of Benchmarks

The purpose of the benchmarks is to ensure a common understanding about what to realistically expect from students in relation to language knowledge and skills at different grades in their learning. Benchmarks inform stakeholders about what students will know and be able to do in Cree at the completion of grades 6, 9 and 12, relative to the nine-year program. Stakeholders include parents, administrators, school trustees and others who are interested in student achievement in the Cree Language and Culture Nine-year program.

Foundation of Benchmarks

The Cree Language and Culture Nine-year Program served as the foundation for the benchmarks, which are based on the learning outcomes for grades 6, 9 and 12.

How to Read this Document

Some users of this document will be interested only in reading about the expected learning at one particular grade, while others may want to see the progression of expected student knowledge and skills over a nine-year program. Therefore, the benchmarks have been presented in two different ways: separate lists of knowledge and skills for grades 6, 9 and 12; and a chart that shows all information side by side for grades 6, 9 and 12 at the same time. A glossary has also been included to provide definitions of terms in the document. The order of knowledge and skills listed per grade do not imply a gradual level of difficulty.

Communicating with Parents

How can I find out if my child reaches a benchmark?

Teachers gather information about what students know and can do in relation to the learning outcomes from the program of studies. This information is communicated to parents through report cards, conferences, student portfolios and conversations. Parents should talk to their child's teacher to find out how the child performs according to learning outcomes in Cree. Parents may also make their own observations about how their child is able to function in Cree in home and community settings.

How can I find more information about the Cree program?

Anybody who wishes to read detailed descriptions of the expected knowledge and skills at each grade level can access the particular program of studies through the Alberta Education Web site at <http://education.alberta.ca/teachers/com/aborlang.aspx>.

Glossary

Benchmarks

Benchmarks describe what Alberta students should know and be able to do in Cree at the completion of grades 6, 9 and 12.

Learning Outcome

A learning outcome can be general or specific. General outcomes are broad statements that describe what students will be able to do overall when they learn Cree. Specific outcomes describe what students will achieve by the completion of a grade.

Program of Studies

A program of studies is a legal document that provides teachers with information about what students are expected to achieve in a particular subject area. The following four components are part of the Cree Language and Culture Nine-year Program (Grade 4 to Grade 12).

- **Applications**

The specific outcomes in Applications deal with what students will be able to do in Cree.

- **Language Competence**

The specific outcomes in Language Competence deal with developing knowledge and skills that allow students to use Cree effectively and competently.

- **Community Membership**

The specific outcomes in Community Membership are intended to support many aspects of the students' Cree cultural development.

- **Strategies**

The specific outcomes in Strategies deal with helping students learn and communicate more effectively by teaching strategies that can be consciously used when learning or using Cree.

Nine-year Program

The Nine-year Program (9Y) refers to the Cree Language and Culture Program of Studies that starts in Grade 4 and ends in Grade 12.

Cree Language and Culture Nine-year Program Grade 6 Benchmarks

For a detailed description of specific outcomes for grades 4, 5 and 6, refer to the program of studies.

End of Grade 6

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

What are students able to do in Cree?

Students will:

- express their likes, dislikes and feelings
- communicate about themselves, other people, places and a simple sequence of events
- invite someone to do something, and respond to invitations
- communicate with others, while working in a group, to accomplish tasks such as taking turns, agreeing and disagreeing, and encouraging one another
- gather and organize information in simple ways
- use Cree for fun, to interpret simple humour and to be creative

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

(Okiskinamawâkanak ka/ta nihtâ nehiyawewak.)

How well are students able to use Cree?

Students will:

- begin to use correct pronunciation, with guidance
- demonstrate understanding by using groups of words that relate to familiar topics
- use grammatical elements correctly, such as forming simple questions and using common verbs and descriptive words, with guidance
- understand simple sentences when they hear them and produce simple sentences, with guidance
- read and write short and simple texts, with guidance
- interact with others in simple situations, with guidance

General Outcomes: Students will live (*wa*)*wetina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

What other skills have students acquired?

Students will:

- identify important past and present perspectives and values that influence community living in a peaceful and respectful relationship with Mother Earth★
- identify past and present community differences evident in the hand-crafted products and practices to Mother Earth★

General Outcomes: Students will use strategies to maximize learning and communication.

What other skills have students acquired?

Students will:

- explain and use strategies to learn Cree, with guidance
- explain and use strategies to use Cree, with guidance
- explain and use strategies to enhance general learning, with guidance

★ Mother Earth/Creator is a discretionary term. Some of these tasks require caution and sensitivity on the part of the teacher.

Cree Language and Culture Nine-year Program Grade 9 Benchmarks

For a detailed description of specific outcomes for grades 7, 8 and 9, refer to the program of studies.

End of Grade 9

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

What are students able to do in Cree?

Students will:

- express their feelings appropriately in formal and informal situations
- communicate about events that have taken place or will take place
- offer invitations, compliments and congratulations to others and be able to respond to them
- communicate with others, while working in a group, to accomplish tasks such as supporting each other's ideas, negotiating roles and restating one another's ideas
- gather information in different ways and use this information for a variety of purposes
- use Cree for fun, to interpret and express humour, and to be creative

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

(Okiskinamawâkanak ka/ta nihtâ nehiyawewak.)

How well are students able to use Cree?

Students will:

- pronounce words correctly in familiar situations
- demonstrate understanding by using groups of words that relate to topics
- use grammatical elements, such as using future tense, forming more complex questions, using irregular verbs and adverbs, with guidance
- understand short texts when they hear them, and produce different kinds of statements, with guidance
- read and write short texts, with and without guidance
- interact with others in simple situations, asking for guidance when needed

General Outcomes: Students will live (*wa*)*wetina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmwî Ohtâwîmâw* (the Creator★).

What other knowledge, skills and attitudes have students acquired?

Students will:

- study and compare views and treatments toward Mother Earth★
- explore and examine own attitudes and perspectives on the significance of change to products and practices related to Mother Earth★

General Outcomes: Students will use strategies to maximize learning and communication.

What other skills have students acquired?

Students will:

- select and use strategies to learn Cree, with some independence
- select and use strategies to use Cree, with some independence
- select and use strategies to enhance general learning, with some independence

★ Mother Earth/Creator is a discretionary term. Some of these tasks require caution and sensitivity on the part of the teacher.

Cree Language and Culture Nine-year Program Grade 12 Benchmarks

For a detailed description of specific outcomes for grades 10, 11 and 12, refer to the program of studies.

End of Grade 12

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

What are students able to do in the Cree language?

Students will:

- communicate about how feelings and emotions are expressed in a variety of media
- communicate information to different audiences
- communicate socially in formal and informal situations
- communicate with others, while working in a group, to accomplish tasks such as providing feedback to one another, acting within a leadership role and suggesting new ways of organizing group activities
- organize and synthesize information they obtain from a variety of sources for a variety of purposes
- use a more complex level of Cree for fun, to interpret and express humour, and to be creative

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

(Okiskinamawâkanak ka/ta nihtâ nehiyawewak.)

How well are students able to use the Cree language?

Students will:

- pronounce words in many different situations, given the opportunity to practise
- use words and phrases related to topics studied in class
- use more complex grammatical elements, such as using different verb tenses for a variety of purposes, making comparisons and using irregular verbs in a variety of tenses
- understand lengthy texts when they hear them and produce lengthy written texts, with guidance
- read and write lengthy texts, with guidance
- interact with others in familiar situations, with ease, in some formal situations

General Outcomes: Students will live (*wa*)*wetina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

What other knowledge, skills and attitudes have students acquired?

Students will:

- reflect on their personal and traditional beliefs and attitudes toward the treatment of Mother Earth★
- recognize value and celebrate diverse and positive viewpoints related to Mother Earth★

General Outcomes: Students will use strategies to maximize learning and communication.

What other skills have students acquired?

Students will:

- use the best strategies to enhance learning of Cree, independently
- select and use the most appropriate strategies to effectively use Cree, independently
- select and use the most appropriate strategies to enhance general learning, independently

★ Mother Earth/Creator is a discretionary term. Some of these tasks require caution and sensitivity on the part of the teacher.

For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

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

Grade Level	End of Grade 6	End of Grade 9	End of Grade 12
<p>At the end of grades 6, 9 and 12 of Cree, students will:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> express their likes, dislikes and feelings <input type="checkbox"/> communicate about themselves, other people, places and a simple sequence of events <input type="checkbox"/> invite someone to do something, and respond to invitations <input type="checkbox"/> communicate with others, while working in a group, to accomplish tasks such as taking turns, agreeing and disagreeing, and encouraging one another <input type="checkbox"/> gather and organize information in simple ways <input type="checkbox"/> use Cree for fun, to interpret simple humour and to be creative 	<ul style="list-style-type: none"> <input type="checkbox"/> express their feelings appropriately in formal and informal situations <input type="checkbox"/> communicate about events that have taken place or will take place <input type="checkbox"/> offer invitations, compliments and congratulations to others and be able to respond to them <input type="checkbox"/> communicate with others, while working in a group, to accomplish tasks such as supporting each other's ideas, negotiating roles and restating one another's ideas <input type="checkbox"/> gather information in different ways and use this information for a variety of purposes <input type="checkbox"/> use Cree for fun, to interpret and express humour, and to be creative 	<ul style="list-style-type: none"> <input type="checkbox"/> communicate about how feelings and emotions are expressed in a variety of media <input type="checkbox"/> communicate information to different audiences <input type="checkbox"/> communicate socially in formal and informal situations <input type="checkbox"/> communicate with others, while working in a group, to accomplish tasks such as providing feedback to one another, acting within a leadership role and suggesting new ways of organizing group activities <input type="checkbox"/> organize and synthesize information they obtain from a variety of sources for a variety of purposes <input type="checkbox"/> use a more complex level of Cree for fun, to interpret and express humour, and to be creative

For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

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

(Okiskinamawâkanak ka/ta nihtâ nehiyawewak.)

Grade Level	End of Grade 6	End of Grade 9	End of Grade 12
<p>At the end of grades 6, 9 and 12 of Cree, students will:</p>	<ul style="list-style-type: none"> ❑ begin to use correct pronunciation, with guidance ❑ demonstrate understanding by using groups of words that relate to familiar topics ❑ use grammatical elements correctly, such as forming simple questions and using common verbs and descriptive words, with guidance ❑ understand simple sentences when they hear them and produce simple sentences, with guidance ❑ read and write short and simple texts, with guidance ❑ interact with others in simple situations, with guidance 	<ul style="list-style-type: none"> ❑ pronounce words correctly in familiar situations ❑ demonstrate understanding by using groups of words that relate to topics ❑ use grammatical elements, such as using future tense, forming more complex questions, using irregular verbs and adverbs, with guidance ❑ understand short texts when they hear them, and produce different kinds of statements, with guidance ❑ read and write short texts, with and without guidance ❑ interact with others in simple situations, asking for guidance when needed 	<ul style="list-style-type: none"> ❑ pronounce words in many different situations, given the opportunity to practise ❑ use words and phrases related to topics studied in class ❑ use more complex grammatical elements, such as using different verb tenses for a variety of purposes, making comparisons and using irregular verbs in a variety of tenses ❑ understand lengthy texts when they hear them and produce lengthy written texts, with guidance ❑ read and write lengthy texts, with guidance ❑ interact with others in familiar situations, with ease, in some formal situations

For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

Students will live (*wa*)*wetina(hk)* (peacefully) with *Kikâwînaw Askiy* (Mother Earth★), others and themselves, guided by *Omâmawi Ohtâwîmâw* (the Creator★).

Grade Level	End of Grade 6	End of Grade 9	End of Grade 12
At the end of grades 6, 9 and 12 of Cree, students will:	<ul style="list-style-type: none"> ❑ identify important past and present perspectives and values that influence community living in a peaceful and respectful relationship with Mother Earth★ ❑ identify past and present community differences evident in the hand-crafted products and practices to Mother Earth★ 	<ul style="list-style-type: none"> ❑ study and compare views and treatments toward Mother Earth★ ❑ explore and examine own attitudes and perspectives on the significance of change to products and practices related to Mother Earth★ 	<ul style="list-style-type: none"> ❑ reflect on their personal and traditional beliefs and attitudes toward the treatment of Mother Earth★ ❑ recognize value and celebrate diverse and positive viewpoints related to Mother Earth★

★ Mother Earth/Creator is a discretionary term. Some of these tasks require caution and sensitivity on the part of the teacher.

For a detailed description of specific outcomes, refer to the program of studies.

General Outcome:

Students will use strategies to maximize learning and communication.

Grade Level	End of Grade 6	End of Grade 9	End of Grade 12
<p>At the end of grades 6, 9 and 12 of Cree, students will:</p>	<ul style="list-style-type: none"> <li data-bbox="440 455 768 548">❑ explain and use strategies to learn Cree, with guidance <li data-bbox="440 621 748 714">❑ explain and use strategies to use Cree, with guidance <li data-bbox="440 825 748 951">❑ explain and use strategies to enhance general learning, with guidance 	<ul style="list-style-type: none"> <li data-bbox="794 455 1052 581">❑ select and use strategies to learn Cree, with some independence <li data-bbox="794 621 1036 747">❑ select and use strategies to use Cree, with some independence <li data-bbox="794 825 1101 951">❑ select and use strategies to enhance general learning, with some independence 	<ul style="list-style-type: none"> <li data-bbox="1127 455 1422 581">❑ use the best strategies to enhance learning of Cree, independently <li data-bbox="1127 621 1419 783">❑ select and use the most appropriate strategies to effectively use Cree, independently <li data-bbox="1127 825 1422 987">❑ select and use the most appropriate strategies to enhance general learning, independently