



# Wolastoqey Latuwewakon Essentials 1 A1.1

2022



Office of First Nation  
Education

Department of Education and  
Early Childhood Development

New  Nouveau  
**Brunswick**



# Office of First Nation Education



# Acknowledgments

The Department of Education and Early Childhood Development of New Brunswick gratefully acknowledges the contributions of the following groups and individuals toward the development of the New Brunswick curriculum document for Wolastoqey Latuwewakon.

We would like to thank:

the developers of Introductory Wolastoqey Latuwewakon 110 from which this document is based on:

- Walter Paul—Language Resource Developer, St. Mary's First Nation
- Delbert Moulton—Teacher, Tobique First Nation
- Imelda Perley—Elder and Linguist (Editor), Tobique First Nation
- Allan Tremblay—Language Developer, Tobique First Nation
- Ron Tremblay—Language Developer, Wolastoq Nation

the following individuals from the New Brunswick Department of Education and Early Childhood Development:

- Sacha Dewolfe—Former Director, Office of First Nation Education
- Craig Williamson—Learning Specialist, Office of First Nation Education
- Fiona Stewart—Second Language Learning Specialist
- Donna Lahache—Former Director, Office of First Nation Perspectives

and the members of the Wolastoqey Latuwewakon Curriculum Development Advisory Committee:

- Sarah Francis
- Molly Brown
- Delbert Moulton
- Walter Paul
- Imelda Perley
- Ron Tremblay

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# 1. Introduction

## 1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, where all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

*“To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.”*

## 1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for schoolwork. They help ensure that provincial education systems’ missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

For more information, visit:

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/competencies/NBCompetencies.pdf>

## 1.3 The Aims of Wolastoqey Latuwewakon Program

The principal aims of the Wolastoqey Latuwewakon program—the development of language skills and the development of cultural awareness—are inseparable. Cultures vary in the way they view different aspects of life as well as in the ways in which they express ideas and feelings about these aspects of life. Learning a language, therefore, involves discovering a culture’s distinctive forms of expression. The Wolastoqey Latuwewakon program develops an understanding of the nature of language, basic communication skills in Wolastoqey Latuwewakon, and an appreciation of Wolastoqey culture.

## 2. Pedagogical Components

### 2.1 Pedagogical Guidelines

#### **Assumptions from a Linguistic Perspective**

- Language is a gift from Creator.
- Wolastoqey Latuwewakon is an oral language that is continually evolving.
- Wolastoqey Latuwewakon is increasingly being learned and taught through reading and writing, whereas in the past, it was passed on predominantly through oral tradition.
- Wolastoqey Latuwewakon encompasses and reflects a way of life.
- Wolastoqey Latuwewakon is an important part of Canada's heritage, particularly in New Brunswick.
- Elders are the keepers of knowledge, and it is their guidance that Wolastoqewiyik seek as they strive for balance in their relationships with the Creator, the natural world, other people, and themselves.
- Language and culture are inseparable.
- Language will be taught using Wolastoqey cultural perspectives.
- Wolastoqey Latuwewakon can be learned.
- All learners can be successful learners of Wolastoqey Latuwewakon, although they will learn in a variety of ways and acquire competence at varied rates.
- Literacy is an important aspect of Wolastoqey Latuwewakon learning.

#### **Assumptions from a Linguistic Perspective**

- Language is one of the main instruments for transmitting culture from one generation to another.
- Learners are curious about language.
- Language and culture are inseparable, and effective communication requires knowledge of both.
- Learning a new language provides important insights into various aspects of a culture.
- Knowledge of an additional language enhances an individual's opportunities for self-expression, for intercultural communication, and for a variety of other purposes.

## Principles of Effective Language Learning

The following are some general principles of effective language learning identified in the research focused on additional language learning and acquisition. These principles inform this curriculum.

### Language Learning and Culture

*Intercultural competence* is an essential element of any language-learning endeavour. Knowledge of the specific culture alone is not sufficient. Cultures change over time. Minority cultures exist within the dominant culture in any society. If learners develop the skills to analyze, understand, and relate to any culture with which they may come into contact, they will be prepared for encounters with new cultural practices.

### Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammatical structures, vocabulary themes, or language functions.

- The principle focus of classroom activities is on communication while learning about a content area (e.g., Talking Circle) or carrying out a project (e.g., creating a scrapbook).
- Specific language skills are taught when learners notice they need certain vocabulary, structures, or functions to carry out the task they have chosen to do.
- When language learning has a purpose, learners are more highly motivated.

### Focus on Interaction

Learners learn languages more effectively when they have ample opportunities to learn in groups on tasks they have chosen, tasks that require them to negotiate meaning with other learners or with Elders/community people.

- For learners negotiating meaning involves learning to make themselves understood and to understand others.
- If learning experiences are structured in this way, learners have more practice time, are engaged in tasks that reflect their interests, and are using the language in situations that more closely resemble those relevant to the culture or those outside school settings.

### Focus on Language Learning Strategies

Successful language learners use a number of strategies that help make their learning more effective.

- These *language-learning strategies* are often categorized as *cognitive*, *metacognitive*, *social*, and *affective*.
- Cognitive: [consciously organizing learning] Examples are previewing texts, making connections to personal experiences; completing a graphic organizer.

- Metacognitive; [purposefully monitoring thinking] Examples are clarifying purposes for learning; self-questioning; matching thinking, and problem-solving strategies.
- Social/Affective: [learning enhanced through interaction] Examples include asking for clarification when confused, group discussions, and cooperative learning.
- Communication strategies or *language use strategies* are an important component of *communicative competence*. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning if learners are to engage in communicative activities before they have extensive knowledge of the language.
- Not all learners acquire these strategies on their own. Most will benefit from explicit classroom instruction regarding language learning and language use strategies, when provided alongside instruction on the language itself.
- Once learners are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.
- Students learning by integrating new information or experiences into what they already know and have experienced. For this reason, the content and learning activities should be structured around learners' prior knowledge and experiences.

## References:

\*\* Learning to Read and Write: What Research Reveals: National Association for the Education of Young Children (NAEYC) [www.readingrockets.org [good on-line brief overview]

\*\* <http://linguistlist.org/ask-ling/lang-acq.cfm>: Good source of language development.

\*\* Bainbridge, Carol. How Do Children Learn Language? [Updated May 28, 2014]  
[http://giftedkids.about.com/od/gifted101/a/language\\_learning.htm](http://giftedkids.about.com/od/gifted101/a/language_learning.htm)



## 2.2 Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices.

**See Appendix A**

## 2.3 Assessment

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Presentations
- Role plays
- Technology Applications
- Projects and Investigations
- Checklists/Rubrics
- Responses to texts/activities
- Reflective Journals
- Self and peer assessment
- Career Portfolios
- Projects and Investigations

### Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative

assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

### **Summative Assessment**

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress. For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site [here](#).

### **Cross Curricular Literacy**

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day - in and out of school.

## 3. Subject Specific Guidelines

### 3.1 Rationale

Wolastoqewiyik see the danger of extinction of their language as one of the most critical problems facing them today. Since the 1950s, there has been a decline in the number of people who speak Wolastoqey Latuwewakon. The power of the English language has greatly influenced the diminishment of the language almost to extinction. Wolastoqey Latuwewakon has undergone changes like any other language, but the major change occurred when formal public education became predominate with English as the primary language of instruction. Wolastoqewiyik recognizes the need to reclaim and strengthen its language— in homes, communities, and in schools.

Language and culture are inseparable. Therefore, the revitalization, preservation, and maintenance of a language are necessary conditions for the survival of a culture. Language is essential to the understanding of unique Wolastoqey cultural perspectives.

A curriculum that encourages Wolastoqey Latuwewakon programming through Wolastoqey perspectives clearly encompasses the wisdom of Wolastoqey voices. It is the tool that enables learners to explore and experience Aboriginal cultures and the perspectives embedded in the language.

Language carries within it the spirit, culture, history, and philosophy of a people; it reveals how they think and how they view the world. In short, language both defines and reflects the particular attitudes and values of a people. Language, moreover, is the principal means by which culture is preserved and transmitted from one generation to another. Wolastoqewiyik are concerned that their language and culture are being lost. Many of the younger generation can no longer speak or understand their ancestral language. The establishment of Wolastoqey Latuwewakon programs in New Brunswick middle schools is therefore an important step towards reclaiming and revitalizing Wolastoqey Latuwewakon and culture.

### 3.2 Course Description

The principal aims of the Wolastoqey Latuwewakon program—the development of language skills and the development of cultural awareness—are inseparable. Cultures vary in the way they view different aspects of life as well as in the ways in which they express ideas and feelings about these aspects of life. Learning a language, therefore, involves discovering a culture’s distinctive forms of expression. Wolastoqey Latuwewakon program develops an understanding of the nature of language, basic communication skills in Wolastoqey Latuwewakon, and an appreciation of Wolastoqey culture.

### 3.3 Curriculum Organizers

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

**General Curriculum Outcomes (GCO)** are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

**Specific Curriculum Outcomes (SCO)** are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

## A1.1 Essentials 1

By the end of this course, learners will be able to understand and use simple, everyday statements, instructions and questions, in highly scaffolded contexts. Students will be able to produce simple words and phrases in writing and can complete sentences by copying a very familiar modeled word. Students will demonstrate an understanding of Wabanaki worldviews, cultures, and ways of knowing and being.

Listening	Reading	Spoken Interaction	Spoken Production	Writing
I can understand when I am asked personal questions about myself.	I can read very short, simple texts and identify familiar names, words and basic phrases by (reading/ rereading very slowly).	I can say that I do not understand or that I do not know.	I can name some common clothing items that I would wear.	I can write very simple words and sentences.
I can understand simple questions regarding weather conditions.	I can read very short, simple texts and identify familiar names, words and basic phrases regarding my feelings and my family members' feelings (by reading/rereading very slowly).	I can talk to someone when using simple words: and I can say "yes", "no", "sorry", "please/would it be possible?" and "thank you".	I can name some very common objects such as foods and drinks (e.g., at a restaurant, in a store).	I can write very common words.
I can understand basic greetings and routine phrases.	I can understand simple instructions when they are supported by pictures/models, and if I am familiar with this type of instructions.	"I can politely ask the teacher simple classroom requests (e.g. "May I go to the bathroom?", "May I go get a drink of water?").	I can count out loud numbers from 1-31.	I can write about me and where I live (short simple sentences).
I can understand simple instructions and tasks in the classroom.	I can understand certain expressions and very simple sentences in very simple texts.	I can use basic greetings to say "hello", "I will see you again", "How are you?".	I can give simple information about me (my name, my telephone number, my territory, my age, and where I live).	I can fill in a simple form (e.g., my first name, my last name and my birthday).
I can understand the names and simple descriptions of everyday objects around me.			I can say where I live.	

<b>A1.1 Essentials 1</b>				
<b>Tpostomphotin</b>	<b>Okisultin</b>	<b>Lewestuhtin</b>	<b>Itomuwwewik</b>	<b>Wikhikhotin</b>
Nkisi tehcnwolastoqewinostomon ol 'komaseyikil papehcikesuweyal 'ciw nil.	Nkisi tehcnwolastoqewokitomono l cilkeyikil 'komasi-mawotekil kolusuwakonol naka nwewinomonol nunasikil-wisuwonol, kolusuwakonol naka 'ciliw 'komasitasikil (okitoman/menakaci minuwi okitoman).	Nkisi tehcnwolastoqewiwhitomon ma-te nostomuwon kosona ma-te nkocicihtuwon.	Nkisi tehcnwolastoqewiwhitomon ol nunasikil-oqtewakonol peskoman op.	Nkisi tehcnwolastoqewiwhikomono l wisoki-'komasi-kolusuwakonol naka mawotekil kolusuwakonol.
Nkisi tehcnwolastoqewinostomon ol 'komaseyikil papehcikesuweyal 'ciw elkiskahk.	Nkisi tehcnwolastoqewokitomono l cilkeyikil 'komasi-mawotekil kolusuwakonol naka nwewinomonol nunasikil-wisuwonol, kolusuwakonol naka 'komasitasikil 'ciw tan elomulsi naka tan elomulsihtit nsiwiyik (okitoman/menakaci minuwi okitoman)..	Nkisi tehcnwolastoqewewestuwama wen ewehkiyan 'komaseyikil kolusuwakonol naka nwolastoqewikisiwhitomonol "aha", "ktama", "psahkeyin", "mecopal" naka "woliwon".	Nkisi tehcnwolastoqewiwhitomon ol komac mecomi wehkasikil tahalu micuwakonol naka elossomimkil (kete, ihtolihpultimok, malsanikuwamok).	Nkisi tehcnwolastoqewiwhikomono l mecomi wehkasikil kolusuwakonol.
Nkisi tehcnwolastoqewinostomon ol 'komaseyikil wolahkawotuwakonol naka mawotekil kolusuwakonol .	Nkisi tehcnwolastoqewinsotomon ol 'komasi-kehkiketuwakonol 'ciliw 'sotumasik elahkukahkiyil, naka nehtaw nmihqitahatoman elokehkitasikil.	Nkisi tehcnwolastoqewiwoliwhikutomuwan nutokehkikemit 'komaseyikil etolokehkitok wihikutomuwakonol (kete, "Mecopal nkisi-li wikuwamsisok?", "Mec-op-al nacossom 'samaqan?")	Nkisi tehcnwolastoqewokitomon ol tpsakutikonol ('cimaciw pesq - sinsk 'cel pesq).	Nkisi tehcnwolastoqewiwhik tan ci nskuwimsi naka ewiki (cilkeyikil 'komasi-mawotekil kolusuwakonol).

<p>Nkisi tehc nwolastoqewinostomon ol 'komaseyikil kehkiketuwakonol naka elluhkewakonol etolokehkimut.</p>	<p>Nkisi tehc nwolastoqewinostomon ol kinuwitasikil naka wisoki-'komasi- mawotekil kolusuwakonol pistekil 'komasi-kisuwikhasikil.</p>	<p>Nkisi tehc nwoloastoqewikisuwehkanol 'komaseyikil wolasihkawotuwakonol itoman "'Qey", "Apc-oc knomiyul." naka "Tan kahk?"</p>	<p>Nkisi tehc nwolastoqewiwihtomon ol 'komaseyikil asitewtomuwakonol 'ciw nil (kete, nwisuwon, nmattoktihikoney ntopaskutikon, nskicinuwihkuk, etuceyi naka ewiki).</p>	<p>Nkisi tehc npsonehtun 'komasi- papehcikesuwakon (kete, amsqahsewey nwisuwon, nmehciwisi naka tan ci acikotonay).</p>
<p>Nkisi tehc nwolastoqewinostomon ol wisuwonol naka 'komaseyikil milikil ewekasikil wiwonahtekil eyi.</p>			<p>Nkisi tehc nwolastoqewiwihtomon tama ewiki.</p>	

<b>A1.1 Wolastoqey Latuwewakon Essentials</b>
<b>Core Strand: Speaking and Listening</b>
GCO 1: Students will speak and listen effectively in a variety of contexts and for a variety of purposes.
1.1 Use and demonstrate understanding of simple, everyday expressions, directions, instructions and questions. 1.2 Use and demonstrate recognition of simple statements and questions about immediate concrete surroundings.
<b>Core Strand: Reading and Viewing</b>
GCO 2: Students will develop strategies to understand and respond to a range of texts and other media.
2.1 Demonstrate literacy skills in Wolastoqey Latuwewakon. 2.2 Demonstrate understanding of very familiar word and phrases.
<b>Core Strand: Writing and Representing</b>
GCO 3: Students will create clear, connected text, or other forms of representation, on a variety of topics, for a variety of purposes.
3.1 Produce simple words and phrases on very familiar topics using a model.
<b>Core strand: Wolastoqey Knowledge and Identity</b>
GCO 4: Students will express their understanding that history, culture, traditions, values, and worldview is rooted in their language.
4.1 Apply Wolastoqey protocol and respectful behavior in class, in school and in the community. 4.2 Organize and participate in Wolastoqey and Wabanaki cultural activities.
<b>Core Strand: Strategies for Using Wolastoqey Latuwewakon Outside of the Classroom</b>
GCO 5: Students will develop a variety of strategies for using Wolastoqey Latuwewakon in their daily lives.
5.1 Use and promote the use of Wolastoqey Latuwewakon to communicate outside of the classroom.



### 3.4 Professional Learning and Support for Teachers

A variety of resources exist for teachers to draw upon to support their own language journey, as well as to help develop engaging activities for students. Educators are encouraged to use the activities in each of the Outcome Boxes in this document as well as the resources listed below.

#### **Office of First Nation Education One Site: Wabanaki Languages**

[Office of First Nation Education - Wabanaki Languages \(nbed.nb.ca\)](http://nbed.nb.ca)

#### **New Brunswick Virtual Learning Centre online Mi'kmaq and Wolastoqey**

First Nation language teachers may enroll in Mi'kmaw and Wolastoqey online community courses to help build their own fluency. While the main course is self directed, teachers can also contact the online language teacher for further support.

[New Brunswick Virtual Learning Centre \(NBVLC\) \(gnb.ca\)](http://gnb.ca)

#### **World of Wisdom: Language Keepers**

Educators can also access support for both Mi'kmaw and Wolastoqey languages through the World of Wisdom Platform.

<https://world-of-wisdom.ca/portfolio/traditional-language-support/>

Educators are also encouraged to use the following two documents when teaching this course.

#### **Wolastoqey Introductory 110**

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/WabanakiLanguages/WolastoqeyIntroductory.pdf>

**FNEII Curriculum** Appendix A (beginning on Page 171) contains a helpful pronunciation guide

<https://collabe.nbed.nb.ca/sites/OFNEPL/SiteAssets/SitePages/Wabanaki%20Languages/Wolastoqey%20Language%20and%20Culture%20Curriculum%20Document%20Grades%204%20-%206.pdf>

## 4. Curriculum Outcomes

<b>Speaking and Listening</b>	
<b>GCO 1</b>	<b>Students will speak and listen effectively in a variety of contexts and for a variety of purposes.</b>
<b>SCO 1.1</b>	Use and demonstrate understanding of simple, everyday expressions, directions, instructions, and questions.
<b>Concepts and Content</b> (including but not limited to):	<b>I Can Statements</b> (including but not limited to):
<ul style="list-style-type: none"> <li>• Understanding and answering personal questions</li> <li>• Basic greetings, farewells, and routine phrases</li> <li>• Names and descriptions of everyday objects.</li> <li>• Listening and speaking with respect</li> <li>• Simple instructions and tasks in the classroom.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• I can understand when I am asked personal questions about myself.</li> <li>• I can understand basic greetings and routine phrases</li> <li>• I can understand simple instructions and tasks in the classroom</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• I can give simple information about me (my name, my telephone number, my territory, my age and where I live.</li> </ul> <p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"> <li>• I can say that I do not understand or that I do not know.</li> <li>• I can talk to someone using simple words: and I can say “yes”, “no”, “sorry”, “please/would it be possible?” and “thank you”.</li> <li>• I can politely ask the teacher simple classroom requests (e.g., “May I go get a drink of water?”</li> <li>• I can use basic greetings to say “hello”, “I will see you again”, “How are you?”</li> </ul>

### Suggested Learning and Teaching Strategies

- Greet students at the beginning of each lesson using Wolastoqey language (This is also very valuable outside of the classroom) After a few days, have students return the greeting to you. Try greeting each student individually and welcoming them to the class recognizing that not all learners will be able to respond yet.
- Encourage other teachers to greet students using Wolastoqey Latuwewakon.
- Use flashcards or posters with common expressions such as “come in”, “sit down”, “stand up”, “listen carefully”.

### Resources

#### Video:

#### Say it First Children’s Books

<https://www.sayitfirst.ca/projects/children-books>

Includes a variety of Wolastoqey language books students can listen to. Several of these include routine greetings. See *The Gudge* for example:

<https://youtu.be/ibqv90A9klc>

#### Website:

#### Wolastoqey and Mi’kmaq Culture Studies Language Lesson:

<https://www.wabanakicollection.com/audios/wolastoqey-language-lesson/>

Short clips of Elder Imelda Perley using routine phrases such as “Thank you”, “See you”, “I am fine, and you” and others.

**[Wolastogewatu!](#) Interactive language lessons from Wolastoqiyik Wahsipekuk (Maliseet Viger First Nation) Community-** a series of ten sections on a variety of themes.

Module 2: [Social Interactions](#)

#### Stories from Wolastoqiyik

Contains text in English with audio in Wolastoqey language.

<http://website.nbm-mnb.ca/Koluskap/English/Stories/StoryList.php>

#### Document:

[Wolastoqey Latuwewakon Introductory](#)  
Module 1 Greetings: Pg. 11-18

Module 2 People and Kinship: pg. 19-24

[FNEII Wolastoqey Language and Culture Curriculum Document Grades 4-6](#) p. 114-137 contains some activities teacher may wish to try.

\*Note that the Wolastoqey Latuwewakon and FNEII curriculum documents are in PDF format and available for printing.

<b>SCO 1.2</b>	<b>Use and demonstrate recognition of simple statements and questions about immediate concrete surroundings.</b>	
<b>Concepts and Content</b> (including but not limited to):	<b>I Can Statements</b> (including but not limited to):	
<ul style="list-style-type: none"> <li>• Cardinal numbers 1 to 10 (1. Pesq, 2. nis, 3. nihi, 4. new, 5. nan, 6. kamahcin, 7. oluwikonok, 8. oqomolcin, 9. esqonatek, 10. 'qotinsk)</li> <li>• Counting with animate and inanimate numbers 1 to 5 (1- Pesq, pesqon, 2- nisuwok, nisonul, 3- nuhuwok, nohonul, 4-newwok, newonul, 5-nanuwok, nanonul)</li> <li>• Common objects (food, clothing, drinks) and activities (eating and shopping).</li> <li>• Weather conditions</li> <li>• Around the house</li> <li>• Around my school</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• I can understand simple questions regarding weather conditions.</li> <li>• I can understand the names and simple descriptions of everyday objects around me.</li> </ul> <p><b>Spoken Production</b></p> <ul style="list-style-type: none"> <li>• I can name some very common objects such as food and drinks (e.g., at a restaurant, in a store).</li> <li>• I can name some common clothing items that I would wear.</li> <li>• I can count out loud numbers from 1 to 10.</li> </ul>	

**Suggested Learning and Teaching Strategies:**

- Use gestures to help communicate as students will not initially understand many of these phrases. For example, you may wish to adopt gestures to indicate students should come in, sit down, stand up, or listen carefully.
- Try using numbers 1-10 in natural contexts. For example tell students information about yourself and see if they could understand the number. For example, “Ntihinol nuhunol wikhikonol” (I have three books). Use animate numbers for counting family members for example “Ntiywa peskuhs nikuwoss” (I have one mother).
- Take it outside! If possible, look for opportunities for learning on the land, listen to Elders stories of the land, or show a video of activities like fiddleheading, hunting, canoeing, and other activities to show vocabulary in context.

**Video:**

**Say it First:**

Veronicahk Episode 3: Maliseet Counting (1-5)  
<https://youtu.be/Mat8dqvyJaA>

**Numbers in Maliseet** (with Imelda Perley)

<https://www.youtube.com/watch?v=o9FbCcVDm7g>

**Website:**

An extensive list of Wolastoqey numbers:

<https://pmportal.org/sites/default/files/reference-documents/Numbers.pdf>

**Wolastogewatu!** Interactive language lessons:

**Module 4:** [Food](#) **Module 5:** [Around the House](#)

**Language around the home:**

<https://www.wabanakicollection.com/wp-content/uploads/2021/07/language-in-the-home.pdf>

**Document:**

[Wolastoqey Latuwewakon 110](#) pg. 19-24.  
(includes information and examples for numbers 1-10 on page 20-21.)

Module 4: Likes and Dislikes- Food pg. 31-36

<b>Reading and Viewing</b>	
<b>GCO 2</b>	<b>Students will develop strategies to understand and respond to a range of texts and other media.</b>
<b>SCO 2.1</b>	Demonstrate literacy skills in Wolastoqey Latuwewakon.
<b>Concepts and Content</b> (including but not limited to):	<b>I Can Statements</b> (including but not limited to):
<ul style="list-style-type: none"> <li>Using pictograms, posters, or other images to decode meaning</li> <li>Reading very short, simple texts</li> <li>Familiar words or names written in a Wolastoqey Latuwewakon orthography</li> <li>Using decoding strategies to read simple words and texts on familiar topics</li> </ul>	<p><b>Reading and Viewing</b></p> <ul style="list-style-type: none"> <li>I can read very short, simple texts and identify familiar names, words and basic phrases by (reading/rereading very slowly).</li> <li>I can read very short, simple texts and identify familiar names, words and basic phrases regarding my feelings and my family members' feelings by reading/ rereading very slowly.</li> </ul>

**Suggested Learning and Teaching Strategies:**

- Use flashcards, pictograms, illustrations, posters or emojis (without English or French words) to convey emotions. Some examples could include: Nulomols (I'm feeling fine/I'm feeling good), Nsankewitahas (I feel fine and peaceful), Nulitahas (I feel happy), Ma-te nulomsolsiw (I'm not feeling great). For more examples, see pages 25-27 in Wolastoqey Latuwewakon Introductory 110.

**Video:**

[Childrens' Books | Projects \(sayitfirst.ca\)](http://sayitfirst.ca)

A variety of Wolastoqey books and other reading resources are available from Say It First. Many of these texts will be challenging for students, so you may need to focus on just some key vocabulary. Teachers may find the "read alongs" helpful. For example, see The Floater available here:

<https://sayitfirst.ca/video/video-the-floater-in-maliseet>

**Website:**

**My body and health:**

<https://wolastogewatu.ca/index.php?section=module8&lang=en>

Teachers may wish to use the Wolastogewatu resource to practice listening and reading words written in Wolastoqey latuwewakon.

**Audio books from Educational Resources Hub (requires login inside of school network)**

[The Stone Medicine People](#)

[Why You Never See an Old Moose in the Woods](#)

[The Bear and the Seven Hunters](#)

**Document:**

[Wolastoqey Latuwewakon 110](#)

Module 3: Feelings p. 25- 30

**FNEII Latuwewakon and Culture 4-6**

**Books:**

Books written in Wolastoqey Latuwewakon are often available from your First Nation Education Subject Coordinator, or from The Office of First Nation Education. Titles include:

**At Eqpahak Island- Walter Paul**

**How the Raccoon got his black eyes- Walter Paul**

**The Stone Medicine People- Imelda Perley  
MoonBeam- Gail Francis (Wolastoqey version)**

<b>SCO 2.2</b>	<b>Demonstrate understanding of very familiar words, and phrases.</b>	
<b>Concepts and Content</b> (including but not limited to:)	<b>I Can Statements</b> (including but not limited to):	
<ul style="list-style-type: none"> <li>• Reading everyday relevant vocabulary (foods, animals, colours, etc.).</li> <li>• Simple everyday instructions supported by visuals.</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>• I can understand simple instructions when they are supported by pictures/ models, and if I am familiar with this type of instruction.</li> <li>• I can understand certain expressions and very simple sentences in very simple texts.</li> </ul>	
<b>Suggested Learning and Teaching Strategies</b> <ul style="list-style-type: none"> <li>• Produce flashcards or other visuals of common, everyday words such as classroom instructions, foods, colours, animals or other vocabulary relevant to student’s everyday lives begin introducing Wolastoqey language text (in the orthography of your community).</li> <li>• Use cartoon strips with no writing (or with speech bubbles “brushed out”) or illustrations with no words for this activity. Cut out the illustrations and mix them up, or take a series of illustrations and do the same. Have students put the storyline back together using only the pictures.</li> <li>• Have students develop their own cartoon or story using images without text. Students can add key words into their stories.</li> </ul>		
<b>Video:</b> <a href="http://sayitfirst.ca">Childrens' Books   Projects (sayitfirst.ca)</a>	<b>Website:</b> <p>The following include audio which language educators may find useful for practicing vocabulary with students:</p> <p><a href="#">Animals and what they do</a></p> <p><a href="#">Food</a></p> <p><a href="#">Wolastoqey Latuwewakon App</a></p> <p><a href="#">Passamaquoddy-Maliseet Language Portal</a></p> <p>The following does not include audio; however, it does include pictures: <a href="#">Maliseet Animal Words</a>, <a href="#">Maliseet Colour Words</a></p>	<b>Document:</b> <p>Teachers can find word lists from <a href="#">Wolastoqey Latuwewakon 110</a> <b>pg. 26, 28,32, 33</b> or elsewhere in the document.</p>



<b>Writing and Representing</b>	
<b>GCO 3</b>	<b>Students will create clear, connected text, or other forms of representation, on a variety of topics, for a variety of purposes.</b>
<b>SCO 3.1</b>	Students will produce simple words and phrases on very familiar topics using a model.
<b>Concepts and Content</b> (including but not limited to):	<b>I Can Statements</b> (including but not limited to):
<ul style="list-style-type: none"> <li>• Writing simple words and phrases</li> <li>• High frequency vocabulary</li> <li>• Writing simple sentences about myself and where I live</li> <li>• Completing a simple form</li> </ul>	<p><b>Writing and Representing</b></p> <ul style="list-style-type: none"> <li>• I can write very simple words and sentences.</li> <li>• I can write very common words.</li> <li>• I can write about me and where I live (short simple sentences).</li> <li>• I can fill in a simple form (e.g., my first name, my last name and my birthday).</li> </ul>

**Suggested Learning and Teaching Strategies:**

- Have students create a writing portfolio. At the A1.1 level, students will be primarily focusing on a few, high frequency words, but by the time they are at a B1 level, they may be ready to write longer paragraphs in their portfolios. Portfolios can be digital, or even just a notebook.
- Provide students with a short text in Wolastoqey missing several words. Have students fill in the missing word (provide a small bank of words for them to choose from).
- Write several words on the board for students to copy into their portfolio. Practice reading the word with them and focus on pronunciation as well as writing.

**Resources**

**Video:**

**Website:**

**Document:**

[Wolastoqey Latuwewakon 110](#)

**Module 2: People and Kinship** pg. 19-24

Teachers may wish to have students write a little about their family and kinship using some of the vocabulary from Module 2.

[FNEII Wolastoqey Language and Culture Curriculum Document Grades 4-6](#)

**Appendix B:** Lexicon and Useful Phrases in Wolastoqey Latuwewakon (pg. 174-185).

<b>Wolastoqey Knowledge and Identity</b>	
<b>GCO 4</b>	<b>Students will express their understanding that history, culture, traditions, values, and worldview is rooted in their language.</b>
<b>SCO 4.1</b>	<b>Apply Wolastoqey protocol and respectful behavior in class, in school, and in the community</b>
<b>Concepts and Content</b> (including but not limited to):	<b>I Can Statements</b> (including but not limited to):
<ul style="list-style-type: none"> <li>• Demonstrating understanding of proper Wolastoqey protocol</li> <li>• Respectful listening and speaking behaviours</li> <li>• Showing respect to peers, family, teachers, Elders, storytellers and to others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply Wolastoqey protocol and respectful behaviors,</li> <li>• I can listen and speak respectfully,</li> <li>• I can show respect to my peers, family, teachers, Elders, and storytellers.</li> </ul>

**Suggested Learning and Teaching Strategies:**

- Have students (in groups) prepare skits where they practice appropriate protocols, or have students act out appropriate protocols for a certain situation.
- Have students participate in a talking circle and demonstrate appropriate protocol throughout
- When greeting students at the beginning of a lesson, or saying goodbye to them at the end, model appropriate respect and encourage them to reply to you, and others respectfully.
- Model appropriate listening behavior when a student or a peer is talking.

**See FNEII Curriculum guide (GCO 4) for additional ideas**

**Resources**

**Video:**

**Website:**

Wolastoqey Latuwewakon

<https://wolastoqey-latuwewakon.web.app/#/>

Includes a variety of vocabulary on language of ceremony, and other topics.

Language of ceremony:

<https://www.wabanakicollection.com/modules/language-of-ceremony/>

**Document:**

[FNEII Wolastoqey Language and Culture Curriculum Document Grades 4-6](#)

[Wolastoq Song – Sarah and Amanda Myron](#)

<b>SCO 4.2</b>	<b>Organize and participate in Wolastoqey and Wabanaki cultural activities.</b>	
<b>Concepts and Content</b> (including but not limited to):		<b>I Can Statements</b> (including but not limited to):
<ul style="list-style-type: none"> <li>• Organization and participation in traditional Wolastoqey activities (in the school and outside)</li> <li>• Observing Wolastoqey and other Wabanaki special days, holidays, and observances</li> </ul>		<ul style="list-style-type: none"> <li>• I can help organize and participate in Wolastoqey traditional activities.</li> </ul>
<b>Suggested Learning and Teaching Strategies:</b> <ul style="list-style-type: none"> <li>• Encourage, as much as possible, students to participate in activities (in person and virtual) focused on Wolastoqey identity and culture and to use as much Wolastoqey Latuwewakon as they can.</li> <li>• Students can also organize or host a cultural activity for their school. See the link for an example under Resources below.</li> </ul>		
<b>Resources</b>		
<b>Video:</b> Video of student lead Powwow at Fredericton High School: <a href="https://www.cbc.ca/player/play/1668820547728/">https://www.cbc.ca/player/play/1668820547728/</a>	<b>Website:</b> For an example of a student lead Powwow, see the following site: <a href="https://www.cbc.ca/news/canada/new-brunswick/fredericton-high-school-students-organize-schools-first-powwow-1.5421224">https://www.cbc.ca/news/canada/new-brunswick/fredericton-high-school-students-organize-schools-first-powwow-1.5421224</a>	<b>Document:</b>

<b>Strategies for using Wolastoqey Latuwewakon Outside of the Classroom</b>		
<b>GCO 5</b>	<b>Students will use a variety of strategies for using Wolastoqey Latuwewakon outside of the classroom.</b>	
<b>SCO 5.1</b>	<b>Use and promote the use of Wolastoqey Latuwewakon to communicate outside of the classroom.</b>	
<b>Concepts and Content</b> (including but not limited to):		<b>I Can Statements</b> (including but not limited to):
<ul style="list-style-type: none"> <li>Using Wolastoqey Latuwewakon in school, the home, around the community and in daily life</li> <li>Participating in special events conducted in Wolastoqey Latuwewakon.</li> <li>Working with peers in Wolastoqey Latuwewakon</li> <li>Risk-taking in language learning (supporting mistakes)</li> <li>Developing positive learning attitudes</li> </ul>		<ul style="list-style-type: none"> <li>I can use Wolastoqey Latuwewakon in school, my home, around my community, and in my daily life.</li> <li>I can work with my peers using Wolastoqey Latuwewakon.</li> <li>I can ask for help or repetition when I don't understand.</li> </ul>
<p><b>Suggested Learning and Teaching Strategies</b></p> <ul style="list-style-type: none"> <li>Encourage students to participate in special events (like Wolastoqey Culture Days, Powwows, and others) in the community and in the school. Use these days as an opportunity to speak their language as much as possible.</li> <li>Provide students with authentic opportunities to use their language outside of the classroom.</li> <li>Encourage students to create poems, music, stories, videos, plays, cell films, or any other product they are interested in using their own language.</li> <li>Organize learning opportunities outside the classroom where students are expected to use Wolastoqey to communicate (at a store, community centre, at a gas station, shopping centre, supermarket, etc.).</li> <li>Ask students to create recordings, posters or artwork showcasing Wolastoqey language and culture for the whole school. Students can have the opportunity to teach other students (including non-Wolastoqey students) about their culture and language.</li> </ul>		
<b>Resources</b>		
<b>Video:</b>	<b>Website:</b>	<b>Document:</b>

# 5. Appendices

## Appendix A: Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of <b>assistive technology</b> that could be used to enhance/facilitate this lesson?		Example in your subject area
Are there <b>materials which can appropriately challenge</b> readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online	
Are there students in this group who cannot <b>access this learning (PLP background)</b> and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other <b>choices</b> that can be provided in this learning opportunity?	Differentiation models (RAFTs...)	
Is there another/a <b>variety of media</b> available? Only paper-based? Can it be listening? Can I add a visual component?		
Can <b>movement</b> be involved?	Quantum techniques	
<b>Grouping and regrouping?</b>	Cooperative learning; teams, games and tournaments	

Teacher versus non teacher centered? <b>Instructional design strategies</b> –...	web based lesson... project-based, student research based	
Contracts?		
Opportunities for students to <b>propose variations</b> to the assignments/projects?	Tic Tac Toe	
Use of <b>art /music / technology</b> ?	Songs, Videos, URL, YouTube ...	
Can I use <b>drama</b> ?...Art....	use of improvisation; Skits; readers theater; Can we make something? Demonstrate understanding visually? Paint a painting?..	
Is there a plan to support the student/s who might already know this subject matter? <b>Enrichment</b>	Triad Model	
Does the <b>language level</b> need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information... SIOP techniques for EL learners; use of alternate texts...	
Is there an <b>independent or collaborative activity-project</b> that would be better meet the needs of one or more students?		
Are there any <b>experts</b> that I could bring into the classroom electronically or as a guest speaker?	Speakers list, Skype contacts, media links, television documentary, archived historical documents	



<p>Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more <b>relevant</b>?</p>	<p>Can this be applied in real life? TED talk, news item; societal trend, popular song?</p> <p>Can we start the unit and adjust or create it based on the students, interests or direction?</p>	
<p>Is there a <b>hands-on experience</b> that we could do to launch this lesson or this learning?</p>		

## Appendix B: Resources

- First Nation Education Initiative Curriculum Resources: <http://fneii.ca/downloads/>
- K-4 Wolastoqey Language and Culture Curriculum Document (with audible examples): <https://drive.google.com/file/d/1NevZ9iepFFnKSRZb5nOxQb6rQh9vGK3N/view>
- Wolastoqey Latuwewakon App: [https://play.google.com/store/apps/details?id=com.ogokilearning.wolastoqeylatuwewakon3&hl=en\\_ZA](https://play.google.com/store/apps/details?id=com.ogokilearning.wolastoqeylatuwewakon3&hl=en_ZA)
- Passamaquoddy-Maliseet Language Portal: <https://pmportal.org/>
- Say It First: Children's Shows in Wolastoqey Latuwewakon <https://www.sayitfirst.ca/projects/children-shows/>
- Children's Books: <https://www.sayitfirst.ca/projects/children-books>
- Maliseet Verb Conjugator: <https://www.sayitfirst.ca/projects/the-conjugator>
- Wolastogewatu: Wolastoqey learning for French and English Speakers <https://wolastogewatu.ca/index.php?section=module&lang=en>