

9

-YEAR PROGRAM

***Classroom
Assessment
Materials***



Cree

LANGUAGE and CULTURE

[GRADE] — **4**

2008

Alberta
EDUCATION

*Cree
Language
and Culture
Nine-year
Program*

*Grade 4
Classroom Assessment
Materials*

2008

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Learning and Teaching Resources Branch.

Cree language and culture nine-year program classroom assessment materials, grade 4.

ISBN 978-0-7785-6424-9

1. Cree language – Study and teaching (Elementary) – Alberta.
2. Education – Alberta – Curricula. 3. Cree language – Outlines, syllabi, etc. I. Title.

PM 989.A333 2008

497.323

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Acknowledgements

Alberta Education gratefully acknowledges Edmonton School District No. 7 for writing contributions and language validation over the course of the development of the *Cree Language and Culture Nine-year Program Classroom Assessment Materials, Grade 4*.

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Classroom Assessment Materials

Grade 4

Cree Language and Culture

Purpose

This document is designed to provide assessment materials for specific Grade 4 outcomes in the Cree Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 4 learning outcomes from the Cree Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific outcomes for Grade 4.

About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 4 outcomes from the *Applications* and *Community Membership* components in the Cree Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

Assessment for learning, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

Assessment of learning, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Community Membership* outcomes they address. They are not intended to be followed in a sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for learning* (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.

Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

“The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts.”¹ When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their own learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal, written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart² clarifies the differences between assessment of learning and assessment for learning.

| Assessment for Learning (formative assessment) | Assessment of Learning (summative assessment) |
|---|--|
| Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment | Checks what has been learned to date |
| Is designed to help educators and students improve learning | Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students |
| Is used continually to provide descriptive feedback | Is presented in a periodic report |
| Usually uses detailed, specific and descriptive feedback, in a formal or informal report | Usually compiles data into a single number, score or mark as a formal report |
| Is not reported as part of an achievement grade | Is reported as part of an achievement grade |
| Usually focuses on improvement, compared with the student's previous best | Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused |
| Must involve the student | Does not always involve the student |

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.

Introduction to *Community Membership*

The *Community Membership* component of the Cree Language and Culture Nine-year Program Grades 4–5–6 is overtly cultural and was never meant to be a stand-alone set of outcomes, as the assessment activities in this document clearly indicate. Outcomes from the *Community Membership* component and other components of the program of studies, i.e., *Applications*, are therefore used as Supporting Outcomes in the *Cree Language and Culture Grade 4 Classroom Assessment Materials*. The outcomes from the *Community Membership* component are quite holistic in the sense that there is much overlap with other components in the program of studies; e.g., *Language Competence*, *Applications* and *Strategies*. In addition, because of the holistic perspectives of the Cree culture and its community, rather than an individualistic worldview, it was difficult to separate learning tasks to focus only on the cluster headings Others or Themselves. As a result, most of the Principal Outcomes in this document are a combination of outcomes from these two cluster headings.

In the nine-year program, teachers and/or administrators may assume that Grade 4 students have had minimal exposure to, or no knowledge of, the Cree language. Another unique feature, however, of the *Community Membership* component is that although many of the Cree cultural teachings are discussed and/or taught in English, as much Cree language is used as is possible—sometimes only isolated words and phrases—without losing meaning. In this document, the Principal Outcome from the *Applications* component of the program of studies focuses on teaching the Cree language supplied within the task outlined; these are sometimes culturally neutral.

Oskih Kisinahmawakan / The New Student

Student's Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

| Principal Outcomes | |
|---|---|
| <i>A-1 To share information</i> | <input type="checkbox"/> A-1.1 share factual information a. share basic information |
| <i>A-4 To form, maintain and change interpersonal relationships</i> | <input type="checkbox"/> A-4.1 manage personal relationships a. exchange simple greetings and simple social expressions b. exchange some basic personal information; e.g., their name, age c. acknowledge basic kinship relationships |

| Supporting Outcomes | |
|--|---|
| <i>LC-2 Interpret and produce oral texts</i> | <input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using short, isolated phrases |
| <i>LC-4 Apply knowledge of sociocultural context</i> | <input type="checkbox"/> LC-4.4 social conventions a. imitate simple routine social interactions and expressions |

Materials

- Visual support on walls about greetings, feelings, asking and telling one's age

Alternative Assessment Task

You are a host of a school event; e.g., multicultural night or a Cree cultural event. You greet Cree speakers and performers at the door, in Cree. You show them to their seats or describe where they are to go, using a map.

Oskih Kisinahmawakan / The New Student

Performance Task Description

You have volunteered to be a buddy to a new student who has arrived in class. This is the first time you are meeting him or her. Introduce yourself, exchange some personal information with the new student and welcome him or her to the class.

Instructions

1. Find a partner. One person is the buddy, the other the new student. Switch roles afterward.
2. Plan and present a possible first meeting between the two students.

Sample dialogue

Buddy: *Tân 'sih!* / Hello!

New Student: *Tân 'sih kîya!* / Hello, Hi!

Buddy: *Moya nân 'taw?* / How are you?

New Student: *Moya nân 'taw nîsta.* / I am fine.

Buddy: *Niya Buddy nitsîkason.* / My name is Buddy.

New Student: *Nîya Jake nitsîkasan.* / My name is Jake.

Buddy: *Tântahto piponân?* / How old are you?

New Student: *Mitâtaht.* / 10.

Buddy: *Nîsta mitâtaht!* / I am also 10!

New Student: *Kawâpamitin asâmena.* / See you later.

3. Shake hands.

Evaluation Tools

- Self-assessment Checklist
- Observation Checklist
- Self-assessment
- Peer Assessment

Oskih Kisinahmawakan / The New Student: Self-assessment Checklist

Ni wíhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Criteria | Yes | Not Yet | My Thoughts about the Task |
|---|--------------------------|--------------------------|---|
| A-1.1a I shared basic information about myself: - name - where I come from - age | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • I am pleased with how I ... • I wish I would have ... • If I could do this again, I ... |
| A-4.1a I exchanged a: - greeting - farewell | <input type="checkbox"/> | <input type="checkbox"/> | |
| A-4.1b I introduced myself: - to someone new | <input type="checkbox"/> | <input type="checkbox"/> | |
| A-4.1c I learned information about someone else: - name - how they feel - age | <input type="checkbox"/> | <input type="checkbox"/> | |
| LC-2.3a I had: - a conversation with someone, in Cree | <input type="checkbox"/> | <input type="checkbox"/> | |
| LC-4.4a In this social interaction, I: - pretended that I was meeting someone new | <input type="checkbox"/> | <input type="checkbox"/> | |
| In this social interaction, I: - used polite expressions, like <i>Ay-hay</i> / Thank you and <i>Tawaw</i> / You are welcome | <input type="checkbox"/> | <input type="checkbox"/> | |

Oskih Kisinahmawakan / The New Student: Observation Checklist

Písim/Kísikâw / Date: _____

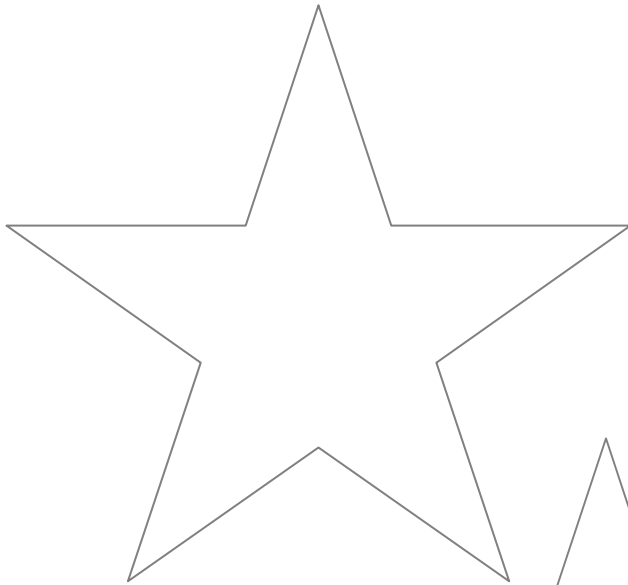
| Criteria: A-1.1a, A-4.1a, A-4.1b, A-4.1c The student shares/exchanges personal information, greetings and simple social expressions | | | |
|---|--------------------------|--------------------------|---------------|
| Student | Met | Not Yet | I noticed ... |
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 21. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 22. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 23. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 24. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 25. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 26. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 27. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 28. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 29. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 30. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Considerations for future planning | | | |

Oskih Kisinahmawakan / The New Student: Self-assessment

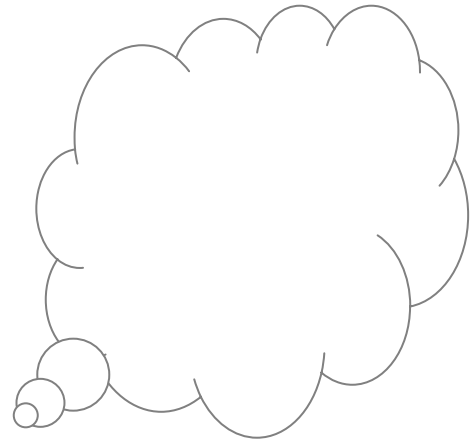
Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

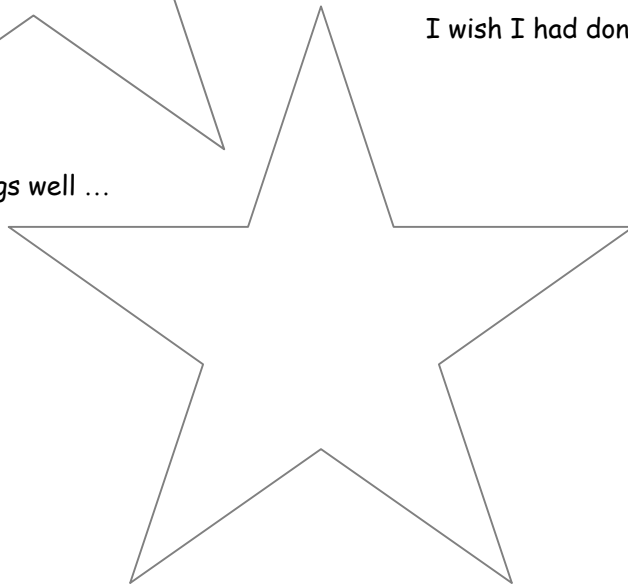
A-1.1a, A-4.1a, A-4.1b, A-4.1c, LC-4.4a
Exchanging Basic Information with Someone New



I did these things well ...



I wish I had done this differently ...



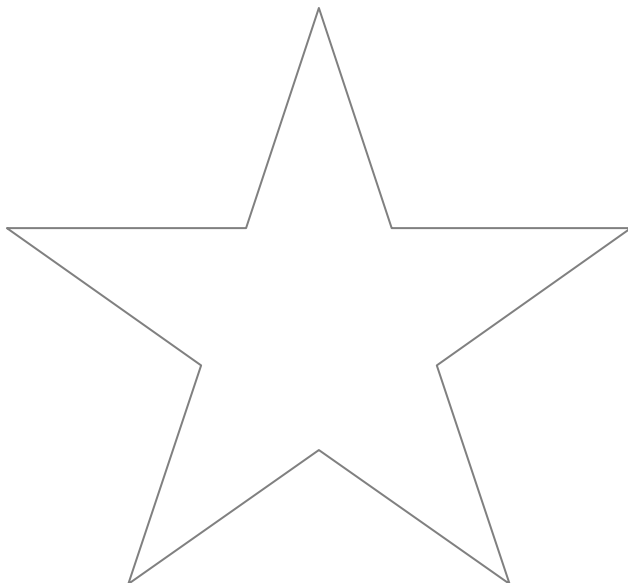
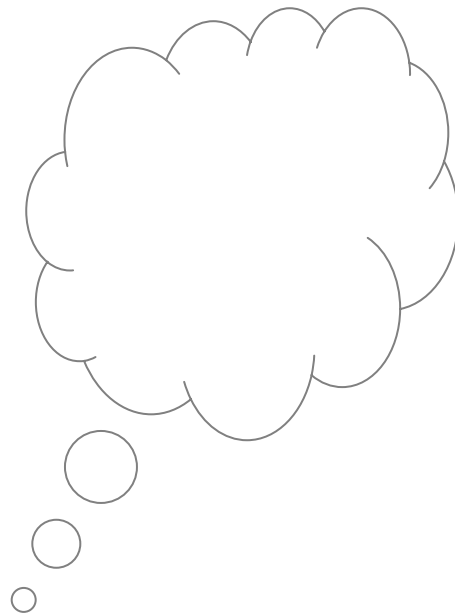
Oskih Kisinahmawakan / The New Student: Peer Assessment

Ni wíhowin / Name: _____

Písim/Kísikâw / Date: _____

A-1.1a, A-4.1a, A-4.1b, A-4.1c, LC-4.4a
Exchanging Basic Information with Someone New

Some advice for next time ...



I really liked how you did this ...

Tâpâhkotowin / Imaginary Family

Student's Performance Task Description

You are asked by your teacher to bring in your family album and introduce your family to the class. You may create your own family, using the family of any well-known person, celebrity or sports figure and/or your own mom, dad or brothers and sisters. (The teacher may create his or her family as a sample, using England's royal family, and model the activity for students.)

| Principal Outcomes | |
|---------------------------------|---|
| <i>A-1 To share information</i> | <input type="checkbox"/> A-1.1 share factual information a. share basic information |
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.1 relationships a. share with others and recognize that others are part of their living world/kinship systems |

| Supporting Outcomes | |
|--|--|
| <i>LC-1 Attend to the form of the language</i> | <input type="checkbox"/> LC-1.1 phonology b. pronounce common words and phrases correctly |
| <i>LC-2 Interpret and produce oral texts</i> | <input type="checkbox"/> LC-2.2 speaking a. produce simple words and phrases, orally, in guided situations |
| <i>LC-3 Interpret and produce written and visual texts</i> | <input type="checkbox"/> LC-3.2 writing a. produce simple written words and phrases in guided situations <input type="checkbox"/> LC-3.4 representing a. use visuals and other forms of nonverbal communication to express meaning in guided situations |
| <i>LC-4 Apply knowledge of the sociocultural context</i> | <input type="checkbox"/> LC-4.1 register a. speak at a volume appropriate to classroom situations |

Materials

- Visual supports; e.g., wall charts, picture dictionaries and pattern sentences

Alternative Assessment Task

Present a photograph of your real family to a group of classmates so they can recognize them at an upcoming school event; e.g., dance, powwow, picnic, winter concert.

Tâpâhkotowin / Imaginary Family: Teacher Backgrounder

This activity is a fun version of a serious aspect of Cree culture—the fostering or adopting of nonfamily members as our own family. This aspect should be taught to students, although it may already be in practice in their homes and/or in their community. It is often an informal process but there are traditional ceremonies in which the students or their families may take part. In this activity, students should be aware, through prior discussions about families, that this practice still exists among Cree people. The onus is on the teacher to discuss this simple concept with students, perhaps in a circle format, or to introduce it by reading a story about traditional adoption. The Cree language does not have a direct, single word for “imaginary.”

Tâpâhkotowin / Imaginary Family

Performance Task Description

You are asked by your teacher to bring in your family album and introduce your family to the class. You may create your own family, using the family of any well-known person, celebrity or sports figure and/or your own mom, dad or brothers and sisters. (The teacher may create his or her family as a sample, using England's royal family, and model the activity for students.)

Instructions

1. Create your imaginary family on a poster, family tree or in a photograph album. Use photographs, drawings and pictures from magazines or the computer.
2. Label all members of your imaginary family by their name and title.
3. Present your family to your classmates. Tell each member's name and his or her relationship to you.

Sample presentation

- *Tân 'sih!* / Hello!
- *Ôkik niwahkômâkanak.* / This is my family.
- *Niya awa, _____ nitsîkâson.* / This is me, _____ is my name.
- *Nohtâwiw awa, _____ isîkâsow.* / This is my dad, _____ is his name.
- *Nikâwiw awa, _____ isîkâsow.* / This is my mom, _____ is her name.
- *Nistes awa, _____ isîkâsow.* / This is my older brother, _____ is his name.
- *Nimis awa, _____ isîkâsow.* / This is my older sister, _____ is her name.
- *Nimosôm awa, _____ isîkâsow.* / This is my grandpa, _____ is his name.
- *Nôkom awa _____ isîkâsow.* / This is my grandma, _____ is her name.
- *Kahkiyaw nisâkihâwak!* / I love them!

Evaluation Tools

- Self-assessment Checklist
- Peer Assessment
- Rubric

Tâpâhkotowin / Imaginary Family: Self-assessment Checklist

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Criteria | Yes | Not Yet | My Thoughts about the Task |
|---|--|--|----------------------------|
| A-1.1a, LC-3.2a I identified all my family members by name and title, in writing, in sentences: - <i>nikâwîy/nimâmâ</i> - <i>nohtawîy/nipâpâ</i> - <i>nimis</i> - <i>nistes</i> - <i>nimosôm</i> - <i>nohkôm</i> - others: <i>nisîmsak</i> - younger siblings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| A-1.1a, LC-1.1b, LC-2.2a I identified all my family members by name and title, orally, in sentences: - <i>nikâwîy/nimâmâ</i> - <i>nohtawîy/nipâpâ</i> - <i>nimis</i> - <i>nistes</i> - <i>nimosôm</i> - <i>nohkôm</i> - others: <i>nisîmsak</i> - younger siblings | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| LC-3.4a I used visuals to represent my family. - All family members are present - Each one is clearly represented | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | |
| LC-3.4a I used gestures during my oral presentation. - People could better understand what I said | <input type="checkbox"/> | <input type="checkbox"/> | |
| LC-2.2a, LC-3.4a I spoke clearly during my oral presentation. - People could understand me - I spoke loud enough - I varied my voice | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |

Please notice this about my *tâpâhkotowin* / imaginary family ...

Tâpâhkotowin / Imaginary Family: Peer Assessment

Students can choose one of the following criteria to make a positive comment:
(A-1.1a, LC-2.2a, LC-3.2a, LC-3.4a)

Pîsim/Kîsikâw / Date: _____

Criteria:

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ... 😊

From _____

Pîsim/Kîsikâw / Date: _____

Criteria:

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ... 😊

From _____

Pîsim/Kîsikâw / Date: _____

Criteria:

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ... 😊

From _____

Pîsim/Kîsikâw / Date: _____

Criteria:

- identify family members orally
- identify family members in writing
- speak clearly and understandably
- use visuals to show family relationships

Dear _____,

When you presented your imaginary family, I noticed that you ... 😊

From _____

Tâpâhkotowin / Imaginary Family: Rubric

Pîsim/Kîsikâw / Date: _____

- Level: 4 - WOW! **independently** identifies family members, orally and in writing, with an **accuracy** that **enhances** comprehension
- 3 - Yes! **requires minimal assistance** to identify family members, with **few errors**
- 2 - Yes, but **requires occasional support** to identify family members, with **frequent errors** that **make comprehension difficult**
- 1 - No, but **requires continual prompting** to identify family members, with **many errors** that **interfere with comprehension**

| Student | Criteria Level | A-1.1a identified people in a family, orally and in writing | | | | LC-3.2a produced simple words about the family, in writing | | | | LC-2.2a produced simple phrases about the family, orally | | | | LC-1.1b pronunciation is comprehensible | | | |
|---------|----------------|---|---|---|---|--|---|---|---|--|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 |
| 1. | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | | | | |
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| 11. | | | | | | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | | | | | |
| 13. | | | | | | | | | | | | | | | | | |
| 14. | | | | | | | | | | | | | | | | | |
| 15. | | | | | | | | | | | | | | | | | |
| 16. | | | | | | | | | | | | | | | | | |
| 17. | | | | | | | | | | | | | | | | | |
| 18. | | | | | | | | | | | | | | | | | |
| 19. | | | | | | | | | | | | | | | | | |
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| 22. | | | | | | | | | | | | | | | | | |
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| 24. | | | | | | | | | | | | | | | | | |
| 25. | | | | | | | | | | | | | | | | | |
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| 28. | | | | | | | | | | | | | | | | | |
| 29. | | | | | | | | | | | | | | | | | |
| 30. | | | | | | | | | | | | | | | | | |

Considerations for future planning

Acimôwin / Story Time

Student's Performance Task Description

You are helping your teacher plan for next year. Choose a Cree story or video that you have read or seen during this school year. You are going to review the story or video. Did you like it? Why or why not? Draw a picture and write several words describing the problem in the story. Would you recommend that it be used again next year?

Principal Outcomes

A-2 *To express emotions and personal perspectives*

- A-2.1** share ideas, thoughts, preferences
 - b. express a personal response
- A-2.2** share emotions, feelings
 - a. respond to, and express, basic emotions and feelings

Supporting Outcomes

LC-3 *Interpret and produce written and visual texts*

- LC-3.2** writing
 - a. produce simple written words and phrases in guided situations

Materials

- Videos, stories and songs in Cree

Acimôwin / Story Time

Performance Task Description

You are helping your teacher plan for next year. Choose a Cree story or video that you have read or seen during this school year. You are going to review the story or video. Did you like it? Why or why not? Draw a picture and write several words describing the problem in the story. Would you recommend that it be used again next year?

Instructions

1. Choose a Cree children's book, story, song or video. Read, watch or listen to it.
2. Respond to the book, story, song or video by:
 - writing a few words, in Cree, about how you feel
 - writing why you feel that way, in English
 - drawing a picture
 - writing a few words or sentences, in Cree, describing a problem or a main event.

Evaluation Tools

- Self-assessment and Teacher Feedback
- Rubric

Acimôwin / Story Time:
Self-assessment and Teacher Feedback

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

Title _____

Author _____

Type of Material _____

How I Feel ... A-2.1b, LC-3.2a

The diagram consists of two speech bubbles on the left and two on the right. A horizontal dashed line connects the top of the two left bubbles to the top of the two right bubbles. From the top and bottom of this horizontal line, vertical dashed lines extend downwards to a rectangular box below. The box contains the text "I feel ..." on the left and "because ..." on the right.

I feel ...

because ...

Self-assessment

In my personal response, I ...

Teacher Feedback

I can see from your personal response that ...

Acimôwin / Story Time: Rubric

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| | |
|-------------|--------------|
| Title _____ | Author _____ |
|-------------|--------------|

| Level The student ... | Meets Standard of Excellence | Approaches Standard of Excellence | Meets Acceptable Standards | Approaches Acceptable Standards |
|--|--|---|---|--|
| A-2.1b • expresses a personal response to a story or song | expresses a response that is clear and is related to personal experience | expresses a response that is related to personal experience | expresses a basic response that is somewhat related to personal experience | expresses a response that is unclear and unrelated to personal experience |
| A-2.2a • responds to and expresses basic emotions and feelings | clearly responds to and expresses the mood and feelings evoked by the material | responds to and expresses the mood and feelings evoked by the material | shows a basic response to and expression of the mood and feelings evoked by the material | shows little or no response to or expression of the mood and feelings evoked by the material |
| LC-3.2a • produces simple written words and phrases in guided situations | writes text in Cree that is very appropriate and correctly completed, with little or no guidance | writes text in Cree that is appropriate and correctly completed, with some guidance | writes text in Cree that is mostly appropriate and completed, with guidance | writes text in Cree that is inappropriate or incomplete |

Comments

Kokom Piminawasowikamik / Grandma's Kitchen

Student's Performance Task Description

You are a waiter in a new restaurant called *Kokom's Kitchen*. Your job is to make suggestions from the menu about what customers might like to drink and eat.

| Principal Outcomes | |
|--|---|
| <i>A-2 To express emotions and personal perspectives</i> | <input type="checkbox"/> A-2.1 share ideas, thoughts, preferences a. express simple preferences |
| <i>A-3 To get things done</i> | <input type="checkbox"/> A-3.1 guide actions of others a. indicate basic needs and wants b. ask for permission |

| Supporting Outcomes | |
|--|---|
| <i>LC-2 Interpret and produce oral texts</i> | <input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using short, isolated phrases |
| <i>LC-5 Apply knowledge of how the language is organized, structured and sequenced</i> | <input type="checkbox"/> LC-5.3 patterns of social interaction a. respond using very simple social interaction patterns |

Materials

- Visuals of menu selections; e.g., bacon and eggs, cereal and milk or eggs and potatoes (prices can be attached to the menu choices)

Kokom Piminawasowikamik / Grandma's Kitchen

Performance Task Description

You are a waiter in a new restaurant called *Kokom's Kitchen*. Your job is to make suggestions from the menu about what customers might like to drink and eat.

Instructions

1. Greet the customer and hand him or her an illustrated menu.
2. Offer the customer choices of what to drink:
 - *pihkatewâpy* / coffee
 - *maskikiywâpoy* / tea
 - *sîwiminhkewin* / juice.
3. The customer chooses from the selection of drinks offered.
4. Choosing one visual at a time, ask the customer if he or she would like:
 - *kohkosowîn ekwa wawa* / bacon and eggs
 - *kiksepah micowin ekwa totosapay* / cereal and milk
 - *wawa ekwa askipwawa* / eggs and potatoes.
5. The customer may answer yes or no to each of the choices provided.

Sample dialogue

Waiter: *Tân 'sih kîya!* / Hello! How are you?

Customer: *Moya nân 'taw, ekwa kîya?* / I am fine, and you?

Waiter: *Moya nân 'taw nîsta. Kîkway ki nohte minihkwân?* / I am fine, too.
What would you like to drink?

Customer: *Ni nohte minihkwân sîwiminhkwewin/sîwâpoy.* / I would like some juice.

Waiter: *Kîkway ki nohte mîcin?* / What would you like to eat?

Customer: *Ni nohte mîcin wâwa ekwa askipwâwa.* / I want some eggs and potatoes.

When breakfast is delivered to the customer:

Waiter: *Kimîciwin ôma!* / Here is your food!

Customer: *Ay-hay!* / Thank you!

Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment
- Observation Checklist

Kokom Piminawasowikamik / Grandma's Kitchen: Peer-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

Niwicîwakân / Partner: _____

| Criteria | Peer Assessment | Evidence |
|---|---|--------------------------------|
| <p>A-3.1a</p> <ul style="list-style-type: none"> • make suggestions and respond to instructions <p>LC-2.3a</p> <ul style="list-style-type: none"> • engage in simple dialogue | <p>When I was the customer, <u>my partner</u>, the waiter, was able to understand what I wanted and could carry on a conversation with me</p> <p style="text-align: center;">Consistently Mostly Sometimes Seldom</p> | <p>I know this because ...</p> |
| <p>A-3.1a</p> <ul style="list-style-type: none"> • indicate basic needs and wants <p>A-2.1a</p> <ul style="list-style-type: none"> • express simple preferences <p>LC-5.3a</p> <ul style="list-style-type: none"> • use a question-answer pattern | <p>When I was the waiter, <u>my partner</u>, the customer, was able to tell me likes and dislikes and respond to my suggestions</p> <p style="text-align: center;">Consistently Mostly Sometimes Seldom</p> | <p>I know this because ...</p> |
| <p>A compliment I could offer my partner would be ...</p> | | |
| <p>Some advice I could offer my partner for next time would be ...</p> | | |

Kokom Piminawasowikamik / Grandma's Kitchen: Observation Checklist

Pîsim/Kîsikâw / Date: _____

| Criteria: A-3.1a, A-3.1b, LC-2.3a The student indicates basic wants through a simple oral interaction | | | |
|--|--------------------------|--------------------------|---------------|
| Student | Yes | Not Yet | I noticed ... |
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | |
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| 25. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 26. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 27. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 28. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 29. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 30. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Considerations for future planning | | | |

Kawkecihkemok / Just Ask

Student's Performance Task Description

Think of all the things you could ask permission for or offer to do in the class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

Principal Outcomes

A-3 *To get things done*

- A-3.1** **guide actions of others**
 - b. ask for permission
- A-3.2** **state personal actions**
 - b. ask or offer to do something

Supporting Outcomes

LC-2 *Interpret and produce oral texts*

- LC-2.1** **listening**
 - a. understand simple spoken sentences in guided situations
- LC-2.2** **speaking**
 - a. produce simple words and phrases, orally, in guided situations

S-2 *Language use*

- S-2.1** **language use**
 - a. use simple strategies, with guidance, to enhance language use; e.g., listen for key words

Materials

- Class set of cards with *Ehâ* / Yes on one side and *Môya* / No on the other

Alternative Assessment Task

Ask your teacher, in Cree, for permission to do different things, e.g., go to the bathroom, go to get a drink, throughout the week. Keep track of how many times in one week you asked these questions. Set goals for yourself and see if you can meet them.

Kawkecihkemok / Just Ask

Performance Task Description

Think of all the things you could ask permission for or offer to do in the class. Then, play a game of Just Ask. Ask your classmates questions you have prepared. You will not know the answers until your classmates show their card that says Yes or No.

Instructions

1. Your teacher will give you a card with *Ehâ / Yes* on one side and *Môya / No* on the other.
2. Choose two questions from a brainstormed list that **ask permission to do** something and two other questions that **ask or offer to do** something.
3. Ask your classmates to answer the questions you have chosen.
4. If your classmates understand what has been asked, they will give you permission by showing the *Ehâ / Yes* card. If your classmates do not understand, they will deny you permission by showing their *Môya / No* card.
5. Keep track of the number of Yes and No answers you receive.

Sample dialogue

- *Kâ wîcihtin? / Can I help?*
- *Mahti nitaw minikwân nipyi cî? / May I get a drink of water, please?*
- *Mahti nitaw wayawân cî? / May I go to the washroom, please?*
- *Ni kâkî nitâtah 'mon cî masinahikan? / May I borrow a paper/book, please?*
- *Ni kâkî âkayâsîmon cî? / May I speak English, please?*
- *Mahti ni kâkî metawân cî wayawîtimihk? / May I play outside, please?*

Evaluation Tools

- Self-assessment Rating Scale
- Observation Checklist
- Self-assessment

Kawkecihkemok / Just Ask: Self-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

During the Just Ask game, I was able to ...

| Criteria | Yes | Getting There | Not Yet |
|--|-----|---------------|---------|
| A-3.1b • ask for permission | ● | ● | ● |
| A-3.2b • ask or offer to do something | ● | ● | ● |
| LC-2.1a • understand simple sentences | ● | ● | ● |
| LC-2.2a • say simple words and phrases | ● | ● | ● |
| S-2.1a • listen for key words | ● | ● | ● |

Kawkecihkemok / Just Ask: Observation Checklist

Ni wíhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

Criteria: LC-2.1a, LC-2.2a The student understands and produces simple words and sentences

| Student | Yes | Not Yet | I noticed ... |
|---------|--------------------------|--------------------------|---------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | |
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| 11. | <input type="checkbox"/> | <input type="checkbox"/> | |
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| 18. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 21. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 22. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 23. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 24. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 25. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 26. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 27. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 28. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 29. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 30. | <input type="checkbox"/> | <input type="checkbox"/> | |

Considerations for future planning

Kawkecihkemok / Just Ask: Self-assessment

Ni wíhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| A-3.1b Questions I will ask PERMISSION | Tally Count YES NO | | LC-2.1a How well did people understand me? Why? |
|--|----------------------------|--|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| A-3.2b Questions I will ask OFFER TO DO | Tally Count YES NO | | LC-2.1a How well did people understand me? Why? |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| <p>LC-2.1a When people asked me questions, I understood them ...</p> <p style="text-align: center;"> consistently usually sometimes seldom </p> <p style="text-align: center;"> </p> <p>I know this because ...</p> | | | |

Nitokemôwin / Invitation Dilemma

Student's Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to the round dance in another community. You have to decide which invitation to accept and which to decline.

| Principal Outcomes | |
|--|--|
| <i>A-3 To get things done</i> | <input type="checkbox"/> A-3.2 state personal actions a. respond to offers, invitations and instructions |
| <i>A-5 To enhance their knowledge of the world</i> | <input type="checkbox"/> A-5.3 solve problems a. experience problem-solving situations |

| Supporting Outcomes | |
|---|---|
| <i>A-4 To form, maintain and change interpersonal relationships</i> | <input type="checkbox"/> A-4.1 manage personal relationships a. exchange simple greetings and simple social expressions b. exchange some basic personal information; e.g., their name, age |
| <i>LC-1 Attend to the form of the language</i> | <input type="checkbox"/> LC-1.1 phonology b. pronounce common words and phrases correctly c. recognize intonation common to Cree |
| <i>LC-2 Interpret and produce oral texts</i> | <input type="checkbox"/> LC-2.1 listening a. understand simple spoken sentences in guided situations <input type="checkbox"/> LC-2.2 speaking a. produce simple words and phrases, orally, in guided situations <input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using short, isolated phrases |

Materials

- A birthday card invitation

Alternative Assessment Task

You receive an e-mail invitation, in Cree, to a friend's birthday party. Respond, through e-mail, and tell your friend that you either can or cannot make it to the party.

Nitokemôwin / Invitation Dilemma

Performance Task Description

You have just been invited to a friend's birthday party. Unfortunately, you have already been invited to go to the round dance in another community. You have to decide which invitation to accept and which to decline.

Instructions

1. Greet a friend and respond to his or her announcement that it is his or her birthday today.
2. When the friend invites you to the birthday party, either accept or decline the invitation.

Sample dialogue

Student A: *Tân 'sih kîya!* / How are you!

Student B: *Moya nân 'taw.* / I am fine.

Student A: *Nikotwâso kîsikâw e tipiskamân.* / My birthday is Saturday.

Student B: *Miyo kîsikansi! Tân 'tahto e tahto piponeyan?* / Hope you have a good day! How old are you?

Student A: *Mitâtaht ni tahtopiponân. E pe nitomitân.* / I am 10 years old. I am inviting you.

Student B: *Ay-hay. Tân 'spî ôma?* / Thank you. When is this?

Student A: *Kaskatinow pîsim, niyânosâp kâ akimît. Ki wî pe 'tohtân?* / October 15. Are you coming?

Student B: *Kâ kî 'tohtân.* / I can come.

Student A: *Miywâsin!* / Great!

Student B: *Ay-hay!* / Thank you!

Evaluation Tools

- Self-assessment
- Teacher Rating Scale
- Teacher Feedback

Nitokemôwin / Invitation Dilemma: Self-assessment

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| <i>When I ...</i> | <i>Looking Back ...</i> | <i>Looking Ahead ...</i> |
|--|---|------------------------------|
| <p style="text-align: center;">invited a friend ...</p> <p><u>Criteria</u> A-4.1a • I exchanged greetings and farewells A-4.1b • I exchanged basic personal information; e.g., - my age - my name</p> | <p>What did I do well?</p> <p>I also noticed that I need help with ...</p> | <p>Next time, I will ...</p> |
| <p style="text-align: center;">received an invitation ...</p> <p><u>Criteria</u> A-3.2a • I responded to invitations A-5.3a • I experienced a problem to solve; e.g., accepted or declined the invitation A-4.1a • I exchanged simple greetings and simple social expressions A-4.1b • I exchanged basic personal information; e.g., - my age - my feelings</p> | <p>What did I do well?</p> <p>I also noticed that I need help with ...</p> | <p>Next time, I will ...</p> |
| <p>I want others to notice ...</p> | | |

Nitokemôwin / Invitation Dilemma: Teacher Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Criteria | Excellent | Very Good | Satisfactory | Not Yet |
|--|-----------|-----------|--------------|---------|
| A-3.2a • responds to invitations | ● | ● | ● | ● |
| A-5.3a • experiences problem-solving situations | ● | ● | ● | ● |
| LC-1.1c • recognizes intonation common to Cree | ● | ● | ● | ● |
| LC-1.1b • pronounces common words and phrases correctly | ● | ● | ● | ● |
| LC-2.1a • understands simple spoken sentences in guided situations | ● | ● | ● | ● |
| LC-2.2a • produces simple words and phrases orally | ● | ● | ● | ● |
| LC-2.3a • engages in simple interactions | ● | ● | ● | ● |

Comments

Nitokemôwin / Invitation Dilemma: Teacher Feedback

The teacher comments on the following criteria:

A-3.2a responds to invitations

A-4.1a exchanges simple greetings and simple social expressions

LC-1.1b pronounces words correctly

LC-1.1b, LC-1.1c uses intonation to express meaning

Pîsim/Kîsikâw / Date: _____

Dear _____,

When you responded to the birthday invitation, I noticed that you ...

I also noticed ...

Next time, you may want to try ...

From _____

Metawewin Kîsikâw / Games Day

Student's Performance Task Description

Your teacher announces that today is *Metawewin Kîsikâw / Games Day*. Choose a game to play, in Cree, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

Principal Outcomes

A-3 *To get things done*

- A-3.2 state personal actions**
 - a. respond to offers, invitations and instructions
- A-3.3 manage group actions**
 - a. engage in turn taking
 - b. encourage other group members to act appropriately

Supporting Outcomes

LC-2 *Interpret and produce oral texts*

- LC-2.2 speaking**
 - a. produce simple words and phrases, orally, in guided situations

Materials

- A variety of games available for small groups—even games in English—as long as the Cree language is spoken throughout the game

Alternative Assessment Task

You help to get the Grade 3 students excited about learning Cree in Grade 4. You go to a Grade 3 class to teach a student the game you learned. You teach the student some Cree phrases so he or she can play without using English.

Metawewin Kîsikâw / Games Day

Performance Task Description

Your teacher announces that today is *Metawewin Kîsikâw / Games Day*. Choose a game to play, in Cree, with your classmates. It is your job to keep track of whose turn it is and to encourage good sportsmanship.

Instructions

1. Play a game with at least two other people.
2. At each turn, say whose turn it is or ask whose turn it is, in Cree.
3. Use encouraging words, in Cree, to promote good sportsmanship among players.
4. Switch roles with the other players until all get a chance to keep track of turns and encourage others.

Sample phrases

- *Awîn ekwa?* / Whose turn is it?
- *Nîya ekwa.* / It is my turn.
- *Kîya ekwa.* / It is your turn.
- *Wîyekwa.* / It is his or her turn.
- *Mîyosin!* / Good job!
- *Tahkakah!* / Great!
- *Wîyakac!* / Too bad!
- *Akamehmoh!* / Keep going!
- *Awasi!* / Oh no!
- *Tîhtipina.* / Roll.
- *Metâwe.* / Play.
- *Hâw.* / Go.
- *Ceskwa.* / Wait.
- *Nakinah.* / Stop.
- *Haw, kiyèkwa.* / Take your turn.
- *Ehâ.* / Okay.

Evaluation Tools

- Self-assessment Rating Scale and Goal Setting
- Teacher Checklist
- Peer-assessment Rating Scale

Metawewin Kîsikâw / Games Day: Self-assessment Rating Scale and Goal Setting

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| When playing a game in Cree, I can ... | | Yes | Getting There | Not Yet | What I can do to improve ... |
|--|---|-----|---------------|---------|------------------------------|
| A-3.2a | <ul style="list-style-type: none"> respond to the simple commands of others | | | | |
| A-3.3a, A-3.3b | <ul style="list-style-type: none"> ask whose turn it is | | | | |
| A-3.3a, A-3.3b | <ul style="list-style-type: none"> tell a group member it is his or her turn | | | | |
| A-3.3b | <ul style="list-style-type: none"> encourage other group members | | | | |
| LC-2.2a | <ul style="list-style-type: none"> say simple words and phrases | | | | |
| <p>The next time I play a game in Cree, I ...</p> | | | | | |

Metawewin Kîsikâw / Games Day: Teacher Checklist

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| The student can ... | Yes | Not Yet |
|---|--------------------------|--------------------------|
| A-3.2a • respond to offers, invitations and instructions | <input type="checkbox"/> | <input type="checkbox"/> |
| A-3.3a • manage turn taking in Cree | <input type="checkbox"/> | <input type="checkbox"/> |
| A-3.3b • encourage other group members to act appropriately | <input type="checkbox"/> | <input type="checkbox"/> |
| LC-2.2a • produce simple words and phrases in Cree | <input type="checkbox"/> | <input type="checkbox"/> |

Strengths

Challenges



Metawewin Kîsikâw / Games Day: Teacher Checklist

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| The student can ... | Yes | Not Yet |
|---|--------------------------|--------------------------|
| A-3.2a • respond to offers, invitations and instructions | <input type="checkbox"/> | <input type="checkbox"/> |
| A-3.3a • manage turn taking in Cree | <input type="checkbox"/> | <input type="checkbox"/> |
| A-3.3b • encourage other group members to act appropriately | <input type="checkbox"/> | <input type="checkbox"/> |
| LC-2.2a • produce simple words and phrases in Cree | <input type="checkbox"/> | <input type="checkbox"/> |

Strengths

Challenges

Metawewin Kîsikâw / Games Day: Peer-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

Niwicîwakân / Partner: _____

| Criteria | Peer Assessment | Evidence |
|--|---|--|
| <p>When we were playing the game, <u>my partner</u> was able to:</p> <p>A-3.2a</p> <ul style="list-style-type: none"> • respond to offers, invitations and instructions <p>A-3.3a</p> <ul style="list-style-type: none"> • manage turn taking in Cree <p>A-3.3b</p> <ul style="list-style-type: none"> • encourage other group members to act appropriately <p>LC-2.2a</p> <ul style="list-style-type: none"> • produce simple words and phrases orally | <p>Consistently Mostly Sometimes Seldom</p> <p>●—————●—————●—————●</p> <p>Consistently Mostly Sometimes Seldom</p> <p>●—————●—————●—————●</p> <p>Consistently Mostly Sometimes Seldom</p> <p>●—————●—————●—————●</p> <p>Consistently Mostly Sometimes Seldom</p> <p>●—————●—————●—————●</p> | <p>I know this because ...</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p> |
| <p>A compliment I could offer my partner would be ...</p> | | |
| <p>Some advice I could offer my partner for next time would be ...</p> | | |

Nitoniketân / Scavenger Hunt

Student's Performance Task Description

You and your partner have been given a Cree word puzzle to solve. Each clue leads to another hidden clue around the school. Follow each clue to get a piece of the puzzle and discover where to go next.

| Principal Outcomes | |
|--|---|
| <i>A-1 To share information</i> | <input type="checkbox"/> A-1.1 share factual information b. identify familiar people, places and things |
| <i>A-5 To enhance their knowledge of the world</i> | <input type="checkbox"/> A-5.1 discover and explore a. investigate the immediate environment <input type="checkbox"/> A-5.2 gather and organize information a. gather simple information <input type="checkbox"/> A-5.3 solve problems a. experience problem-solving situations |

| Supporting Outcomes | |
|--|--|
| <i>LC-3 Interpret and produce written and visual texts</i> | <input type="checkbox"/> LC-3.1 reading a. understand simple written sentences in guided situations |
| <i>S-1 Language learning</i> | <input type="checkbox"/> S-1.1 language learning a. use simple strategies, with guidance, to enhance language learning; e.g., work cooperatively, brainstorm |

Materials

- A series of written and pictorial clues posted around the school
- A mystery word, one letter of which is hidden with each clue

Nitoniketân / Scavenger Hunt

Performance Task Description

You and your partner have been given a Cree word puzzle to solve. Each clue leads to another hidden clue around the school. Follow each clue to get a piece of the puzzle and discover where to go next.

Instructions

1. With your partner, read and follow the first instruction given by the teacher.
2. When you arrive at the location in the school, write down the first letter of the word puzzle. Read and follow the next instruction you find in that location.
3. Continue until you have read the last clue and found the last letter.
4. Return to the classroom to unscramble the letters to form the word.

Sample clues

- *Mîcisokamikohk itoteh.* / Go to the lunchroom/cafeteria.
- *Iskwesis nahapiw kamikohk itoteh.* / Go to the girl's washroom.
- *Napesis nahapiw kamikohk itoteh.* / Go to the boy's washroom.
- *Ayamicikew kamikohk itoteh.* / Go to the library.
- *Kitocikewkamikohk itoteh.* / Go to the music room.
- *Metawew kamikohk itoteh.* / Go to the gym.

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

Nitoniketân / Scavenger Hunt: Self-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikaw / Date: _____

During the Scavenger Hunt, I could ...

| Criteria | Always | Sometimes | Usually | Not Yet |
|--|--------|-----------|---------|---------|
| A-1.1b • identify places in the school | ● | ● | ● | ● |
| A-5.1a • explore my school | ● | ● | ● | ● |
| A-5.2a • gather information from clues | ● | ● | ● | ● |
| A-5.3a • solve the puzzle, using clues | ● | ● | ● | ● |
| LC-3.1a • read clues in Cree | ● | ● | ● | ● |
| S-1.1a • work with a partner | ● | ● | ● | ● |

When it came to reading and understanding the clues, I noticed ...

When I was exploring the school for clues, I noticed ...

My partner and I worked together ...

Nitoniketân / Scavenger Hunt: Peer-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

Niwicîwakân / Partner: _____

| | My partner could ... | Yes | Getting There | Not Yet | I know this because ... |
|---|---|-----|---------------|---------|-------------------------|
| A-5.1a | <ul style="list-style-type: none"> • investigate the immediate environment; e.g., find the correct place in the school | | | | |
| A-5.2a | <ul style="list-style-type: none"> • gather simple information from the written clues | | | | |
| S-1.1a | <ul style="list-style-type: none"> • work cooperatively to solve a problem | | | | |
| Something you did well was ... | | | | | |
| | | | | | |
| Some advice for next time would be ... | | | | | |
| | | | | | |
| My partner's response to my feedback ... | | | | | |
| | | | | | |

Nitoniketân / Scavenger Hunt: Teacher Rating Scale

Pîsim/Kîsikâw / Date: _____

4 = excellent

3 = very good

2 = satisfactory

1 = incomplete

| Student | A-5.1a, A-1.1b investigates/identifies school places | | | | A-5.2a, A-5.3a gathers information/solves puzzle | | | | S-1.1a works cooperatively with peers | | | | Follow-up Needed? Yes/No |
|---------|---|---|---|---|---|---|---|---|--|---|---|---|-----------------------------|
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Kikway Kintawayiten ... / And the Survey Says ...

Student's Performance Task Description

Your school is to rent a vending machine for snacks and drinks. You will give your opinion as to what should be offered in the machine. You will survey at least three people for their preferences. Organize your findings in several different ways and be prepared to present them to the school principal.

| Principal Outcomes | |
|--|--|
| <i>A-2 To express emotions and personal perspectives</i> | <input type="checkbox"/> A-2.1 share ideas, thoughts, preferences a. express simple preferences |
| <i>A-5 To enhance their knowledge of the world</i> | <input type="checkbox"/> A-5.2 gather and organize information a. gather simple information b. organize items in different ways |

| Supporting Outcomes | |
|--|---|
| <i>LC-2 Interpret and produce oral texts</i> | <input type="checkbox"/> LC-2.1 listening a. understand simple spoken sentences in guided situations <input type="checkbox"/> LC-2.3 interactive fluency a. engage in simple interactions, using short, isolated phrases |

Materials

- Visual supports and resources to complete the design of the survey

Alternative Assessment Task

You are going to have an ice-cream sundae afternoon. Your teacher needs to know what toppings he or she should bring to class. Survey your friends, in Cree, on their choice of berry toppings. Organize the information you receive. Share the results with your teacher and classmates. Enjoy the sundaes!

Kîkway Kintaweyiten ... / And the Survey Says ...

Performance Task Description

Your school is to rent a vending machine for snacks and drinks. You will give your opinion as to what should be offered in the machine. You will survey at least three people for their preferences. Organize your findings in two different ways and be prepared to present them to the school principal.

Instructions

1. The theme for your survey is a vending machine that will offer *sîwapôs* / juice, *tôtôhsâpoy* / milk, *nipîy* / water, *pikîs* / gum, *maskîkîsa* / candy and *sîw'pakwesîkansa* / cookies.
2. Design a survey that asks people which of the choices they prefer or like; e.g., "Do you prefer *tôtôhsâpoy* / milk or *nipîy* / water?"
3. Include at least three sets of choices.
4. Draw a picture and label each choice.
5. Orally survey at least three people.
6. Orally answer at least three other people's surveys.
7. When your survey is complete, organize your information in at least two different ways; e.g., a bar graph, pictograph, Venn diagram, report, poster.
8. Share your information with your classmates.

Evaluation Tools

- Self-assessment Checklist
- Teacher Rating Scale
- Observation Checklist

Kîkway Kintaweyiten ... / And the Survey Says ...:
Teacher Rating Scale

Pîsim/Kîsikâw / Date: _____

4 = consistently 3 = usually 2 = sometimes 1 = rarely

| Student | A-2.1a expresses preferences | | | | A-5.2a gathers information | | | | A-5.2b organizes information | | | | LC-2.1a understands spoken Cree | | | | LC-2.3a speaks in Cree | | | | Follow-up Needed? Yes/No |
|---------|------------------------------------|---|---|---|----------------------------------|---|---|---|------------------------------------|---|---|---|---------------------------------------|---|---|---|------------------------------|---|---|---|--------------------------------|
| | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | |
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Considerations for future planning

Kíkway Kintaweyiten ... / And the Survey Says ...:
Observation Checklist

Písim/Kísikâw / Date: _____

| Criteria: A-5.2a, A-5.2b The student gathers and organizes information | | | |
|---|--------------------------|--------------------------|----------------------|
| Student | Yes | Not Yet | I noticed ... |
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | |
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| 29. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 30. | <input type="checkbox"/> | <input type="checkbox"/> | |
| Considerations for future planning | | | |

Tânekih Ka Nehiyaweyak / Reporter

Student's Performance Task Description

You are a reporter for your school newsletter. Your assignment is to research reasons for learning the Cree language and culture and report your findings to an audience who may not understand Cree or have little knowledge of the Cree culture.

| Principal Outcomes | |
|--|---|
| <i>A-5 To enhance their knowledge of the world</i> | <input type="checkbox"/> A-5.4 explore perspectives and values <ol style="list-style-type: none"> a. listen attentively and respectfully to ideas and thoughts expressed b. respond sensitively to the ideas and products of others |
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.2 knowledge of past and present <ol style="list-style-type: none"> a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; i.e., storytelling, celebrations |
| Supporting Outcomes | |
| <i>S-3 Cultural learning</i> | <input type="checkbox"/> S-3.1 cultural learning <ol style="list-style-type: none"> a. use simple strategies, with guidance, to enhance cultural learning; e.g., seek information through a variety of sources |
| <i>S-4 General learning</i> | <input type="checkbox"/> S-4.1 general learning <ol style="list-style-type: none"> a. use simple strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task |
| Materials <ul style="list-style-type: none"> • Access to resources, e.g., written, audiovisual, Internet, human, that explain reasons for learning Cree. An ACCESS video, developed in the 1990s, presents interviews with students who discuss why they want to learn their Aboriginal language. Reasons indicated were: <ul style="list-style-type: none"> - wanting to speak to their grandparents - making connections to adults - the beauty of the language - wanting the humour in the language. | |

Alternative Assessment Task

You are advertising your school. Your assignment is to prepare a poster for your school's Open House about its exciting Cree language and culture program. Discuss why it is important to know Cree.

Tânekih Ka Nehiyaweyak / Reporter**Performance Task Description**

You are a reporter for your school newsletter. Your assignment is to research reasons for learning the Cree language and culture and report your findings to an audience who may not understand Cree or have little knowledge of the Cree culture.

Instructions

1. Explore the different reasons for learning the Cree language and culture.
2. Choose a method to report your findings; e.g., write an article; conduct an interview with a community member or Elder; make a poster; create a song, rhyme or skit.
3. Present your findings to your classmates.

- Evaluation Tools**
- Teacher Rating Scale
 - Peer Assessment

Tânekih Ka Nehiyaweyak / Reporter: Teacher Rating Scale

Pîsim/Kîsikâw / Date: _____

4 = excellent

3 = very good

2 = satisfactory

1 = incomplete

| Student | CM-2.2a identifies reasons for learning about Cree language and culture | | | | S-3.1a uses a variety of sources | | | | S-4.1a makes a plan in advance | | | | Follow-up Needed? Yes/No |
|---------|---|---|---|---|-------------------------------------|---|---|---|-----------------------------------|---|---|---|-----------------------------|
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Tânekih Ka Nehiyaweyak / Reporter: Peer Assessment

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

Niwicîwakân / Partner: _____

Criteria: A-5.4a listen attentively and respectfully to the ideas and thoughts expressed

You gave reasons why we should learn Cree. These are the ones I heard ...

Presenter's Response When I read your comments, I ...

Criteria: A-5.4b respond sensitively to the ideas and products of others

The best reason you gave for learning Cree was ...

A compliment I would like to pay you is ...

A piece of advice I could give you for next time is ...

Presenter's Response When I read your comments, I ...

Nikamôtân / Be Creative

Student's Performance Task Description

You belong to a Cree performing group that is well-known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

| Principal Outcomes | |
|---|--|
| A-6 <i>For imaginative purposes and personal enjoyment</i> | <input type="checkbox"/> A-6.1 humour/fun a. use the language for fun <input type="checkbox"/> A-6.2 creative/aesthetic purposes a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language <input type="checkbox"/> A-6.3 personal enjoyment a. use the language for personal enjoyment; e.g., listen to favourite songs |

| Supporting Outcomes | |
|---|--|
| LC-3 <i>Interpret and produce written and visual texts</i> | <input type="checkbox"/> LC-3.4 representing a. use visuals and other forms of nonverbal communication to express meaning in guided situations |
| S-1 <i>Language learning</i> | <input type="checkbox"/> S-1.1 language learning a. use simple strategies, with guidance, to enhance language learning; e.g., perform actions, learn a short song or rhyme |
| S-2 <i>Language use</i> | <input type="checkbox"/> S-2.1 language use a. use simple strategies, with guidance, to enhance language use; e.g., use familiar repetitive patterns |

Materials

- Words and music to familiar songs or rhymes in Cree, e.g., "Old MacDonald", "Head and Shoulders", or any well-known song translated from English; e.g., from *Brian MacDonald and the Onion Lake School Children: Songs in Cree and English (Audiocassette and Song Book)*
- Access to thematic vocabulary to substitute words

Alternative Assessment Task

Your group performs a traditional song (sacred song), with a drum, at a school concert or parent night, to a different grade during class time or at a school assembly.

Nikamôtân / Be Creative**Performance Task Description**

You belong to a Cree performing group that is well-known for its ability to create new material from familiar songs and rhymes. Your group has been hired to teach your classmates new words and gestures to a known song or rhyme.

Instructions

1. With your group, choose a well-known song or rhyme with a repetitive pattern.
2. Change some of the words.
3. Make up new gestures or actions to go along with your creation.
4. Perform your new Cree song or rhyme for your classmates and then teach it to them.

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

Nikamôtân / Be Creative: Self-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| In this task, I could ... | Yes | Getting There | Not Yet |
|---|------------|----------------------|----------------|
| A-6.1a • use Cree for fun I know this because ... | | | |
| A-6.2a • use Cree creatively I know this because ... | | | |
| A-6.2a • create a new song or rhyme in Cree I know this because ... | | | |
| A-6.3a • use Cree for personal enjoyment I know this because ... | | | |
| S-1.1a • perform actions to match the words of a song or rhyme I know this because ... | | | |
| S-2.1a • use patterns from a familiar song or rhyme in my creation I know this because ... | | | |
| Some advice that I would give to others performing this task is ... | | | |

Nikamôtân / Be Creative: Peer-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim Kîsikâw / Date: _____

Group Members' Names: _____

| The group could ... | | Yes | Getting There | Not Yet | Feedback |
|---------------------|---|-----|---------------|---------|----------|
| A-6.1a, A-6.2a | <ul style="list-style-type: none"> use Cree creatively and for fun | | | | |
| S-1.1a | <ul style="list-style-type: none"> perform actions to match the words of their song or rhyme | | | | |
| S-2.1a | <ul style="list-style-type: none"> repeat a pattern in their song or rhyme | | | | |

Something I really liked about your song or rhyme ...

Some advice for next time would be ...

Nikamôtân / Be Creative: Teacher Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Criteria | Excellent | Very Good | Satisfactory | Not Yet |
|--|-----------|-----------|--------------|---------|
| A-6.1a • uses Cree for fun | ● | ● | ● | ● |
| A-6.2a • uses Cree creatively | ● | ● | ● | ● |
| A-6.3a • uses Cree for personal enjoyment | ● | ● | ● | ● |
| LC-3.4a • uses visuals, gestures and/or actions to express meaning | ● | ● | ● | ● |
| S-2.1a • uses patterns to create new songs or rhymes | ● | ● | ● | ● |
| Comments | | | | |

Mîyawahtetân / Let's Celebrate

Student's Performance Task Description

Your class is helping to prepare an important Cree cultural celebration. Guests will be invited to share elements of Cree culture. During the celebration, you will participate in the activities and ask questions to learn more about Cree culture. Then, find what elements of Cree culture are present in the classroom.

| Principal Outcomes | |
|---|---|
| <i>CM-1 Kikâwînaw Askiy (Mother Earth*)</i> | <input type="checkbox"/> CM-1.1 relationships a. listen to stories about <i>Kikâwînaw Askiy (Mother Earth*)</i> and observe and experience <i>Kikâwînaw Askiy (Mother Earth*)</i> |
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.3 practices and products a. observe, understand and participate, with the group, in Cree cultural experiences, practices and activities |
| <i>CM-3 Themselves</i> | <input type="checkbox"/> CM-3.2 knowledge of past and present a. share about themselves and their family; e.g., traditions, nicknames, practices |
| Supporting Outcomes | |
| <i>S-3 Cultural learning</i> | <input type="checkbox"/> S-3.1 cultural learning a. use simple strategies, with guidance, to enhance cultural learning; e.g., ask questions |

* *Kikâwînaw Askiy (Mother Earth)* and *Omâwî Ohtâwîmâw (Creator)* are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Mîyawahtetân / Let's Celebrate: Teacher Backgrounder

Every activity/day for a traditional Cree person begins with a prayer thanking *Kikâwînaw Askiy* (Mother Earth*) / *Omâmawi Ohtâwîmâw* (Creator*). It is especially important to open/begin any celebration with a prayer as each day is a celebration of life. In the Cree spiritual tradition, smudging*, or ritual cleansing, with smoke from sweet grass or willow fungus, is to be given to the student body by an Elder from the community. Elders have diverse backgrounds and have different ways of approaching this activity. It is important to follow each Elder's rules and procedures.

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

* Smudging/prayer may be a sensitive topic/activity.

Mîyawahtetân / Let's Celebrate

Performance Task Description

Your class is helping to prepare an important Cree cultural celebration. Guests will be invited to share elements of Cree culture. During the celebration, you will participate in the activities and ask questions to learn more about Cree culture. Then, find what elements of Cree culture are present in the classroom.

Instructions

1. Brainstorm and write down some elements of the Cree culture you may learn about during the celebration.
2. Prepare questions about what you would like to learn about the Cree culture. Use these questions to guide your research when asking questions of your invited guests.
3. Think about elements of the Cree culture and identify where you see evidence of these elements in the classroom.

Evaluation Tools

- Student Graphic Organizer and Teacher Rating Scale
- Teacher Rating Scale
- Self-assessment

Mîyawahtetân / Let's Celebrate: Student Graphic Organizer

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Criteria | Questions I Could Ask | What I Found Out | Looks Like ... (draw a picture) |
|--|-----------------------|------------------|------------------------------------|
| S-3.1a • ask key questions about Cree culture | | | |
| CM-2.3a • participate in and experience Cree cultural activities | | | |
| CM-3.2a • share family traditions | | | |

Mîyawahtetân / Let's Celebrate: Teacher Rating Scale

| Criteria | Yes | Getting There | Not Yet |
|---|-----|---------------|---------|
| CM-2.3a • participate in cultural activities | | | |
| CM-3.2a • share family traditions | | | |

Mîyawahtetân / Let's Celebrate: Teacher Rating Scale

Pîsim/Kîsikâw / Date: _____

3 = enthusiastically

2 = passively

1 = only when encouraged

| Student | CM-2.3a participates in cultural experiences | | | CM-3.2a experiences diverse elements of culture | | | S-3.1a asks questions to aid research | | | Planning Considerations |
|---------|--|---|---|---|---|---|---|---|---|----------------------------|
| | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | |
| 1. | | | | | | | | | | |
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Mîyawahtetân / Let's Celebrate: Self-assessment

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Elements of Culture | Evidence in the Classroom (CM-1.1a, CM-2.3a, CM-3.2a) |
|-------------------------------------|---|
| Greetings | ⇒ |
| Expressions | ⇒ |
| Food | ⇒ |
| Dress | ⇒ |
| Oral Language | ⇒ |
| Written Language | ⇒ |
| Holidays | ⇒ |
| Family/Kinship | ⇒ |
| Traditions | ⇒ |
| Music | ⇒ |
| Relationships | ⇒ |
| Spirituality* * may be sensitive | ⇒ |

Mawisôwin / Berry Picking

Student's Performance Task Description

Your class will be going berry picking or will have a discussion about berry picking. Discuss the different kinds of berries used to make jams and preserves.

| Principal Outcomes | |
|---|--|
| <i>CM-1 Kikâwînaw Askiy (Mother Earth*)</i> | <input type="checkbox"/> CM-1.2 knowledge of past and present a. participate in activities and experiences that convey knowledge of past and present <i>Kikâwînaw Askiy (Mother Earth*)</i> |
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.1 relationships a. share with others and recognize that others are a part of their living world/kinship systems b. listen respectfully to others; i.e., storytelling, counsel, sharing circle |

| Supporting Outcomes | |
|--|---|
| <i>A-1 To share information</i> | <input type="checkbox"/> A-1.1 share factual information b. identify familiar people, places and things |
| <i>A-5 To enhance their knowledge of the world</i> | <input type="checkbox"/> A-5.2 gather and organize information a. gather simple information |

| | |
|---|--|
| Materials <ul style="list-style-type: none"> • Storybook about berry picking • Poster paper • Tobacco • Bannock • Berries • Pictures of berries • Jam | Vocabulary <ul style="list-style-type: none"> • <i>asam</i> / feed, give food to others (share) • <i>miciso</i> / eat • <i>wecimicisomat</i> / eat with others • <i>pahkwesikan</i> / bannock |
|---|--|

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmwî Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Mawisôwin / Berry Picking: Teacher Backgrounder

The harvesting of plants from *Kikâwînaw Askiy* (Mother Earth*) for food and medicine is an important cultural activity for the Cree people and is still practised in Cree communities. Because this is a summer seasonal activity, students will focus on the end product of berry picking—sharing jam and bannock.

Berries were enjoyed at ceremonial feasts. The Cree believed that berries were medicinal and a good source of nutrition. Traditional Cree peoples believed in the concept of reciprocity and offered tobacco to the *Omâmawi Ohtâwîmâw* (Creator*) in thanksgiving and for ritual maintenance of balance when taking from *Kikâwînaw Askiy* (Mother Earth*). This ritual offering can be explained by the teacher and/or an Elder and will vary in practice in each community. The Elders may not want this ritual taught in the classroom; the Cree teacher needs to determine what is appropriate in his or her school.

Berry picking during the Alberta school year may be best accomplished in early fall when berries are ripe. For urban schools that may not have access to a natural environment where berries grow, teachers can introduce the subject with a story followed by a discussion. Brainstorm the names of different berries used to make jam or preserves. Ask a parent to bring some bannock for eating and sharing.

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Mawisôwin / Berry Picking

Performance Task Description

Your class will be going berry picking or will have a discussion about berry picking. Discuss the different kinds of berries used to make jams and preserves.

Instructions

1. Brainstorm about berries and berry picking in the wild or at U-pick centres.
2. Make a chart that identifies three types of berries, in Cree, e.g.,
 - *menisa* / berries
 - *saskato mina* / saskatoons
 - *otehi mina* / strawberries
 - *iyini mina* / blueberries.
3. Hang your charts on the wall for everyone to see.
4. With your classmates, discuss the concept of sharing.

- Evaluation Tools**
- Self-assessment Rating Scale
 - Rating Scale

Mawisôwin / Berry Picking: Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Student | Teacher | | | |
|--|--------------------------------------|------------------------------------|--------------------------|--------------------------|
| CM-2.1a, CM-2.1b These are the reasons I think it is important to participate in berry picking ... | Wow! | Quality of Reasons Yes! | Okay | Not Yet |
| <ul style="list-style-type: none"> • reasons for spending time on <i>Kikâwînaw Askiy</i> (Mother Earth*) | <input type="checkbox"/> Comments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • reasons for receiving food from <i>Kikâwînaw Askiy</i> (Mother Earth*) | <input type="checkbox"/> Comments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • reasons for sharing food with others | <input type="checkbox"/> Comments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> • reasons for learning that berries are nutritious | <input type="checkbox"/> Comments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Student</p> <p>When you read my reasons, please notice ...</p> | | | | |

* *Kikâwînaw Askiy* (Mother Earth) and *Omâwawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Atayôkewin / Legend

Student's Performance Task Description

Watch the video, *Why the Moose's Skin Is Loose*, in Cree and in English. It is a story about *Wesâkecahk* and the animals, especially the moose. After watching the video, be prepared to share your favourite part with the class.

| Principal Outcomes | |
|--|--|
| <i>A-2 To express emotions and personal perspectives</i> | <input type="checkbox"/> A-2.1 share ideas, thoughts, preferences b. express a personal response |
| <i>CM-1 Kikâwînow Askiy (Mother Earth*)</i> | <input type="checkbox"/> CM-1.1 relationships a. listen to stories about <i>Kikâwînow Askiy (Mother Earth*)</i> and observe and experience <i>Kikâwînow Askiy (Mother Earth*)</i> |
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.1 relationships b. listen respectfully to others; i.e., storytelling, counsel, sharing circle |
| Supporting Outcomes | |
| <i>LC-2 Interpret and produce oral texts</i> | <input type="checkbox"/> LC-2.1 listening a. understand simple spoken sentences in guided situations |
| <i>LC-3 Interpret and produce written and visual texts</i> | <input type="checkbox"/> LC-3.2 writing a. produce simple written words and phrases in guided situations <input type="checkbox"/> LC-3.4 representing a. use visuals and other forms of nonverbal communication to express meaning in guided situations |
| <i>LC-5 Apply knowledge of how the language is organized, structured and sequenced</i> | <input type="checkbox"/> LC-5.2 text forms b. recognize some simple oral text forms |
| Materials <ul style="list-style-type: none"> • A video of the legend • A word/phrase list • Poster paper • A poster giving reasons why the Cree people listened to legends (use teacher backgrounder) | Vocabulary <ul style="list-style-type: none"> • <i>Wesâkecahk</i> / trickster/teacher/everyman/spirit • <i>môswa</i> / moose • <i>pisiskôwak</i> / animals • <i>Nimîweyten oma</i> / I like this • <i>Nimîweyten</i> / I like it • <i>Môya nimiyweten</i> / I do not like it • <i>acimowin</i> / story • <i>atayokewin</i> / legend |

Alternative Assessment Task

Your school is having an event to celebrate multiculturalism. You and your classmates list reasons for participating in this event. These reasons are compiled, put into an electronic slide show presentation and shown on a screen at the entrance to the event.

* *Kikâwînow Askiy (Mother Earth)* and *Omâmawi Ohtâwîmâw (Creator)* are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Atayôkewin / Legend: Teacher Backgrounder

This activity is season-specific because, in the old Cree tradition, legends were not told in the summer. The days were longer and full of work and other activities that needed to be completed. The Elder who works with the school should be consulted as to how to proceed with this activity and it may be exempted for special reasons.

Legends are told for various reasons; e.g., to explain a natural phenomenon, to share a humorous story for entertainment, to teach an important value or all of these combined. Often, the main character in Cree legends is *Wesâkecahk*, a trickster/teacher/everyman/spirit. *Wesâkecahk* can speak to the animals, can be wise or foolish and wanders around *Kikâwînaw Askîy* (Mother Earth*) having adventures that ultimately provide lessons in life. At the Grade 4 level, *Wesâkecahk* is a story character and teacher with special magical powers. The big idea, or main concept, is the introduction of this teacher-character and the reasons why legends may be told.

* *Kikâwînaw Askîy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Atayôkewin / Legend

Performance Task Description

Watch the video, *Why the Moose's Skin Is Loose*, in Cree and in English. It is a story about *Wesâkecahk* and the animals, especially the moose. After watching the video, be prepared to share your favourite part with the class.

Instructions

1. Watch the legend of *Why the Moose's Skin Is Loose*, in Cree, and listen for the key words and phrases the teacher will supply.
2. With a partner, discuss and write about the main character, *Wesâkecahk*, and the animals.
3. Individually, make a chart that identifies the problem in the legend and how it is solved.
4. Make a poster or cartoon picture that illustrates your favourite part of the legend.

Evaluation Tools

- Self-assessment Checklist
- Self-assessment
- Teacher Rating Scale
- Rubric

Atayôkewin / Legend: Self-assessment

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

- CM-1.1a • I can understand the story line of the legend because I listened
- CM-2.1b • I can carefully draw my favourite part of the legend because I listened respectfully
- LC-3.4a • I can use visuals and other forms of nonverbal communication to express meaning in guided situations
- LC-5.2b • I can clearly relate to the beginning, middle and end of the story; i.e., can paraphrase the story orally or pictorially

Draw the beginning, middle and end of the story

When I listen or view this part of the legend ...

Because _____

My favourite character in the legend is ...

Atayôkewin / Legend: Teacher Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| The student ... | Excellent | Very Good | Satisfactory | Not Yet |
|---|-----------|-----------|--------------|---------|
| CM-1.1a, • relates why <i>Wesâkecahk</i> A-2.1b is important to Cree legends | ● | ● | ● | ● |
| CM-1.1a • expresses a connection between <i>Kikâwînaw Askîy</i> (Mother Earth*) and animals | ● | ● | ● | ● |
| CM-2.1b • listens attentively and respectfully to the legend | ● | ● | ● | ● |
| LC-3.4a, • uses visuals and other forms of A-2.1b nonverbal communication to express meaning in guided situations | ● | ● | ● | ● |

I also noticed ...

* *Kikâwînaw Askîy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Atayôkewin / Legend: Rubric

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

Title _____

Author _____

| Level The student ... | Meets Standard of Excellence | Approaches Standard of Excellence | Meets Acceptable Standards | Approaches Acceptable Standards |
|---|--|---|---|--|
| A-2.1b • expresses emotions and personal perspectives | expresses a response that clearly relates the connection between <i>Kikâwînaw Askiy</i> (Mother Earth*) and animals | expresses an above average response that relates the connection between <i>Kikâwînaw Askiy</i> (Mother Earth*) and animals | expresses a sufficient response that relates the connection between <i>Kikâwînaw Askiy</i> (Mother Earth*) and animals | expresses no knowledge of the connection between <i>Kikâwînaw Askiy</i> (Mother Earth*) and animals |
| CM-2.1b • listens respectfully to others; i.e., storytelling, counsel, sharing circle | listens attentively and respectfully to the legend | listens to the legend attentively most of the time | listens to the legend attentively half of the time | does not listen to the legend |
| Comments | | | | |

* *Kikâwînaw Askiy* (Mother Earth) and *Omâwî Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher

Nipisiskîmak / Pets

Student's Performance Task Description

Working in a group, create a poster that illustrates how pets are loved and cared for, according to the Cree culture.

Principal Outcomes

| | |
|---|---|
| <i>CM-1 Kikâwînaw Askiy (Mother Earth*)</i> | <input type="checkbox"/> CM-1.1 relationships a. listen to stories about <i>Kikâwînaw Askiy (Mother Earth*)</i> and observe and experience <i>Kikâwînaw Askiy (Mother Earth*)</i> |
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.1 relationships a. share with others and recognize that others are a part of their living world/kinship systems |

Supporting Outcomes

| | |
|--|---|
| <i>A-5 To enhance their knowledge of the world</i> | <input type="checkbox"/> A-5.2 gather and organize information a. gather simple information b. organize items in different ways <input type="checkbox"/> A-5.4 explore perspectives and values a. listen attentively and respectfully to ideas and thoughts expressed |
| <i>CM-1 Kikâwînaw Askiy (Mother Earth*)</i> | <input type="checkbox"/> CM-1.3 practices and products a. observe and experience practices and products related to <i>Kikâwînaw Askiy (Mother Earth*)</i> |

Materials

- Chart paper/graph paper/poster paper
- Markers

Vocabulary

- *nipisiskimâk* / my little animals
- *niminosim* / my cat
- *nitem* / my dog
- *Nitem nimiriyopamihaw* / I take good care of my dog
- *Niminosim nimiriyopamihaw* / I take good care of my cat

* *Kikâwînaw Askiy (Mother Earth)* and *Omâwî Ohtâwîmâw (Creator)* are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher

Nipisiskîmak / Pets

Performance Task Description

Working in a group, create a poster that illustrates how pets are loved and cared for, according to the Cree culture.

Instructions

1. Working in a group, brainstorm a list of do's and don'ts for the proper care of pets.
2. Display your ideas on a poster.
3. Present your poster to the class.

Evaluation Tools

- Peer-assessment Rating Scale
- Self-assessment
- Rubric

Nipisiskîmak / Pets: Peer-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

Group Members' Names: _____

| The group member could ... | | Yes | Getting There | Not Yet | I know this because ... |
|---|---|-----|---------------|---------|-------------------------|
| CM-2.1a | <ul style="list-style-type: none"> explain that pets are part of <i>Kikâwînaw Askîy</i> (Mother Earth*) | | | | |
| CM-1.3a | <ul style="list-style-type: none"> explain how to take care of animals on <i>Kikâwînaw Askîy</i> (Mother Earth*) | | | | |
| A-5.2b | <ul style="list-style-type: none"> show that work is organized and easy to understand | | | | |
| A-5.4a | <ul style="list-style-type: none"> indicate good listening skills by being attentive and respectful of others' ideas | | | | |
| <p>A compliment I would like to pay you is ...</p> | | | | | |
| <p>Some advice for next time would be ...</p> | | | | | |

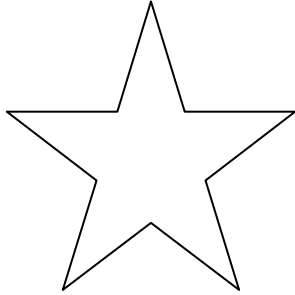
* *Kikâwînaw Askîy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Nipisiskîmak / Pets: Self-assessment

Ni wîhowin / Name: _____

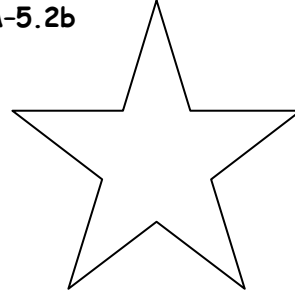
Pîsim/Kîsikâw / Date: _____

CM-1.1a



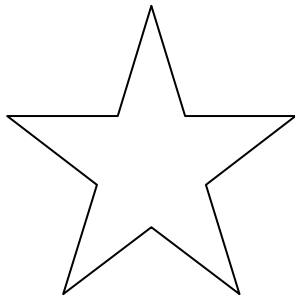
My favourite part of this *Nipisiskîmak / Pets* project is to listen to stories about *Kikâwînaw Askiy (Mother Earth*)* and observe and experience *Kikâwînaw Askiy (Mother Earth*)** in such ways as:

A-5.2a, A-5.2b



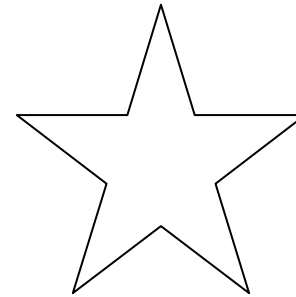
I learned from this work to gather and organize information in the following ways:

CM-1.3a



One part of this work that I did well was to observe and experience practices and products like:

A-5.4a



Something to improve on another time is to listen attentively and respectfully because:

* *Kikâwînaw Askiy (Mother Earth)* and *Omâmawi Ohtâwîmâw (Creator)* are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Nipisiskîmak / Pets: Rubric

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Level The student ... | Meets Standard of Excellence | Approaches Standard of Excellence | Meets Acceptable Standards | Approaches Acceptable Standards |
|---|--|--|---|--|
| A-5.2b <ul style="list-style-type: none"> organizes information in different ways | presents information on the poster that is consistently well-organized and easy to interpret | presents information on the poster that is usually well-organized and can be interpreted without much help | presents information on the poster that is generally organized but may occasionally be difficult to interpret | presents information on the poster that is not organized and is frequently difficult to interpret |
| CM-1.3a <ul style="list-style-type: none"> experiences <i>Kikâwînaw Askîy</i> (Mother Earth*) through pets and the practice of good pet care | expresses a response that indicates a deep understanding of how <i>Kikâwînaw Askîy</i> (Mother Earth*) can be experienced through pets and pet care | expresses a response that indicates an understanding of how <i>Kikâwînaw Askîy</i> (Mother Earth*) can be experienced through pets and pet care | expresses a response that indicates a limited understanding of how <i>Kikâwînaw Askîy</i> (Mother Earth*) can be experienced through pets and pet care | expresses a response that does not indicate an understanding of how <i>Kikâwînaw Askîy</i> (Mother Earth*) can be experienced through pets and pet care |
| A-5.4a <ul style="list-style-type: none"> listens attentively and respectfully to ideas and thoughts expressed | listens consistently to others' presentations with attention and respect | listens usually to others' presentations with attention and respect | listens generally to others' presentations with attention and respect | listens rarely to others' presentations with attention or respect |
| Comments | | | | |

* *Kikâwînaw Askîy* (Mother Earth) and *Omâwî Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Nakiskaw ekwa Atamiskaw / Meet and Greet

Student's Performance Task Description

Your class has been asked to help seat adults and Elders at the community/school powwow. In pairs, you must respectfully greet and seat the Elders. Introduce yourself and welcome and shake hands with the Elders or adults.

| Principal Outcomes | |
|---|--|
| <i>A-4 To form, maintain and change interpersonal relationships</i> | <input type="checkbox"/> A-4.1 manage personal relationships <ol style="list-style-type: none"> a. exchange simple greetings and simple social expressions b. exchange some basic personal information; e.g., their name, age |
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.3 practices and products <ol style="list-style-type: none"> a. observe, understand and participate, with the group, in Cree cultural experiences, practices and activities |

| Supporting Outcomes | |
|--|---|
| <i>LC-2 Interpret and produce oral texts</i> | <input type="checkbox"/> LC-2.3 interactive fluency <ol style="list-style-type: none"> a. engage in simple interactions, using short, isolated phrases |
| <i>LC-4 Apply knowledge of the sociocultural context</i> | <input type="checkbox"/> LC-4.1 register <ol style="list-style-type: none"> b. respond to tone of voice <input type="checkbox"/> LC-4.2 expressions <ol style="list-style-type: none"> a. imitate age-appropriate expressions |

Materials

- What/why chart about powwows
- Visuals about greetings/handshakes
- Flash cards
- Powwow tapes

Alternative Assessment Task

Meet and greet adults/Elders at a school concert; e.g., Christmas or spring celebration.

Nakiskaw ekwa Atamiskaw / Meet and Greet:
Teacher Backgrounder

In the Cree culture, Elders are highly regarded because, traditionally, they are our teachers. At any gathering in Cree First Nations communities, e.g., the powwow, Elders are met and greeted at the door and seated in the front of the gathering. The powwow is a social, spiritual, physical and emotional cultural event that can be planned and celebrated in any season. It is held for a variety of reasons, starts with a prayer and has its own protocols and ways of conducting the celebration/ceremony.

At this powwow, students will complete two separate tasks—they will meet and greet the Elders with handshakes and they will offer the Elders food and drinks.

Nakiskaw ekwa Atamiskaw / Meet and Greet

Performance Task Description

Your class has been asked to help seat adults and Elders at the community/school powwow. In pairs, you must respectfully greet and seat the Elders. Introduce yourself and welcome and shake hands with the Elders or adults.

Instructions

1. Practise basic phrases, such as greetings, introductions and invitations to sit; e.g.,
 - *Tân 'sih.* / Hello.
 - *Moya nân 'taw.* / I am fine.
 - *Apsis ninehiyawan.* / I speak a little Cree.
 - *Oteh peyapih.* / Sit over here.
2. Listen to the story *Kokom Called Today* about a girl who goes to her home reserve for a powwow. Develop a what-and-why chart for powwows.
3. At the community/school powwow, form pairs and meet and greet the adults and Elders.

Evaluation Tools

- Self-assessment Checklist
- Observation Checklist

Nakiskaw ekwa Atamiskaw / Meet and Greet: Self-assessment Checklist

Ni wíhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Criteria | Yes | Not Yet | My Thoughts about the Task |
|---|--------------------------|--------------------------|---|
| A-4.1a I exchanged a: - greeting - farewell | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • I am pleased with how I ... |
| A-4.1b I introduced myself: - to someone new | <input type="checkbox"/> | <input type="checkbox"/> | |
| LC-2.3a I had: - a conversation with someone else in Cree | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • I wish I would have ... |
| LC-4.2a In this social interaction, I: - pretended that I was meeting someone new | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • If I could do this again, I ... |
| LC-4.2a In this social interaction, I: - used polite expressions like <i>Ay-hay</i> / Thank you and <i>Tawaw</i> / You are welcome | <input type="checkbox"/> | <input type="checkbox"/> | |

Nakiskaw ekwa Atamiskaw / Meet and Greet: Observation Checklist

Pîsim/Kîsikâw / Date: _____

Criteria: *CM-2.3a*, The student understands and participates in the powwow
LC-4.1b, The student adjusts his or her tone of voice to interact respectfully with adults and Elders
LC-2.3a The student engages in a simple interaction, in Cree, with visitors

| Student | Yes | Not Yet | I noticed ... |
|---------|--------------------------|--------------------------|---------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 21. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 22. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 23. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 24. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 25. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 26. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 27. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 28. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 29. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 30. | <input type="checkbox"/> | <input type="checkbox"/> | |

Considerations for future planning

Pwatisimonihk / Powwow

Student's Performance Task Description

Your class has been asked to serve traditional/cultural offerings of food at a powwow community feast. The food consists of bannock, soup and tea. Students will offer food and tea to the Elders or adults who will remain seated when the food is served. This task can also be performed as a role-play.

Principal Outcomes

| | |
|--------------------|---|
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.3 practices and products a. observe, understand and participate, with the group, in Cree cultural experiences, practices and activities |
|--------------------|---|

Supporting Outcomes

| | |
|---|--|
| <i>A-4 To form, maintain and change interpersonal relationships</i> | <input type="checkbox"/> A-4.1 manage personal relationships a. exchange simple greetings and simple social expressions |
| <i>LC-2 Interpret and produce oral texts</i> | <input type="checkbox"/> LC-2.2 speaking a. produce simple words and phrases, orally, in guided situations |
| <i>LC-4 Apply knowledge of the sociocultural context</i> | <input type="checkbox"/> LC-4.4 social conventions a. imitate simple routine social interactions and expressions <input type="checkbox"/> LC-4.5 nonverbal communication a. understand the meaning of, and imitate, some common nonverbal behaviours used in Cree culture |

Materials

- Food or pictures of food (if this is trial run/or role-play)
- Flash cards with sample vocabulary/phrases or pictures

Alternative Assessment Task

The class will serve food to adults at a community feast or Mother's Day tea.

Pwatisimonihk / Powwow: Teacher Backgrounder

In the Cree culture, Elders are highly regarded because, traditionally, they are our teachers. At any gathering in Cree First Nations communities, Elders are treated to offerings of food, drink and anything else they require to make them feel comfortable.

At a powwow celebration, the students will offer the Elders or adult guests, in a respectful manner, a snack or a drink. If this activity is not possible, a role-play, with students playing the role of Elders, can be performed.

Pwatisimonihk / Powwow

Performance Task Description

Your class has been asked to serve traditional/cultural offerings of food at a powwow community feast. The food consists of bannock, soup and tea. Students will offer food and tea to the Elders or adults who will remain seated when the food is served. This task can also be performed as a role-play.

Instructions

1. To learn traditional/cultural ways of offering food at a powwow, brainstorm and write down reasons why the Cree hold these gatherings.
2. Review the traditional/cultural practices of offering food at powwows.
3. Offer bannock, soup, tea, coffee or juice. If tea or coffee is preferred, ask if the Elder wants sugar, milk or both.
4. Review flash cards with sample vocabulary/phrases and pictures; e.g.,
 - *mîcimâpoy* / soup
 - *maskîkiwâpoy (letîy)* / tea
 - *pihkatêwâpoy* / coffee
 - *sîwinkan* / sugar
 - *tôtôhsâpoy* / milk
 - *pahkwesikan/pahnok* / bannock
 - *sîwâpoy* / juice
 - *ay-hay* / thank you
 - *ehâ* / yes
 - *(na) môya* / no
 - *tân'sih* / hello


Evaluation Tools

- Self-assessment
- Observation Checklist
- Peer-assessment Rating Scale

Pwatisimonihk / Powwow: Self-assessment

Ni wíhowin / Name: _____


Pîsim/Kîsikâw / Date: _____

| | |
|--|--|
| <p>Please draw in cartoon style</p> |  |
|--|--|

| | |
|----------------|---|
| <p>CM-2.3a</p> | <p>How I participate at a powwow</p> |
|----------------|---|

Asking Elders what they want to drink

LC-2.2a • speaking—produce simple words and phrases, orally, in guided situations
LC-4.4a • social convention—imitate simple routine social interactions and expressions



Pwatisimonihk / Powwow: Observation Checklist

Pîsim/Kîsikâw / Date: _____

Criteria: *LC-4.4a*, The student adjusts his or her tone of voice to interact respectfully with adults and Elders
LC-4.4a, The student responds, using an interaction pattern
CM-2.3a The student participates in a powwow activity with Elders

| Student | Yes | Not Yet | I noticed ... |
|---------|--------------------------|--------------------------|---------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 20. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 21. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 22. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 23. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 24. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 25. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 26. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 27. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 28. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 29. | <input type="checkbox"/> | <input type="checkbox"/> | |
| 30. | <input type="checkbox"/> | <input type="checkbox"/> | |

Considerations for future planning

Pwatisimonihk / Powwow: Peer-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| | My classmate could ... | Yes | Getting There | Not Yet | I know this because ... |
|--|---|------------|----------------------|----------------|--------------------------------|
| CM-2.3a | <ul style="list-style-type: none"> participate in powwow cultural experiences | | | | |
| LC-4.4a | <ul style="list-style-type: none"> offer drinks to adults, using simple language | | | | |
| CM-2.3a | <ul style="list-style-type: none"> offer one food item to adults/Elders | | | | |
| A-4.1a | <ul style="list-style-type: none"> ask for simple information (interaction) | | | | |
| LC-4.4a | <ul style="list-style-type: none"> say thank you | | | | |
| A-4.1a | <ul style="list-style-type: none"> greet adults | | | | |
| Something I really liked when you performed this task ... | | | | | |
| Some advice for next time would be ... | | | | | |
| My classmate's response to my feedback ... | | | | | |

Pîcîcîwin / Round Dance

Student's Performance Task Description

The principal has announced that the school will hold a multicultural event. Your Cree class has been asked to present a round dance. You and your classmates will prepare by making posters or booklets that illustrate the reasons the Cree people have round dances. The posters or booklets will also provide instructions on how to perform a round dance.

Principal Outcomes

| | |
|------------------------|--|
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.2 knowledge of past and present a. participate in activities and experiences that convey knowledge of historical and contemporary Cree culture; i.e., storytelling, celebrations |
| <i>CM-3 Themselves</i> | <input type="checkbox"/> CM-3.3 practices and products a. observe and participate in Cree cultural experiences, practices and activities |

Supporting Outcomes

| | |
|--|--|
| <i>A-5 To enhance their knowledge of the world</i> | <input type="checkbox"/> A-5.2 gather and organize information a. gather simple information b. organize items in different ways |
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.1 relationships b. listen respectfully to others; i.e., storytelling, counsel, sharing circle |
| <i>LC-3 Interpret and produce written and visual texts</i> | <input type="checkbox"/> LC-3.4 representing a. use visuals and other forms of nonverbal communication to express meaning in guided situations |

Vocabulary

- *pîcîcîwin / round dance*
- *maskîsimowin / round dance (in northern Alberta)*
- *cîstemaw / tobacco*
- *tanihkih / why*

Pîcicîwin / Round Dance: Teacher Backgrounder

The circle is a powerful symbol in the Cree culture. It is seen in decorative arts, teepees and in everyday life. It is a symbol of interconnectedness that denotes a never-ending cycled aspect of life, the seasons and the life cycles of humans and animals. All ceremonies are conducted in a circle and all dances are circular. Students will become familiar with this concept by incorporating basic circle techniques into everyday tasks; e.g., praying/meeting in a circle or passing out handouts from left to right in a circular manner.

Another physical celebration of the circle is the round dance, called *Pîcicîwin* or *Maskisimowin* in northern Alberta. The round dance is a social and spiritual dance often held to memorialize the departed souls of family or community members. The students will be introduced to the round dance as a physical activity by dancing clockwise to the heartbeat of *Kikâwînaw Askîy* (Mother Earth*)—the drum—as practice for the real dance.

* *Kikâwînaw Askîy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Pîcîcîwin / Round Dance

Performance Task Description

The principal has announced that the school will hold a multicultural event. Your Cree class has been asked to present a round dance. You and your classmates will prepare by making posters or booklets that illustrate the reasons the Cree people have round dances. The posters or booklets will also provide instructions on how to perform a round dance.

Instructions

1. Your teacher will lead a discussion about the concept of the circle and the natural law and order of *Kikâwînaw Askiy* (Mother Earth*).
2. As a class, brainstorm reasons why the Cree people hold round dances. Choose a title and make a poster or booklet that illustrates your ideas and provides instructions on how to perform a round dance.
3. Practise and perform a round dance. Use CD-ROMs, tapes or videotapes and dance left to right, clockwise, to the heartbeat of *Kikâwînaw Askiy* (Mother Earth*)—the drum.

Evaluation Tools

- Self-assessment Checklist
- Self-assessment Rating Scale

* *Kikâwînaw Askiy* (Mother Earth) and *Omâmawi Ohtâwîmâw* (Creator) are discretionary terms. Some of these tasks require caution and sensitivity on the part of the teacher.

Pîcîcîwin / Round Dance: Self-assessment Checklist

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Criteria | Yes | Not Yet | My Thoughts about the Task |
|---|--|--|----------------------------|
| CM-3.3a I can participate in a round dance. <ul style="list-style-type: none"> - I can dance clockwise - I can dance to a drum beat - I can imitate my teacher | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| LC-3.4a I can use my posters to share information I learned about the round dance. <ul style="list-style-type: none"> - I can explain the reasons why the Cree have round dances - I have shared my information with my class in English | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | |
| A-5.2b I can organize simple information. <ul style="list-style-type: none"> - My information is complete on my poster - I provide at least two reasons why the Cree have round dances as a cultural event | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | |
| CM-2.1b I can listen respectfully to others. <ul style="list-style-type: none"> - I listen without talking or interrupting | <input type="checkbox"/> | <input type="checkbox"/> | |

Nikamotâk / Song

Student's Performance Task Description

Prepare a song for a school concert. You can choose a traditional song with the drum or a welcome, action or echo song like "Tân'sih!"; e.g., from *Brian MacDonald and the Onion Lake School Children: Songs in Cree and English (Audiocassette and Song Book)*.

Principal Outcomes

| | |
|---|--|
| A-6 <i>For imaginative purposes and personal enjoyment</i> | <input type="checkbox"/> A-6.1 humour/fun a. use the language for fun <input type="checkbox"/> A-6.2 creative/aesthetic purposes a. use the language creatively; e.g., participate in activities that play on the sounds and rhythms of the language <input type="checkbox"/> A-6.3 personal enjoyment a. use the language for personal enjoyment; e.g., listen to favourite songs |
|---|--|

Supporting Outcomes

| | |
|---|--|
| LC-3 <i>Interpret and produce written and visual texts</i> | <input type="checkbox"/> LC-3.4 representing a. use visuals and other forms of nonverbal communication to express meaning in guided situations |
| S-1 <i>Language learning</i> | <input type="checkbox"/> S-1.1 language learning a. use simple strategies, with guidance, to enhance language learning; e.g., learn a song, perform actions to match the words of a song |
| S-2 <i>Language use</i> | <input type="checkbox"/> S-2.1 language use a. use simple strategies, with guidance, to enhance language use; e.g., use familiar repetitive patterns |

Materials

- An audiocassette or CD-ROM of the song
- Words on chart paper

Vocabulary

- *Tân'sih!* / Hello!
- *Tân'sih kiya ?* / How are you?
- *Môya nântaw.* / I am fine.
- other vocabulary

Nikamotâk / Song

Performance Task Description

Prepare a song for a school concert. You can choose a traditional song with the drum or a welcome, action or echo song like "Tân'sih!"; e.g., from *Brian MacDonald and the Onion Lake School Children: Songs in Cree and English (Audiocassette and Song Book)*.

Instructions

1. Divide into two groups.
2. Decide who will sing in English and who will sing in Cree.
3. The teacher will write out the words to the song and post them on a wall or bulletin board. The teacher will demonstrate the actions that go with the song. Practise the words and actions together.
4. Sing to an audience at an assembly, concert or Mother's Day tea.

Evaluation Tools

- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Teacher Rating Scale

Nikamotâk / Song: Self-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| In this task, I could ... | Yes | Getting There | Not Yet |
|---|-----|---------------|---------|
| A-6.1a • use Cree for fun I know this because ... | | | |
| A-6.2a • use Cree to participate in the song I know this because ... | | | |
| LC-3.4a • perform the actions to match the words of the song I know this because ... | | | |
| S-1.1a • learn the song in Cree I know this because ... | | | |
| Some advice that I would give to others performing this task is ... | | | |

Nikamotâk / Song: Peer-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

Group Members' Names: _____

| The group could ... | | Yes | Getting There | Not Yet | Feedback |
|---------------------|---|-----|---------------|---------|----------|
| A-6.1a | <ul style="list-style-type: none"> use Cree for fun | | | | |
| A-6.2a | <ul style="list-style-type: none"> use Cree creatively to participate in activities; e.g., matching actions to the words | | | | |
| S-2.1a | <ul style="list-style-type: none"> repeat a pattern in the song | | | | |

Something I really liked about the song or rhyme ...

Some advice for next time would be ...

Nikamotâk / Song: Teacher Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Criteria | Excellent | Very Good | Satisfactory | Not Yet |
|--|-----------|-----------|--------------|---------|
| A-6.1a • uses Cree for fun | ● | ● | ● | ● |
| A-6.2a • uses Cree creatively | ● | ● | ● | ● |
| A-6.3a • uses Cree for personal enjoyment | ● | ● | ● | ● |
| LC-3.4a • uses visuals, gestures and/or actions to express meaning | ● | ● | ● | ● |

Comments

Nanâtow Pîkiskwewina / Languages Galore

Student's Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with others.

Principal Outcomes

| | |
|--|--|
| <i>A-5 To enhance their knowledge of the world</i> | <input type="checkbox"/> A-5.4 explore perspectives and values a. listen attentively and respectfully to ideas and thoughts expressed |
| <i>CM-2 Others</i> | <input type="checkbox"/> CM-2.3 practices and products a. observe, understand and participate, with the group, in Cree cultural experiences, practices and activities <input type="checkbox"/> CM-2.5 diversity a. observe and explore the unique qualities of others |

Supporting Outcomes

| | |
|------------------------------|---|
| <i>S-3 Cultural learning</i> | <input type="checkbox"/> S-3.1 cultural learning a. use simple strategies, with guidance, to enhance cultural learning; e.g., ask key questions |
|------------------------------|---|

Materials

- Access to people from different cultures who speak different languages
- A brainstormed list of possible questions and the elements necessary to explore languages and cultures

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Performance Task Description

As part of a classroom celebration of diversity, you have been asked to investigate what languages are spoken by the people around you and notice the similarities between words from those languages and your own. Explore the similarities between other cultures and your own and share your findings with others.

Instructions

1. Identify several people around you who speak different languages; e.g., friends, their families, your family, teachers, classmates, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
2. Choose from a brainstormed list of questions and interview these people about their language; e.g., What is the name of the language? In what countries is this language spoken?
3. Note any similarities between words in the languages; e.g., sounds, spelling, meaning.
4. Choose from a brainstormed list of questions and interview these people about their culture; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
5. Share your findings with your classmates.

- Evaluation Tools**
- Self-assessment
 - Self-assessment

Nanâtow Pîkiskwewina / Languages Galore: **Self-assessment**

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| An interview with ... | | | |
|--|-----------------------|--|---|
| Name: _____ | | Relationship to me: _____ | |
| Criteria | Questions I Could Ask | Answers I Received | How Well Did I Listen? very well/could do better |
| S-3.1a • make up key questions to guide my research | | | |
| CM-2.5a • explore the unique languages around me | | | |
| CM-2.5a • identify similarities and differences among languages | | | |
| The most important thing I learned was ... | | If I had more time, I would like to learn more about ... | |

Nanâtow Pîkiskwewina / Languages Galore: Self-assessment

A-5.4a Exploring Similarities in Cultures

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| In my culture, I ... | In the other culture, they ... | What is similar in both is ... |
|----------------------|--------------------------------|--------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Please notice ...

Isîhcikewina / Cultures

Student's Performance Task Description

You and your class will plan and organize an event called Multicultural Day. Part of your plan involves sharing the Cree culture with others and suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

Principal Outcomes

CM-3 Themselves

- CM-3.2 knowledge of past and present**
 - a. share about themselves and their family; e.g., traditions, nicknames, practices
- CM-3.3 practices and products**
 - a. observe and participate in Cree cultural experiences, practices and activities

Supporting Outcomes

S-3 Cultural learning

- S-3.1 cultural learning**
 - a. use simple strategies, with guidance, to enhance cultural learning; e.g., participate in cultural activities, identify similarities and differences between cultures

Materials

- Objects necessary to illustrate aspects of culture
- Access to people from different cultures

Alternative Assessment Task

Your school is having an event to celebrate multiculturalism. You and your classmates give reasons to participate in this event. These reasons are compiled in a multimedia presentation and shown at the entrance of the event for all participants to see.

Isîhcikewina / Cultures

Performance Task Description

You and your class will plan and organize an event called Multicultural Day. Part of your plan involves sharing Cree culture with others and suggesting reasons why your teacher, classmates and invited guests should participate in such an event.

Instructions

1. Think of and present reasons why the class should participate in activities that reflect elements of different cultures. Record your ideas on the chart provided.
2. Choose an aspect of your culture to share with your classmates; e.g., greetings, holiday celebrations, traditions, food, dance, dress, relationships, values, expectations.
3. Invite several other people to share aspects of their culture; e.g., friends, their families, your family, teachers, other students in the school, school custodians, secretaries and other staff, family friends or neighbours.
4. Note any similarities between your culture and others by writing them on the comparison chart.

Evaluation Tools

- Self-assessment Rating Scale
- Comparison Chart and Self-assessment/Teacher Feedback
- Rating Scale

Isîhcikewina / Cultures: Self-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| In celebrating my culture and others: | Wow! | Yes | Okay | Not Yet |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| S-3.1a • I gave a variety of reasons about why it is important to participate in cultural activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CM-3.2a • My ideas were well supported by a variety of facts and opinions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| S-3.1a • I can identify similarities and differences between other cultures and my own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CM-3.2a • I shared my family's traditions and beliefs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CM-3.3a • I actively participated in the cultural activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

When I think about similarities between other cultures and my own, I ...

If I could participate in similar cultural activities again, I would like to ...

Because ...

Isîhcikewina / Cultures: Comparison Chart and Self-assessment/Teacher Feedback

Ni wîhowin / Name: _____

Pîsim/Kîsikaw / Date: _____

Isîhcikewina / Cultures: Comparison Chart

CM-3.3a In celebrating my culture and others, I noticed these similarities ...

| Element of Culture | Celebrated by | Name of Culture | Similarities with My Culture |
|--|-------------------------|-------------------------|------------------------------|
| _____ Details _____ _____ | _____ _____ _____ | _____ _____ _____ | _____ _____ _____ |
| _____ Details _____ _____ | _____ _____ _____ | _____ _____ _____ | _____ _____ _____ |
| _____ Details _____ _____ | _____ _____ _____ | _____ _____ _____ | _____ _____ _____ |

Isîhcikewina / Cultures: Self-assessment/Teacher Feedback

STUDENT: CM-3.2a An important thing I learned by exploring similarities between other cultures and my own is ...

CM-3.2a For me, an important reason to participate in activities involving culture is ...

TEACHER: CM-3.3a When exploring similarities between cultures, I noticed that you ...

A suggestion I would like to offer you is ...

Isîhcikewina / Cultures: Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Student | Teacher | | | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|------------|-----------|--------|-----------|
| <p>CM-3.3a These are the reasons I think it is important to participate in cultural activities ...</p> | <p>Quality of Reasons</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%; text-align: center;">Wow!</td> <td style="width: 25%; text-align: center;">Yes</td> <td style="width: 25%; text-align: center;">Okay</td> <td style="width: 25%; text-align: center;">Not Yet</td> </tr> <tr> <td style="text-align: center;">Compelling</td> <td style="text-align: center;">Developed</td> <td style="text-align: center;">Stated</td> <td style="text-align: center;">Confusing</td> </tr> </table> | Wow! | Yes | Okay | Not Yet | Compelling | Developed | Stated | Confusing |
| Wow! | Yes | Okay | Not Yet | | | | | | |
| Compelling | Developed | Stated | Confusing | | | | | | |
| • | <table style="width: 100%; border: none;"> <tr> <td style="width: 25%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Comments</td> </tr> </table> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Comments | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | |
| Comments | | | | | | | | | |
| • | <table style="width: 100%; border: none;"> <tr> <td style="width: 25%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%; text-align: center;"><input type="checkbox"/></td> <td style="width: 25%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td colspan="4" style="text-align: center;">Comments</td> </tr> </table> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Comments | | | |
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| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | |
| Comments | | | | | | | | | |
| <p>Student</p> <p>When you read my reasons, please notice ...</p> | | | | | | | | | |

Nehiyawîcikewin / Survival Guide

Student's Performance Task Description

A new student is considering studying Cree and has asked you for advice about how to survive and adapt to the Cree classroom. You have decided to put your ideas together into a survival guide for students.

Principal Outcomes

CM-2 Others

- CM-2.1 relationships**
 - a. share with others and recognize that others are a part of their living world/kinship systems

Supporting Outcomes

S-4 General learning

- S-4.1 general learning**
 - a. use simple strategies, with guidance, to enhance general learning; e.g., reflect upon your thinking processes and how you learn

Materials

- A brainstormed list of ideas about strategies used to adapt to the Cree-language classroom

Nehiyawîcikewin / Survival Guide

Performance Task Description

A new student is considering studying Cree and has asked you for advice about how to survive and adapt to the Cree classroom. You have decided to put your ideas together into a survival guide for students.

Instructions

1. Reflect on your experiences as a second-language learner.
2. Think about strategies and experiences that helped you adapt to, and be successful in learning, the Cree language and culture. Think of specific examples.
3. Think about strategies and experiences that you feel were not as helpful; e.g., being afraid to make mistakes. Think of specific examples.
4. Discuss your ideas with your classmates and make a list of your ideas.
5. Compile your ideas and examples into a survival guide that will help others adapt to the Cree classroom. You may choose to write a letter or make a poster, brochure or checklist.

Evaluation Tools

- Self-assessment Rating Scale
- Peer Assessment
- Teacher Rating Scale

Nehiyawîcikewin / Survival Guide: Self-assessment Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| In this task, I could ... | Yes | Getting There | Not Yet |
|---|-----|---------------|---------|
| <p>CM-2.1a • give advice to a new student on how to adapt to the Cree classroom</p> <p>I know this because ...</p> | | | |
| <p>S-4.1a • share specific examples of the strategies and experiences that were successful in helping me adapt to learning the Cree language and culture</p> <p>I know this because ...</p> | | | |
| <p>S-4.1a • share specific examples of the strategies and experiences that did not help me adapt to learning the Cree language and culture</p> <p>I know this because ...</p> | | | |
| <p>S-4.1a When I think about how I learn Cree, I can say that I ...</p> | | | |

Nehiyawîcikewin / Survival Guide: Teacher Rating Scale

Ni wîhowin / Name: _____

Pîsim/Kîsikâw / Date: _____

| Criteria | Excellent | Very Good | Satisfactory | Not Yet |
|---|-----------|-----------|--------------|---------|
| CM-2.1a • shares with others how to adapt to new situations | ● | ● | ● | ● |
| S-4.1a • reflects on successful learning strategies | ● | ● | ● | ● |
| S-4.1a • reflects on less successful learning strategies | ● | ● | ● | ● |

Comments