Innu Language Program
for Primary Grades

Tshe ishi-tshishkutamatunanut innu-aimun

kaiapishissishiht

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Introduction

The main objective of the *Innu Language Program* is to increase students' pride in their ancestral tongue and to encourage them to communicate in it as a living language and integral part of their culture.

More than just a series of codes, rules and possibilities, language is a reflection of sensitivities, culture, thought and expression. In fact, through language, one can analyse, describe and express one's ideas, perceptions and understanding of the world. Language is both highly personal and eminently social as words communicate the speaker's individual thoughts, feelings and emotions.

Language plays a vital role in the structure, development, consolidation and transmission of culture. It carries with it the spirit, culture, history and philosophy of an entire people whose unique ways of thinking and seeing the world are revealed in its make-up.

The crucial nature of acquiring the mother tongue is such that school must provide students the time necessary to communicate in this language to establish relationships with adults and classmates. Student development depends entirely on the relationships that this communication provides. These include their intellectual development, emotional balance, sociability, assertion of personal identity and world view.

The *Innu Language Program* was developed at the primary level to enable students to acquire communication skills in their native tongue through listening, reading, writing and the overlapping of these skills.

First and foremost the program focuses on the development of competencies and the importance given to a step-by-step approach to learning. On the one hand, it breaks down knowledge components in the form of competencies to give them greater meaning and openness. On the other hand, it follows a conceptual framework which defines learning as an active and continuous process of knowledge building.

RATIONALE OF THE *INNU LANGUAGE PROGRAM*

The following guide is a first attempt at defining the minimal outcomes and content for a language program for Innu learners at the primary level. It is designed to be a valuable tool and teaching resource for language specialists in the different Innu communities.

OBJECTIVES OF THE *INNU LANGUAGE PROGRAM* AT THE PRIMARY LEVEL

The main focus of the *Innu Language Program* is to develop oral written and cultural language competencies.

The aim of the program is twofold; firstly, to enable learners to discover and strengthen their linguistic and cultural identity, secondly, to offer the teacher a variety of Innu language and cultural content with which to create a sequence of skills to be developed and curriculum outcomes at each stage of the primary level.

WHAT IS THE ROLE OF THE LEARNER?

Primary students are, by rule, active participants who adopt certain strategic behaviours and attitudes towards linguistic and cultural curriculum. They quickly gain an awareness of their knowledge and skill level in Innu. Students are encouraged to carry out different activities independently or with the aid of the teacher. Communication in Innu is encouraged in the class at all times with the highest possible degree of precision. Students are urged to take risks without the fear of making a mistake and to accept the sometimes uncomfortable feeling that comes with new communication situations. They are made to realize that task repetition is vital in the development of Innu language acquisition. As well, they must take ownership of the learning process, show initiative and become more independent.

In class, students should interact with the teacher and their peers in Innu, collaborate with them in the carrying out of certain oral and written activities or work individually if the situation requires. Students should be encouraged to reflect on their linguistic and cultural knowledge, learning strategies, motivation and attitudes. They should be urged to overcome challenges that arise in class or that come from within. With the help of both teacher and classmates, students should take ownership of their skills development. In doing so, students can learn to recognize and modify behaviour and attitudes which might slow down their development as effective communicators.

THE ROLE OF THE PARENTS

Student learning increases when parents take an active role in their child's education. Parental involvement is vital in encouraging children's learning. They should make sure their child is paying attention in class and follow their child's school results from home. Familiarizing themselves with the *Innu Language Program*, parents can establish a dialogue with their child about his or her progress and communicate with the teacher. Knowing the curriculum outcomes associated with each school year, parents can have a greater appreciation for the way in which their child is evaluated. This can help them better understand the report cards and encourage them to work with the teacher to improve their child's academic results.

WHAT IS THE ROLE OF THE TEACHER?

The teacher plays a key role in stimulating student curiosity for the Innu language and culture and creates a variety of meaningful learning situations where communication is used to take advantage of the students' interests, cultural references and other areas. The teacher should establish a learning environment where students are encouraged to take an active role in their development. As well, the teacher should help students become aware of their own abilities, show them how best to use them and ultimately motivate them to transfer this knowledge to everyday situations.

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INTRODUCTION TO THE *INNU LANGUAGE PROGRAM* FOR PRIMARY GRADES

Introduction

In the first two years of schooling, particular emphasis should be placed on the development of oral communication competencies. From Years 3-6, more attention should be given to the development of reading and writing competencies when working with a variety of different texts. However, oral communication competencies should be continually reinforced at all levels of the primary program.

1.1 Design and Components of the *Innu Language Program*

One of the fundamental characteristics of the *Innu Language Program* is the emphasis it places on the development of competencies and the importance given to teaching strategy. On the one hand, it breaks down knowledge components in the form of skills to give them greater meaning and openness. On the other hand, it follows a conceptual framework which defines learning as an active and continuous process of knowledge building.

A Competency-Centred Program
By focussing on competency development and not knowledge retention, the program is designed to teach the learner to think. With competency development at the forefront, greater importance is given to providing the students with abilities needed to adapt to an ever-changing environment beyond school. These include the development of flexible, mental skills that will help students adjust their thinking to meet embrace change and continue on the road to lifelong learning.

The program defines the concept of skill as the capacity to act effectively by mobilizing a variety of resources. This means being able to call upon resources both interior and exterior, especially school-based knowledge and knowledge that is acquired in daily life. Such a competency-based program is founded on the idea that knowledge should be used as a tool which determines appropriate thinking and action. Competency development, therefore, is a process which can take place in any number of complex situations and require the use of a variety of resources. This is different from know-how that can be applied in isolated contexts.

The notion of resources not only refers to students' school-based knowledge but their individual experiences, abilities, interests and such as well. These internal resources can be used in conjunction with external sources of information such as classmates, teachers, books etc.

In the end, the effective use of competencies learned in the classroom to react in a given circumstance is much more than an automatic reflex. In fact, knowing how to react appropriately to reach a clearly defined goal involves the intentional use of knowledge and abilities that are both intellectual and social. This combination of knowledge and ability helps students search the appropriate answer or solution to a given problem. Competency acquisition is therefore a complex and evolving process which involves more than the mere addition or juxtaposition of bits of knowledge. The mastering of certain skills may take place throughout the years spent at school and even beyond.

The Program Views Learning as an Active Process
Teaching practice stems from assumptions made regarding the way individuals actually learn. Two notable schools of thought, behaviorism and constuctivism, have left their mark on teaching methodology and continue to shape schools today. Certain learning strategies that schools promote today are based on the behaviorist model which favours memorisation of facts through repetitive exercises. However, many aspects of *The Innu Language Program*, especially those involving skills development and the acquiring of more complex knowledge, are founded on a constructivist view of learning. From this point of view, learning is more a student-driven process of acquiring knowledge. This approach is particularly evident in life when students are presented with real and challenging situations which force them to constantly question knowledge and perspectives that have already been learned.

1.2 Impact of *The Innu Language Program* on Competency Development

Organizing content around competency development requires specific teaching methods.

Moving Beyond Subject-Based Learning
With this in mind, the student is encouraged to make connections between different areas of learning.

Adapting Assessment to Meet Program Needs
Assessment is a vital part of learning. In keeping with the program's philosophy, assessment should measure the mastering of competencies. Used throughout the learning process, evaluation should be used throughout the year as a teaching tool. It should act as a support to the student and help the teachers adjust their teaching strategies if need be. This helps teachers better determine the degree to which the competency has been mastered and note it on a list of outcomes to be covered.

By putting the focus on the process of learning, students are encouraged to take an active role in their assessment. Through self-assessment and peer-assessment, students are lead to better understand how evaluation is carried out, analyze it and use their ideas to challenge those of their teachers, classmates or parents.

Different tools and techniques, some of which are not necessarily prescribed curriculum, can be used to evaluate learning and better assess the competency development of students. Observation checklists, written comments on student work and portfolios all help teachers and students alike evaluate the development of competencies, knowledge and learning.

Assessment can also help establish a dialogue with parents. More than the traditional report card, this communication can take place in different ways such as corrected portfolios, parent-teacher meetings etc. At the end of the year, this collected data can be used to establish a general evaluation students' progress and help chart a course for their future learning.

The Teacher as a Professional Educator

Putting teaching and skills development at the centre of the learning process requires a new way of thinking. Teachers need to be creative professionals who are willing to work independently and take risks. As a mediator between the student and the content to be covered, they should help students become motivated from within and set high standards. Teachers should create a positive environment which encourages students to take an active role in their learning, become aware of their abilities and draw upon them when needed. Teachers should motivate students so that they can transfer knowledge not only from one subject area to another, but from the school to everyday life. Though teachers are expected to remain personally accountable for their actions, they are nonetheless members of a team of colleagues. As members of this community of professionals, they are asked to work in consultation with other educators who share a collective responsibility for the education of the students.

Turning the Classroom and the School into a Community of Learning

The Innu Language Program is designed to bring together the notions of team teaching, teacher consultation, cross-curricular collaboration, shared projects and community activities.

All members of the school team, students, teachers and administrators alike, should work together to create the most favorable conditions for teaching and learning and foster a community of learning in the school.

1.3 Building a World View: A Focal Point of Learning

The way individuals look upon themselves and others, their world view, depends on numerous, ever-changing factors. The most important of these is the individual's genetic background and family.

School can play a crucial role in guiding students' choices as they build, shape and modify their world view. In school, opportunities abound, both curricular and cross-curricular, where all stakeholders need to seek out moments to help student along the path of learning.

1.4 Basic Components of the *Innu Language Program*

The Innu Language Program comprises cross-curricular competencies, broad areas of learning and skills to be developed in the Innu language such as speaking, reading and writing various texts.

Cross-Curricular Competency Development

Educators generally agree on the need to foster student thinking, work habits and communication abilities on both personal and interpersonal levels.

Broad Areas of Learning

Broad areas of learning are a collection of bigger problems that students must face and overcome. They usually affect everyday life. They are integrated into *The Innu Language Program* to help students find a connection between different knowledge bases and begin to think critically about their personal, social and cultural environment.

Innu Language Competencies

The Innu Language Program comprises three competency levels, speaking, reading and writing various texts.

Interdependence of Components of *The Innu Language Program*

The different components of *The Innu Language Program* are all interdependent. This is evident in the connections that can be made between each curricular or cross-curricular competency and the broad areas of learning.

Diagram 1
The Innu Language Program
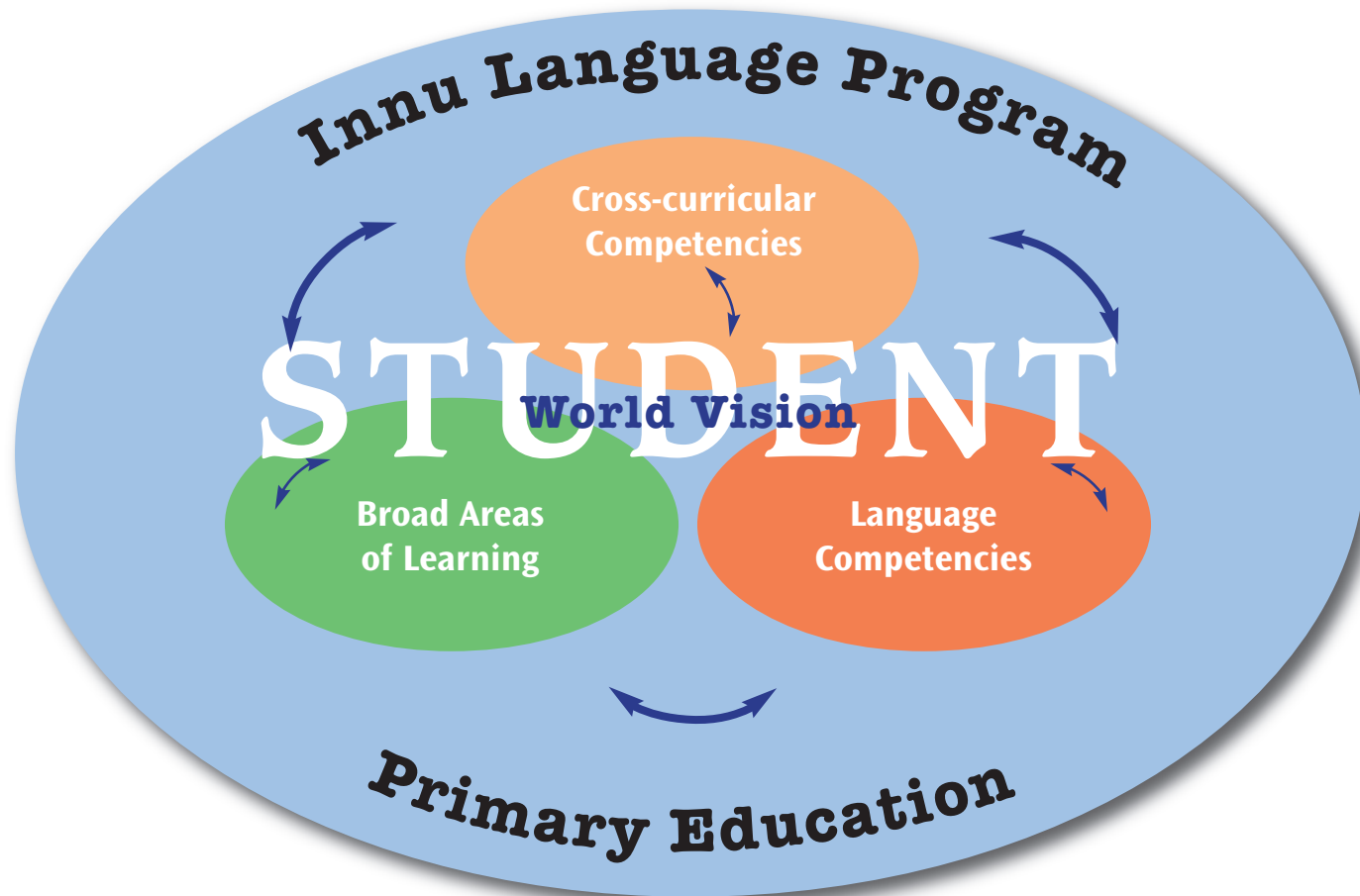
1.5 Basic Language Competency Components

The entire program has been developed around the notion of competencies. The diagram illustrates how these competencies interact with subject-specific competencies and essential knowledge. Essential knowledge is generally grouped by strategy, knowledge and methods. They are then directly linked to each language competency.

Framework of Competencies

For each competency, a focus and key features, evaluation criteria and year-end outcomes are outlined.

Focus of the Competency

The focus of a competency can best be understood using four basic parts: the explanation of the competency, its links to cross-curricular competencies, the context in which it is to be acquired and the progress of the student.

- Explaining the competency involves clearing outlining the importance of the competency in the program and what it involves.
- Explaining its links to cross-curricular competencies involves clearly stating what they are especially as they are called upon and developed when the competencies are being practiced.
- Explaining the context in which they are to be acquired involves outlining the conditions into which students should be placed in order to best practice and develop the competency. This includes explaining to students what they can do to overcome obstacles created by their learning environment.
- Explaining student progress involves identifying specific indicators which show the development of students' skill grade by grade.

Key Features of Competency

Each competency is broken down into a series of steps which are vital for the competency development and use. These components help link knowledge to processes which help the student better integrate the competency. Though these key features may call upon the teacher to get involved from time to time, it is by combining them and using them together that skills competencies are mastered. Simply juxtaposing them is not enough. The diagrams that illustrate these key features of the competencies clearly illustrate this synergy.

Evaluation Criteria

This refers to observable indicators which can be used to help in student competency development and evaluation. They can be more or less general or specific if they are used to evaluate just one or several grades. They should be further clarified by year-end outcomes.

Year-end Outcomes

These are the benchmarks of what a student can be expected to achieve at the end of a grade. These markers refer to knowledge acquired as well as situations in which the competency is being put to use. They help indicate fundamental steps in the process of competency development.

Cultural Indicators

These refer to resources from the social and cultural environment which may help competency development.

Essential Knowledge

This refers to a collection of available resources vital to the development and use of a competency. This does not mean that students cannot call upon other resources. Nonetheless, the mastering of this essential knowledge is key to the development and eventual use of the competency.

Suggestions for the Use of Technology

Information and computer technologies are a vital part of today's learning environment. As such, *The Innu Language Program* calls for their use as tools and resources in teaching and learning. The program offers suggestions for teachers regarding the use of information and computers technologies to help develop student language competencies. Even though the use of these technologies for teaching and learning are required in the program, these suggestions are not prescribed.

Prescribed Program Components

The prescribed program components listed below refer to material that the teacher must cover in a given grade. They indicate a path of learning students must follow in order to master competencies at the end of each grade. These components include:

- Cross-curricular and subject-specific competencies and their respective components
- Essential Knowledge
- Consideration for broad areas of learning

Diagram 2
Cross-curricular Competencies

Intellectual

Methodological

Communications-related

CROSS-CURRICULAR COMPETENCIES

Personal and Social
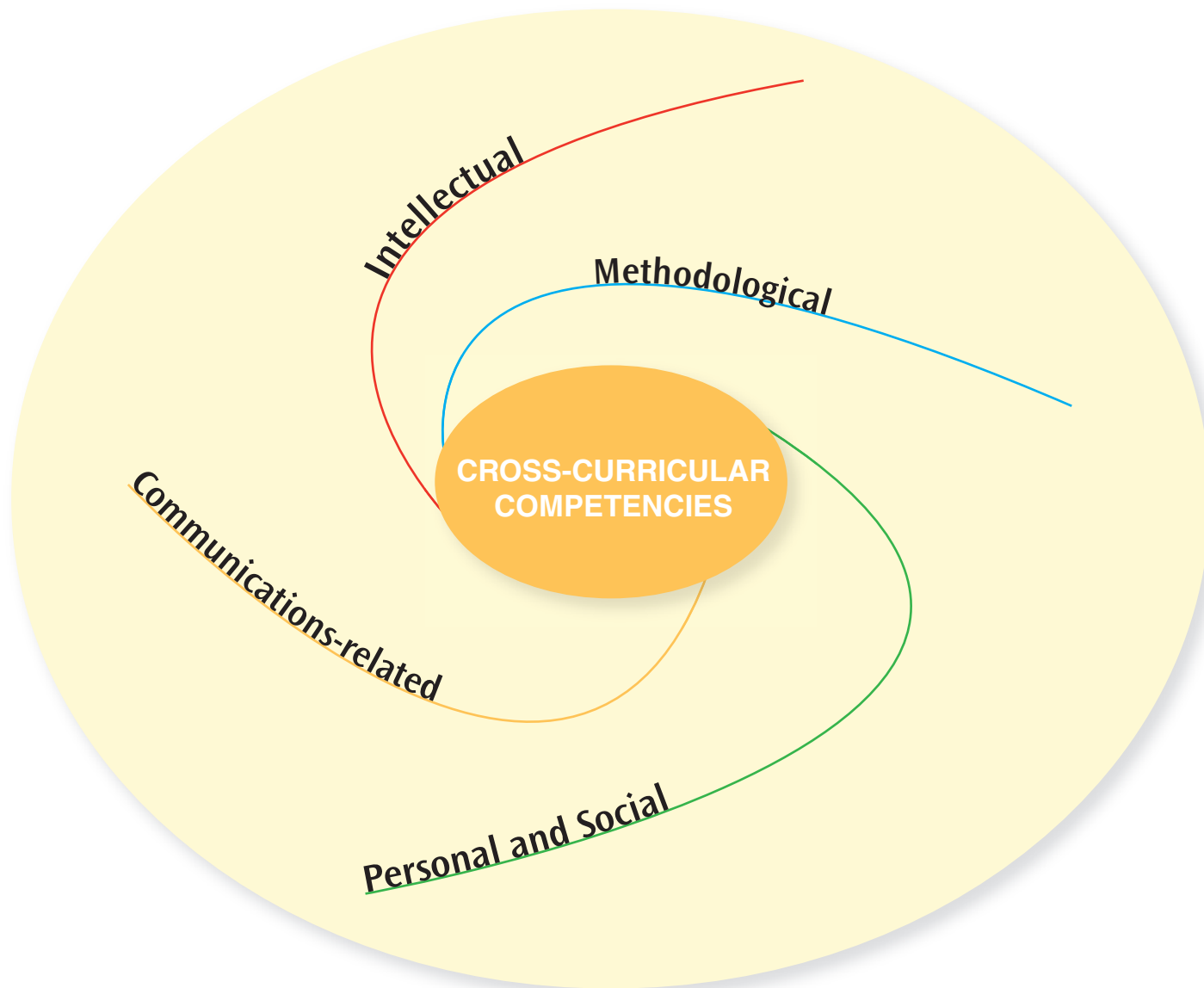
Chapter 2

CROSS-CURRICULAR COMPETENCIES

Introduction

The *Innu Language Program* comprises four subject-specific competencies. However, these subject-specific competencies alone only cover a part of the vital skills that enable students to use their knowledge to better understand the outside world and guide their decision-making. This is why cross-curricular competencies have been added to the program.

Like the subject-specific competencies, cross-curricular competencies reflect student's knowledge of how to act accordingly. This knowledge in turn is based on the effective use of various resources. The special nature of cross-curricular competencies is that though, by definition, they go beyond the boundaries of subject-specific knowledge **they still are consolidated and reinforced in concrete, real-life situations**.

The development of cross-curricular competencies is a never-ending process which takes place within and beyond the walls of the traditional school and long after the end of the primary level. These competencies complement each other and can be called upon to deal with any number of complex situations.

The *Innu Language Program* outlines nine cross-curricular competencies each of which has been grouped in four different types:

- **Intellectual Competencies:** problem-solving, critical judgement , creative thinking;
- **Methodological Competencies:** using effective work methods, using computer and communication based technology;
- **Personal and Social Competencies:** identity building, cooperation;
- **Communication-related Competencies:** appropriate communication.

Each is presented under four headings: focus of the competency which indicates why it exists, key features of the competency which indicates what it comprises; evaluation criteria which indicates how to assess competency acquisition and development of the competency which offers a snapshot of competency development over time as it becomes richer and clearer with experience.

2.1 Intellectual Cross-curricular Competencies

Intellectual cross-curricular competencies encourage even the youngest of students to go beyond superficial memorization of content and thoughtless conformity and aim for a higher level of thinking. They suppose an active student relationship with knowledge allowing them to make a connection with the real world, take ownership of it, interpret and understand it.

They call upon such attitudes to learning as open-mindedness, curiosity, work effort and conscientiousness. They are based on the pleasure of learning, the desire to succeed and the need for independence and creativity. The notion of competency can best be understood from this perspective.

COMPETENCY 1
USES INFORMATION

Focus of the Competency

Like all areas of learning, language calls upon the development and practice of using information. Students are invited to refer to many people and consult various forms of reference material including electronic media.

Though many students already have access to a variety of information sources at home, others still do not. *The Innu Language Program* can introduce these students to these forms of media and help others discover their potential. In both cases, the teacher should teach the students that how one finds the information is as important as the information itself. As well, the students need to be taught how to diversify their information sources and refer to them with ease and effectiveness.

Key Features of Competency 1

Accesses Information

Selects appropriate information sources. Identifies the value of each piece of information. Makes connections between what is known and new information. Distinguishes between essential and secondary information

Acknowledges various sources of information

Explores various sources and evaluates what each one can offer. Consults sources of information.

USES INFORMATION

Puts information to use

Imagines possible uses for this information. Formulates questions. Answers questions using information gathered. Thinks of possible new uses for this information. Respects copyrights. Use what has been learned in new contexts.

Evaluation Criteria

- Student consults a variety of sources ① ② ③

- Student choose pertinent information ① ② ③

- Student organizes information coherently ① ② ③

- Student calls up information effectively ① ② ③

- Student uses information in new contexts ① ② ③

Development of the Competency

At the **preschool level**, children are able to recognize different sources of information available to them mainly through observing and listening. They show a particular fondness for illustrated books. Given the right context, they are even able to share what they have learned with their classmates.

Later, the type of sources consulted broadens both in the school and in their immediate surroundings. Children are able to gather pertinent information to answer questions at hand. They can even explain the steps involved in this research.

At the end of the primary level, children know how to compare information gathered from various sources and choose the information which is best able to meet their needs. They are able to distinguish between pertinent and less pertinent information.

COMPETENCY 2
SOLVES PROBLEMS

Focus of the Competence

The problem solving process is an integral part of all human activity. In daily life, there are many situations that require various problem-solving strategies. Choices must be made amongst a whole collection of possibilities of varying value and importance. Learning how to rationally manage these situations can be extremely useful especially when there is a lot at stake. This is the skill which is put to the test in the problem solving competency.

The cross-curricular nature of problem solving is made evident by the variety of educational problems teachers can bring to the classroom in all subjects. Problem solving situations thus become a teaching tool in subject-based learning.

Students must learn to take a complex situation and isolate the information which defines the problem to be solved. They must learn to rely upon internal and external resources in order to imagine a variety of solutions and then use those they see as most appropriate to reach a goal in a given context. In this way, students will discover that there may be many ways to solve a problem and that some may be more effective than others.

More often than not, students may have to go back and start again because they had underestimated an aspect of the problem or the solution arrived at is not the right one. Therefore, from a practical point of view, it is not always easy for students to figure out how close they are to the solution as they have to constantly try, modify and retry. The problem solving process must remain flexible as long as it is thought out and structured. The teacher's role is to lead students to understand the nature of this process and to get the student to systematically use it.

Key Features of Competency 2

Analyzes the components of a situational problem

Identifies the context and perceives the main elements and the connections among them. Recognizes similarities to situational problems solved previously.

Imagines possible solutions

Lists and classifies possible solutions. Considers the appropriateness of each solution and its requirements and consequences. Visualizes the problem being solved.

SOLVES PROBLEMS

Tests possible solutions

Chooses a possible solution, applies it and assesses its effectiveness. Chooses and tests another possible solution if necessary.

Evaluates Steps Taken

Reviews the steps taken. Identifies successful strategies and analyzes the difficulties encountered

Takes advantage of information

Redoes some of them if necessary. They need not be in order.

Evaluation Criteria

- Student chooses relevant information ① ② ③

- Student formulates plausible and creative solutions ① ② ③

- Student uses a variety of effective strategies ① ② ③

- Student demonstrates enthusiasm in approach ① ② ③

- Student differentiates between successes and challenges ① ② ③

- Student transfers these strategies to new situations? ① ② ③

Development of the Competency

At the **preschool level**, children are able to solve simple, concrete problems during their activities. Using various strategies, they often make several attempts to and find a solution. Often, they will stick with it, especially if the problem is of particular interest to them.

At the beginning of the **primary level**, children can name the important components of a simple problem. It is difficult for them to imagine more than one solution at a time, but they are still able to test several, one after the other, in the same exercise. The steps involved in imagining solutions and testing them often can be confusing for them. Determining the causes for success and failure can be difficult at this stage.

Later on, children are better able to evaluate situations. They learn how to sort out the important information from the superfluous. They can imagine different solutions, but still find it hard to justify their choice of approach. When a solution is determined, the choice is often more emotional than rational. The trial stage is not always systematic. Little by little, children become better able to analyse their approach and gradually develop their ability to make connections between the problem at hand and other similar situations.

At the **end of the primary level**, children are able to explain in what way certain aspects of a situation are a problem and then list possible solutions. They can evaluate these solutions by taking into account the resources available to them and justify their choice of approach. Their strategies for applying their problem solving approach are more diverse and effective. They can make a more thorough and detailed analysis of their approach and identify the causes of their success and failure with greater accuracy. It is easier for them to make connections between the problem at hand and other similar situations.

COMPETENCY 3
EXERCISES CRITICAL
JUDGMENT

Focus of the Competency

Exercising critical judgment is an integral part of all human activity. It can have an influence on the judgments of others or be carried out simply because it is enjoyable.

School plays an important role in strengthening students' ability to make proper judgments, consider facts and emotions, use logic and give perspective to conclusions in a given context. It also helps students accept doubt and ambiguity and question preconceived notions.

The real meaning of proper judgement comes to light only through an evolving process. With the different subjects taught within its walls and the various themes it covers, schools provide an ideal environment for the creation and fostering of a strong critical judgment competency in students.

Key Features of the Competency

Forms an opinion

Defines the question under consideration. Weighs the logical, ethical or aesthetic issues involved.

Expresses opinion

Articulates and communicates viewpoint. Justifies position giving reasons and arguments.

EXERCISES CRITICAL JUDGEMENT

Qualifies opinion

Compares opinion with those of others. Reconsiders position. Evaluates the respective influence of reason and emotion on approach. Recognizes biases. Repeats the whole exercise if necessary.

Evaluation Criteria

- Student adequately formulates question and the underlying issues   **1** **2** **3**

- Student verifies information   **1** **2** **3**

- Student uses appropriate criteria in exercising judgement   **1** **2** **3**

- Student judgement is coherent with all aspects of problem   **1** **2** **3**

- Student is able to refine judgement so that it is nuanced   **1** **2** **3**

- Student remains willing to rethink first judgement   **1** **2** **3**

Development of Competency

At the preschool level, children are able to express their preferences and distinguish between what they are or are not allowed to do. They realize that their actions can have an impact upon those around them. They are aware of certain activities and things taking place around them. They are able to express an opinion as to whether or not they occur regularly and are acceptable behaviours. They are also able to communicate their own past perceptions and emotions, but their opinions often mimic those of their classmates.

At the beginning of the primary level, students can intui-tively distinguish between right and wrong and can diffe-rentiate between what they think and what others think. Nonetheless, their opinions are still often determined by the need for an emotional connection to a person or a group than by rational thought.

Later on, children are able to compare their point of view with those of others and express a general opinion. Learning to pay closer attention to the facts, children become increasingly able to draw connections between them and to assess their impact on themselves and others. Little by little they learn to distin-guish between emotional and rational argumentation.

At the end of the primary level, children are able to ascer-tain the logical, ethical and aesthetic challenges of a pro-blem or question. They can roughly identify the values, principles, rights and obligations upon which they will base their judgement. They start to be able to articulate their opinions and begin to perceive agreements and disagree-ments in the opinions of others. They are not afraid to re-examine their own judgement and are ready to debate them with others.

COMPETENCY 4
USES CREATIVITY

Focus of the Competency

All forms of human activity require creative thinking. It involves striking the right balance between intuition and emotion and the proper management of often conflicting emotions. Just as everyone is able to solve problems, creative thought is an ability we all share. Both skills are often linked as creative thinking often provides the answer needed to solve a given problem.

At the school level, all activities should be designed to foster creative thinking. For this to take place, teachers should offer students open-ended learning activities, give them problems that can demand a variety of answers and encourage situational scenarios which stimulate creativity. In this way, students are forced to reorganize the different parts of a problem and come up with original answers different from those they already know, all the while familiarizing themselves with new ideas, strategies and appropriate techniques.

Key Features of Competence 4

Becomes familiar with the different elements of a situation

Fixes goals, identifies challenges and determines general direction to follow.

Imagines different approaches

Envisages different scenarios and procedures. Expresses ideas in new ways.

USES CREATIVITY

Adopts a flexible approach

Tries out new approaches. Is receptive to new ideas. Explores new strategies and techniques. Expresses ideas in new ways.

Explores

Gets process going. Accepts risks and unknowns. Plays with ideas. Turns obstacles into resources. Recognizes possible or partial solutions.

Evaluation criteria

• Student takes ownership of situation ① ② ③

• Student lists diverse ways of attacking problem ① ② ③

• Student finds new connections between different parts of problem ① ② ③

• Student approaches problem with enthusiasm ① ② ③

• Student determines possible improvements to problem solving approach ① ② ③

Development of the Competency

At the **preschool level**, children do not hesitate to use their imaginations freely. They do not censure their thoughts and willingly share their perceptions with others. They are very sensitive to the way activities are presented to them. They are generally interested in exploring new strategies and techniques. They enjoy sharing their preferences and showing what they have created.

At the beginning of the primary level, students start to become aware of the challenges associated with activities, but get involved without totally understanding the consequences of their efforts. They are able to outline certain steps in their approach and can imagine different ways of attacking the problem, even if they are still easily influenced by their peers. They are generally proud of what they have made.

Later, they are generally able to take ownership of the objective of the activity and can often find a way of reaching it. As they grow less and less influenced by others, they enjoy using a greater variety of sources for their inspiration. They can come up with unusual action plans. They begin to demonstrate more and more independence in the creative process. They are able to see similarities and differences between their creations and those of others. They openly express satisfaction with what they have made.

Towards the end of the primary level, students are able to take on tasks that are more demanding and complicated. They are able to prepare and organize the various steps of the creative process in a more systematic fashion. They are able to imagine different directions their creation can take and enjoy exploring and experimenting with new combinations of ideas, strategies and techniques. They grow more open to new sources of inspiration and can recognize the unique aspects of their creation.

2.2 Methodological Cross-curricular Competencies

Methodological cross-curricular competencies involve effective work habits and the proper use of computer and information technology. Consequently, they require the development of certain attitudes such as personal responsibility, discipline, attention to detail and pride in one's work. They are generally founded on strong organizational skills and a stick-to-it attitude which lead students to take delight in a job well done.

COMPETENCY 5
ADOPTS EFFECTIVE
WORK METHODS

Focus of the Competence

Situations abound where individuals are called upon to finish an activity, a project or a piece of art. Knowing how to react in such instances is a fundamental part of human existence.

The degree to which one knows how to react varies proportionately according to the task at hand. Those who master this competency are equipped with an incredibly useful tool in life.

Teachers can help foster this competency by encouraging students to work independently and make connections between their goals and the means to obtain them. They can also get them to analyse the way in which they call upon available resources by getting them to evaluate the effectiveness of their approach.

Key Features of Competence 5

Analyses the task at hand

Takes ownership of the goal. Understands instructions and visualizes the different aspects of the activity. Understands context of the task.

Adopts approach

Before and during task, reflects on the best way to proceed. Adapts work method to the task and the context. Thinks ahead about the challenges of the method chosen and the resources needed to complete the task. Uses imagination.

ADOPTS EFFECTIVE WORK METHODS

Assesses the effectiveness approach

Throughout process, analyses approach taken. Understands its effectiveness and limitations. Draws conclusions.

Completes the task

Employs the necessary resources: people, materials, time, concepts, strategies, etc. Readjusts actions as required. Completes the task. Takes pleasure and satisfaction in completing task effectively.

Evaluation Criteria

- Student understands the task at hand   ① ② ③

- Student completes the task effectively   ① ② ③

- Student analyses the progress of his or her approach?   ① ② ③

- Student perseveres and works hard?   ① ② ③

- Student draws conclusions?   ① ② ③

Development of the Competency

At the **preschool level**, children can plan simple, short-term activities and make their way through some of the steps as they complete the task.

At the **beginning of the primary level**, students are able to determine independently the different steps of an activity. They know how to choose the tools and materials needed, consider the space required and the approach chosen to complete the task. They are generally able to verbally express their successes and difficulties.

As they grow older, they become more independent in the way they define their approach. They know how to find unique ways of reaching their goals. They are interested in a variety of ways of attaining their goals and accept changes to their plans if necessary. They understand the satisfaction that comes with a job well done.

Towards the **end of the primary level**, they are able to adopt different methods and approaches and to appropriately transfer them to different situations. They willingly spend the time and energy needed to reach a predetermined goal.

COMPETENCY 6
USES INFORMATION
AND COMMUNICATIONS
TECHNOLOGY

Focus of the Competency

The role technology plays in our daily lives is increasing steadily. It is easy to imagine that in a decade or two, all jobs will require a minimal knowledge of this medium as a language and a tool.

Already introducing students to technology is often unnecessary as many students arrive in school having mastered basic skills in the area. Nonetheless, schools still have an important role to play, especially for those who do not have access to technology at home. Schools need to encourage students to diversify their use of technology and think critically about how it is used or misused.

In Innu language classes, technology can be used to speed up the development of a whole gamut of cross-curricular and subject-specific competencies. By giving students the opportunity to access a variety of sources of information and contact an unlimited number of people, schools help students take advantage of experts around the world and share their ideas and creations with other people, both First Nations and beyond.

Key Features of Competence 6

Adopts the ICT

Knows ICT hardware, concepts, vocabulary, procedures and techniques. Recognizes and uses previously learned concepts and processes in new contexts. Explores new functions of program or operating system.

Uses ICT in learning

Discovers what ICT can do to help in a given task. Chooses the appropriate program and functions. Uses the necessary applications and troubleshooting strategies.

USES INFORMATION AND COMMUNICATIONS TECHNOLOGIES

Evaluates use of ICT

Becomes aware of the successes and challenges technology engenders. Defines the possibilities and limits of ICT. Adapts practices in order to improve performance.

Evaluation Criteria

- Student masters ICT vocabulary ① ② ③

- Student uses computer tools effectively ① ② ③

- Student troubleshoots ① ② ③

- Student is aware of successes and difficulties ① ② ③

Development of the Competency

At **the preschool level**, children generally learn to use a keyboard and a mouse. They learn how to do a few things, use basic computer vocabulary and play educational games. They can even carry out a few tasks and create images using drawing software. They are eager to explore and can follow a series of visual prompts and procedures.

At the **beginning of the primary level**, children can save their work. They know how to use a graphic interface, word proces-sing programs, free form drawing and vector drawings. They explore different types of CD-ROMs and carry out simple sear-ches on the web. They can use a procedures list to troubleshoot. They can explain the steps they have taken, the functions they have used and the successes and challenges they have encoun-tered. They can appreciate the usefulness of knowing how to type and use some basic functions such as email, web browsers and spreadsheets. They can learn how to use other devices and how to organize and store their information.

Towards the end of the primary level, students can master functions common to all programs used. They know how to look for, find, select, store and organize information using different types of hardware. They are able to transfer data from one program to another, surf the net, consult their address book and respect web etiquette and ethics at the same time.

2.3 Personal and Social Cross-curricular Competencies

Personal and social **Cross-curricular Competencies** reflect the development and affirmation of students' personal and collective identity. They involve both cognitive and socio-affective aspects of learning and can be witnessed most notably in students' ability to cooperate and affirm their own values while still respecting the values of others. These skills also touch upon such attitudes as open-mindedness, flexibility commitment and teamwork.

**COMPETENCY 7
BUILDS AN IDENTITY**

Features of the Competency

Identity building begins early in life. From a very early age, children are slowly called upon to become aware of the place they occupy in their families and incorporate the values of their environment. The milieu where they grow up greatly impacts the degree to which they develop the capacity to trust themselves as they call upon their own strengths, overcome their weaknesses and demonstrate their independence in a responsible manner. Depending on the context they find themselves in, children eventually learn to affirm their choices and opinions and recognize their own values as they accept difference and open up to diversity.

By offering students a variety of experiences, schools have an important role to play in helping students define themselves, recognize their cultural roots and welcome the cultures of others. When students are given the opportunity to use their personal strengths, make and justify choices and evaluate their consequences, they become aware of who they are and the values that influence them. As with all areas of learning, Innu language teaching contributes to the development of students' personal, social and cultural identity by putting them in contact with various types of knowledge, broadening their horizons, mobilizing their abilities and encouraging them take a stand on the big questions facing society today.

Key Features of Competence 7

Opens up environment

Reacts to facts, situations and events. Identifies personal perceptions, feelings and thoughts about them. Becomes aware that perceptions of others affect their own thinking. Shares, reads and uses a variety of media and increases their cultural baggage. Are open to the moral and spiritual references in their environment.

Becomes aware that they are several of many

Recognizes values and objectives. Trusts themselves. Elaborates their own opinions and choices. Becomes aware that they are members of a community. Shows openness to cultural and ethnic diversity.

BUILDING IDENTITY

Students uses inner resources

Use their strengths and overcome their limitations. Judges the quality and relevance of his or her choices of action. Become more independent.

Evaluation Criteria

- Student demonstrates curiosity and openness towards environment   **1 2 3**

- Student enhances core values   **1 2 3**

- Student recognizes values of others   **1 2 3**

- Student tries to understand and appreciate other human creations and achievements   **1 2 3**

- Student identifies ways to enhance personal development   **1 2 3**

Development of Competency

At the the preschool level, children's horizons are still relatively limited and their behaviour remains very egocentric. Nonetheless, they learn how to articulate their tastes, interests and physical, cognitive, emotional and social needs. In certain instances, they are able to see that their needs resemble those of their peers and, at other times, they are different. They can express their feelings and accomplish things they have intended to do by modelling behaviour or acting in a more personal manner. They can relate what they have just experienced and are aware of some of their strengths and limitations.

At the beginning of the primary level, children learn to make connections between what they perceive, feel and think and how they react. They define themselves by their characteristics and the characteristics of others. When faced with reasonable challenges, they take risks by calling upon the strengths they know they have. They follow through on their intentions by demonstrating appropriate behaviours that reflect their values and those of their environment. They begin to open up to their surroundings.

Later on, they take action and make decisions reflect what they think and feel. They understand that their actions and attitudes provoke reactions in others. Conversely, they become aware that they can be influenced by the attitudes and behaviours of others. They make decisions in keeping with their strengths and values they follow. They begin to question what keeps them from reacting in certain situations. They are able to recognize what tasks suit them more than others. They can participate in the development of guidelines and react to them. They become more open to their surroundings.

At the end of the primary level, children understand the connection between their behaviour, values, perceptions, feelings and thoughts. They can comprehend what motivates their thoughts, actions, behaviour and words. They embrace certain role models and shy away from others and justify this choice by referencing their values. They begin to understand that they are responsible for their acts and the consequences which go with them. They become interested in more and more things and their curiosity is increasingly sparked by facts and things they have created.

**COMPETENCY 8
COOPERATES
WITH OTHERS**

Key Features of the Competency

Because they welcome children of all ages, schools represent a very important venue for students to socialize without the intervention of adults. However, teachers and schools alike are obligated to monitor this spontaneous socialisation in a deliberate and systematic way. The prime objective is the development of student social competencies which reflect such values as being self-assertive while respecting and being sensitive to others and remaining open to diversity and non-violence. Not only do schools partake wholeheartedly in teaching students how to live together and respect a variety of values, they also offer students an opportunity to learn teamwork. The development of knowledge and competencies cannot occur without some clashing of ways of doing things and thinking. Attaining certain outcomes would be a lot more difficult without the coming together of each individual's strengths. There are many diverse ways to develop this competency in a language class. With everyone working to attain a common goal, an individual student can plan and carry out an activity with others, learn how to discuss things in groups and consult others in the process. To do this the students need to be able to be organized and share as they adapt to the situation and recognize the strengths that others bring to the group.

Key Features of Competence 8

Interacts, showing an open mind

Accepts others as they are and recognizes their interests and needs. Exchanges points of view, listens to others and respects different views. Adapts behaviour appropriately.

Contributes to team efforts

Participates actively in classroom and school and carries out work with others. Carries out task according to the rules agreed on by the teamactivities. Uses differences constructively to attain a common objective.

COOPERATES WITH OTHERS

Takes advantage of teamwork

Recognizes which tasks can be done more effectively by means of teamwork. Evaluates the group's teamwork. Measures the challenges and issues involved in collaborative work. Identifies desirable improvements

Evaluation Criteria

- Student is aware of the needs of others   ① ② ③

- Student adapts attitudes and behaviour appropriately   ① ② ③

- Student is committed to working as a group   ① ② ③

- Student works to improve group's work methods   ① ② ③

Development of Competency

At the preschool level, children often experience group activities, sharing and collaboration for the first time. They share toys, games, information and discoveries. They realize that others have feelings and interests which are different from their own. They understand that their behaviour can have an impact on how they get along with others and they act in ways which allow them to create respectful relationships with others. They eagerly get involved in group activities which allow them to appreciate the contribution of others and voice their opinions in an appropriate fashion. They also get involved in determining class guidelines.

At the beginning of the primary level, students are able to function in simple group work settings. They accept the structure they have been given. They share their ideas, questions and results. They accept the ideas of others and adapt to the resulting changes. They become aware of their own reactions when conflicts arise and determine types of beha-

vior which help to maintain good relations with others. They do not hesitate to help their classmates. They realize what they can accomplish when they work in a group.

Later on, when still in a simple group structures, students can suggest simple ways to organize the group and incorporate necessary changes. They suggest ways that the group will function and carry out certain tasks while collaborating with others. They voice their opinions and question the ideas of others. They are aware of types of behaviour that help and hinder relationships in the group. They realize the non verbal messages they are sending and the impact they can have on others. They act in ways which create an atmosphere of trust and respect in the group. They actively get involved in helping others and appreciate the help others give them. They realize the benefits of working as a team and remain open to comments and reactions which help the group's work progress.

Towards the end of the primary level, students can function in team work structures of a certain complexity. They suggest ways of group activities and how they should operate. They can accomplish increasingly elaborate tasks by working with others and realise that these tasks are interdependent. They play a complementary role within the group. They realize that others have thoughts, ideas and needs which differ from their own. They listen more closely to others and are able to repeat what has been said. They can clearly express their emotions and opinions. They lend a helping hand to others and know when to ask for help when needed. They offer suggestions as to how the group is operating and then justify them by calling upon factors which help or impede the group's completion of a task. They accept changes that others have suggested and then readjust their own strategies accordingly. They are aware of activities that are more easily accomplished when working as a group.

2.4 Communicates Appropriately

This cross-curricular competency allows students to share information directly with others or through different media channels using clear and appropriate language. This competency has an equal impact on academic, social and professional success.

**COMPETENCY 9
COMMUNICATES
APPROPRIATELY**

Key Features of the Competency

From a very early age, children learn to communicate. The attitude they adopt in communicating with others plays a determining role in their constant desire to have their needs met. Schools must build upon this foundation to help students master the different forms of communication available to them.

School offers students the opportunity to explore resources that all languages share. These include the spoken word, writing, visuals, music, media, sign language and symbols.

Of all of these forms of communication, the language of instruction represents a phenomenal tool and a direct link to culture. Mastering this language, which involves understanding certain codes, a wealth of vocabulary and coherent means of structuring thought, cannot be the only objective of language programmes. That said, students cannot master the language if Innu teachers do not continually focus and work on it.

Key Features of Competency 9

Decides to communicate

Determines reasons for communicating and to whom. Examines ideas linked to the situation.

Uses the appropriate mode of communication

Analyzes the communication situation. Chooses one or more modes of communication suited to the context and purpose of communication. Identifies ways of communicating suited to the target audience. Uses one or more modes of communication suited to the situation

COMMUNICATES APPROPRIATELY

Communicates

Respects the rules and conventions of each mode of communication. Adjusts communication to the real or potential target audience. Recognizes the strategies used throughout the process

Evaluation criteria

- Student's reasons for communicating are clear and relevant **1 2 3**

- Student's message is coherent **1 2 3**

- Student uses appropriate symbols and vocabulary **1 2 3**

- Student respects rules of communication **1 2 3**

- Student is actively and dynamically aware of the communication of others **1 2 3**

- Student is able to self-assess **1 2 3**

Development of the competency

At the pre-school level, children express themselves spontaneously and it is while they are actively involved in something else that they formulate the content of their messages. They explore different ways of communicating. They begin to show interest in what others are able to accomplish.

At the beginning of the primary level, students learn how to prepare and communicate a message by partially taking into consideration the demands of the situation and the rules of the mode of communication involved. It is through their participation in such exchanges that they are able to observe the reaction of others around them and gradually show interest in them and what they are able to do.

Later on, they are able to plan their activities in greater detail. They are able to demonstrate their desire to communicate and construct their message by taking into consideration many aspects of the codes and rules of form of the communication being used. They become increasingly aware of the reaction of others and realize the effect different types of communication can have. They can accept the opinions of others, identify factors which help bring about success and suggest ways to improve the activity.

Towards the end of the primary level, they are able to take into consideration the different features of a communication situation. They can express themselves with relative ease. They are increasingly preoccupied with factors which help make communication successful and are better able to respect the codes and rules of the type of communication used. Their analytical skills have grown making them able to evaluate the transmitted message with greater accuracy.

Chapter 3

BROAD AREAS OF LEARNING

Introduction

Like the *Quebec Education Program*, the *Innu Language Program* presents five areas which touch on many different facets of the needs and interests of students and meet both social and educational expectations. These include health and well-being, personal and career planning, environmental and consumer rights and responsibilities, media literacy and citizenship and community life.

These broader areas of learning act as focal points which foster the integration of learning. Like anchorage points for the development of cross-curricular competencies as well as language and cultural competencies, they are much more than mere learning contexts.

Each of these areas involves an educational intention designed to guide the work of teachers and all other school staff. Amongst other things, these areas are composed of several growth pathways which refer to objects, strategies or questions that come up. These pathways can be used as starting points for intellectually stimulating learning situations. The areas act as bridges between cross-curricular competencies and language and cultural competencies.

Diagram 3
Broad Areas of Learning

Health and Well-being

Citizenship and Community Life

Personal and Career Planning

STUDENT
World View

Media Literacy

Environmental and Consumer Rights and Responsibilities
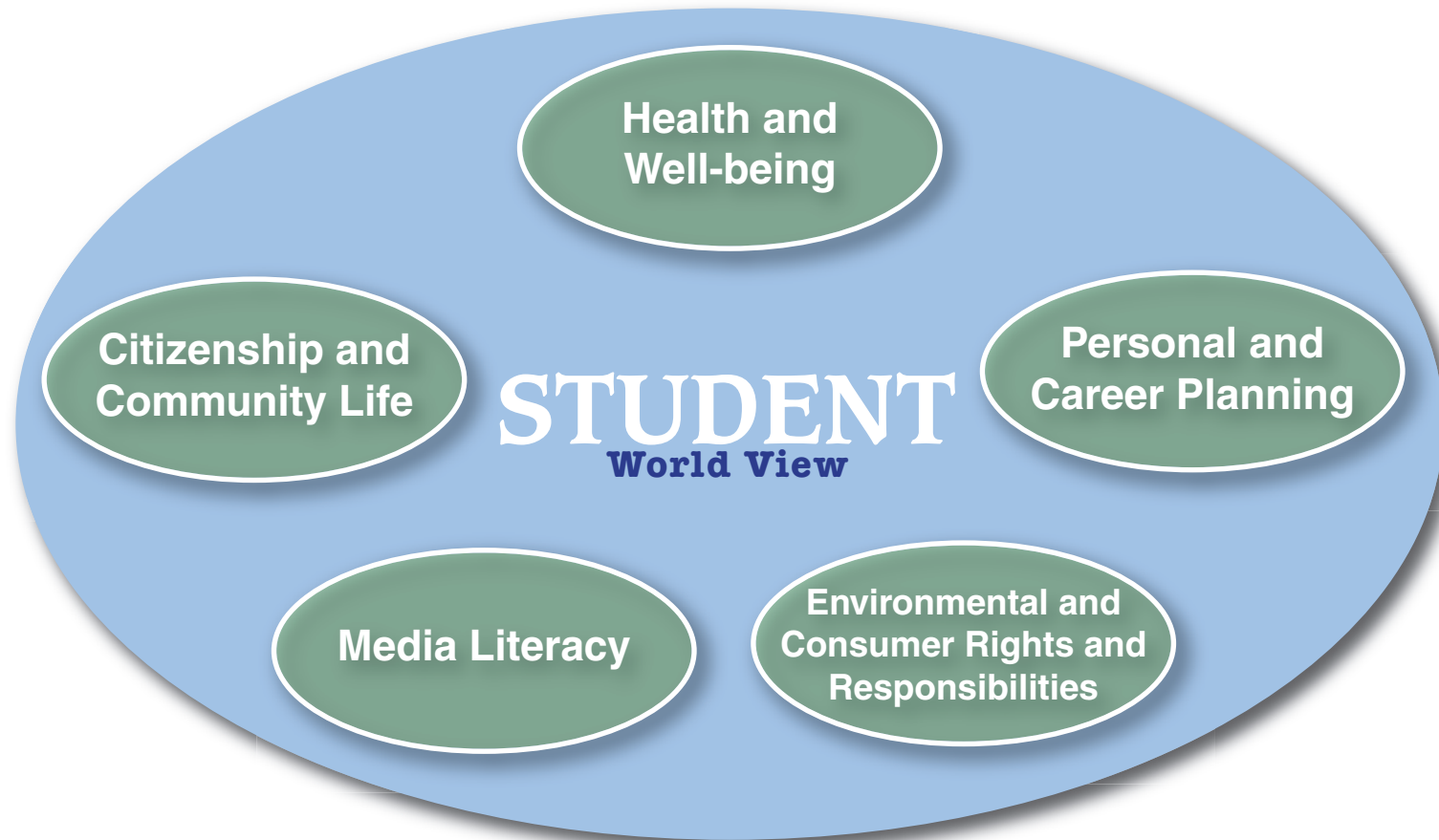
3.1 Health and Well-being

School has a vital role to play in making students understand the issues surrounding health and well-being and the importance of adopting a healthy lifestyle. It must insure that students have a safe environment which fosters their personal and emotional development as well as offer ample opportunities for them to move.

At the preschool level, teachers should pay particular attention to encouraging children's notions of safety and accident prevention by helping them undo certain risks or factors which put their health at risk. This is done by making them aware of the importance of adopting healthy life habits. Care should be given to make sure that they are given ample opportunity to discover their main personality traits, to recognize and express their preferences, emotions and feelings.

At the primary level, particular importance should be given to developing the children's self-awareness and the expression of their needs and emotions. They should be made to understand the consequences of their personal choices and attitudes on their health and safety both physical and emotional.

EDUCATIONAL AIM

Encourage children to reflect upon the development of a healthy lifestyle , sexuality and safety.

FOCUSES OF DEVELOPMENT

- **Self-awareness and awareness of their basic needs:** physical needs, safety needs, need for recognition and growth as a male or female, need for self-affirmation.

- **Awareness of the impact of their choices on health and well-being:** diet; physical activity; sexuality; hygiene and safety; stress management and management of emotions.

- **Active lifestyle and safe behaviour:** physical activities in the classroom, at school, in the family and elsewhere; safe behaviour in all circumstances; healthy lifestyle.

3.2 Personal and Career Planning

Schools should proved students with the tools needed to make the right choices for the rest of their lives in terms of career planning. They should also foster the emergence of personality traits that students will need to reach their potential. First and foremost there is the creativity, self-confidence, tenacity and boldness so commonly associated with entrepreneurs. However, this does not exclude other qualities such as self-confidence, confidence in their interests and strengths, their ability to find a career path and their feeling of personal responsibility for their success, failure and professional future.

All people, children included, take great delight in their ability to dream and have a project to accomplish. Children do not hesitate to get involved in all types of projects especially if they feel strongly about them. These can be personal projects or projects involving their educational, professional or future development.

At the preschool level, children should be encouraged to get involved in a project through the act of play and to feel the satisfaction that comes from calling upon their inner resources to see it through to the end. It is through sharing games and experiences that they discover different jobs and professions.

At the primary level, students get to know their preferences, interests and strengths as well as learn about the school environment and the world of work. They spend their time imagining and undertaking projects and make the proper choices needed to carry them through to the end. They research jobs, businesses and careers in their community. This exercise helps them draw parallels between their own interests, aptitudes and school subjects and the jobs and careers they are interested in.

EDUCATIONAL AIM

Provide students with learning situations which allow them to take on and finish projects which lead them to finding themselves and their place in society.

FOCUSES OF DEVELOPMENT

- **Self-knowledge and awareness of student potential and how to fulfill it:** recognition of their talents, strengths, interests and personal and career aspirations; motivation, taste for challenges and sense of responsibility for their successes and failures; familiarity with the resources of the school system, the options offered and their requirements; awareness of factors related to success in school subjects; satisfaction in work well done.

- **Adoption of strategies related to a plan or project:** awareness of the connection between self-knowledge and plans for the future; self-visualization in various roles; plans for the future based on student interests and aptitudes; strategies related to various aspects of carrying out a plan or project (gathering information, making decisions, planning, adjustment and completion); strategies for collaboration and cooperation.

- **Familiarity with the world of work, social roles, and occupations and trades:** the nature and demands of roles related to his/her social integration and family and community responsibilities; occupations and ways of life related to different school subjects or to his/her immediate community; goods and services associated with these occupations; workplaces (factories, stores and businesses in the school's region); principal job functions and conditions of employment; the legal framework of work; reconciling career, family and social responsibilities; requirements of the world of work.

3.3 Environmental Awareness and Consumer Rights and Responsibilities

In terms of the environment, schools must enable students to see, appreciate and understand the different components that make up their environment. They must be encouraged to question the characteristics of an ecosystem and gradually discover its complex and fragile nature. They must also realize the interdependent relations that exist between humans and their natural environment as well as draw parallels between satisfying their needs and using the resources found in their environment. It is important that they understand and evaluate the consequences of human activity, theirs included, on the environment.

Children are major consumers of goods and services and consumption plays an important role in shaping their behaviour. It has a direct influence everyone's health and well-being, interpersonal relationships and the environment. It is therefore important that students develop the knowledge and attitudes required to allow them to become thinking consumers who use goods and services in a responsible spirit of sharing of wealth.

At the preschool level, children begin to open up to external factors in the world around them as their personalities emerge. They learn to see their immediate surroundings as being outside of themselves and find their place in it. They begin to use their senses to discover the natural world. They become aware of their needs and assert their tastes and preferences. By getting involved in projects adapted to their age group, they are gradually led to better understand certain problems related to their immediate environment and become actively involved in finding ways to improve where they live. They can even be encouraged to see the impact that advertizing and peer pressure can have on them. They can then distinguish between their needs and desires.

These first steps taken at the preschool level continue to develop **throughout the primary level** as the children's knowledge of the different aspects of their environment broadens, their curiosity awakens and their ability to exercise critical judgment regarding themselves, events and society in general emerges. Their knowledge of the different elements that make up their environment grows richer and they begin to use and understand such terms as *heritage*, *ecosystem* and *biosphere*. They can even express their perception of the environment and learn to evaluate the consequences of human activity on their immediate surroundings and region in general. They see themselves both as an integral part and agent of change in their environment and understand that they have a role to play in protecting, conserving and rationally using resources.

This environmental awareness coincides with their understanding of themselves as consumers. They discover that there are definite consequences to consumption which have a direct link with society and the economy. By considering their own reaction to a new product, they can notice the positive and negative influences that others, family members, peers and the media, have on their consumption habits. They also learn that they must pay for the goods that they desire and they gradually adopt reasonable consumption strategies. In the end, they understand the need to share wealth equitably.

EDUCATIONAL AIM

Encourage students to adopt a dynamic relationship with their surroundings and think critically about the use of the environment as well as the development of technology and consumer goods.

FOCUSES OF DEVELOPMENT

■ **Awareness of their social and human environment:** understanding of certain characteristics and phenomena of their surroundings; spatial representation (direction, location, layout, maps, etc.); establishment of connections among the various elements characteristic of surroundings, territory, season; awareness of the interdependence between the environment and human activity.

■ **Construction of a viable environment based on sustainable development:** understanding of connections between the satisfaction of the needs of the members of a community and the territory in which they live; rational resource use which takes into consideration all living things; habits and attitudes that ensure the protection, conservation and improvement of the environment (personal and group efforts to reduce, recycle and reuse); effects of the use of science and technology and critical evaluation of their use, respect for their heritage.

■ **Responsible use of goods and services:** distinction between needs and desires; influences on consumption habits (media, family, friends, groups, etc.); steps to informed consumer choices (set goals, information gathering, set and maintain a balanced budget.

■ **Awareness of social, economic and ethical aspects of consumption:** interdependence of all individuals and peoples and their endeavours; origin of various consumer goods; consequences of globalization for cultures, ways of life and the distribution of wealth; working conditions of those who produce consumer goods or services; viable, socially responsible consumption.

3.4 Media Literacy

In all its forms, the presence of the media in the daily lives of children goes without question. Newspapers, books, audio cassettes, videos, television, radio, video games, the Internet and music all represent an important dimension of their cultural universe and provide access to a world of knowledge and experiences just waiting to be channeled. They influence the development of children's personalities and play a key role in determining their values.

At the preschool level, children are fascinated by the media-driven world and the endless hours of discovery and enjoyment it offers. Their conversations, play acting and interacting with others clearly show their fascination for the characters of the computer programs, movies and television shows they watch. Gradually they learn to step back from these media productions and are able to express their fears, delights and discoveries as they see them in this world of make believe.

Though they are still dazzled and fascinated by these media productions, students in the **primary level** grow in their ability to think critically about them. They are able to measure the time they spend using them and compare it to time spent on other activities.

They can differentiate between and discuss different types of media, their content and purpose. They explore various aspects of media language and realise the effect it can have on them. They learn to evaluate the role the media plays in their lives and society and gain an increased awareness of the influence it has on their personal values. They practice staying in contact with reality, develop their ability to think critically, ethically and esthetically.

The media are also sources of information. Schools should, therefore, show students how to properly use them to access information and communicate. They learn how to determine what sources need to be documented, how to consult different types of media, to verify the validity of credibility of sources accessed and to organize data. As well, they will learn to produce media messages, use different aspects of media language and chose the appropriate technique needed to obtain the desired effect on their audience. In the end, they will become aware of the need to respect the rights of individuals and groups in both the consuming and production of media content.

FOCUSES OF DEVELOPMENT
To enable students to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights.

EDUCATIONAL AIM
- **Awareness of the place and influence of the different media in his/her daily life and in society:** media functions (information, entertainment, promotion, influence, propaganda); media consumption habits and guidelines; influence of media messages on his/her world-view and everyday environment.

- **Understanding of media representations of reality:** elements of media language (sound, image, movement, message); comparison between facts and opinions; recognition of the positive and negative impact of media messages; recognition of sexist, stereotypical and violent messages distinction between reality, imagination and virtual reality; the aesthetic qualities of media productions; comparison of media productions based on different techniques and forms of artistic expression.

- **Use of media-related materials and communication codes:** procedure for producing, constructing and distributing media products; use of various techniques, technologies and modes of communication

- **Knowledge of and respect for individual and collective rights and responsibilities regarding the different media:** intellectual property, freedom of expression, privacy and reputation

3.5 Citizenship and Community Life

Like the society of which they are a part, schools bring together students of diverse social and cultural origins This makes the school an ideal place for learning to respect others and accept their differences, to be receptive to pluralism, to maintain egalitarian relationships with others and to reject all forms of exclusion. The school places students in situations where they must overcome the challenges of cooperating in group settings in a spirit of mutual support, solidarity, openness to others and self-respect. The school also gives students opportunities to experience the democratic principles and values that are the basis of equal rights in our society. This preparation for an active role as citizens should not, however, concern only the students' social development; it depends as much on the acquisition of knowledge and attitudes as on the promotion of a set of shared values and a sense of belonging.

At the preschool level, the process of socialisation has already begun. Children must learn how to adapt to a group of others their own age in a new and unfamiliar setting. They will learn how to be considerate of others and will realize the importance of rules and guidelines in maintaining smooth relationships with others in the group. They will also learn to become more responsible.

At the primary level, students become aware of the demands of group activities and understand the importance of adopting behaviours which respect the democratic process. They willingly contribute to the creation of rule of conduct based on the principle of equal rights and accept to follow the guidelines of groups of which they are members. Negotiation becomes familiar to them and they use it more and more to resolve problems in ways which are acceptable to themselves and the group in general. Gradually they become more aware of themselves as citizens of the world and sensitive to the importance of human rights. They become increasingly involved in community initiatives and peace activities which help them find meaning.

EDUCATIONAL AIM

To enable students to take part in the democratic life of the classroom or the school and develop an attitude of openness to the world and respect for diversity.

FOCUSES OF DEVELOPMENT

- **Promotion of the rules of social conduct and democratic institutions:** democratic process for establishing rules of conduct in the school and in the municipal and national contexts; actors in the democratic process (individuals, representatives and interest groups) and respect for the role of each one; rights and responsibilities associated with democratic institutions.

- **Participation, cooperation and solidarity:** principles, rules and strategies for teamwork; decision making process based on compromise, consensus, etc.; establishment of egalitarian relationships; debate and argumentation; leadership; mutual help; community action projects.

- **Contribution to a culture of peace:** interdependence of individuals, peoples and their accomplishments; equal rights; negative consequences of stereotypes and other forms of discrimination or exclusion; action to combat poverty and illiteracy; familiarization with situations of cooperation and of aggression; peaceful management of power relations; respect for agreements or contracts.

Chapter 4

LANGUAGE LEARNING COMPETENCIES

Introduction

The competencies developed in an Innu Language class are vital in helping students participate actively in society and in creating the basis for other types of learning.

At the end of the primary level, Innu students will have learned competencies in oral communication, the reading of short literary, media-based and hand-written texts.

These competencies will help them communicate effectively in various life situations, master the written and oral aspects of the language and think critically to add nuance, clarity and structure to their thoughts.

The competencies developed in an Innu language class are encouraged to be more cross-curricular in nature and form the basis of numerous types of future learning. They are vital for the active participation of students in their aboriginal society. Knowing how to understand, interpret and use both oral and written information is a skill students can call upon to respond to the needs of daily life, to further their learning and broaden their world view.

Throughout the primary years, students will familiarize themselves with oral communication, reading and writing and gradually discovery the subtleties of each. They will be able to communicate orally in increasingly diversified situations. Activities carried out in class will help the students better appreciate the importance of the Innu language as a tool for expressing themselves, creating, communicating and learning. To master the use of this language, students should be called upon to develop relevant and effective strategies to build essential concepts by correctly representing texts, sentences and words, applying rules governing agreements and understanding the basics of conjugation. They must also develop techniques that will help them solve problems relating to their reading and writing. Finally, they will acquire the necessary grammatical terminology needed to participate effectively in classroom language activities.

The oral, reading and writing tasks presented in class should be challenging enough that the students will have to call upon their life experiences. The will reflect on their attitudes, evaluate the effectiveness of their approach and ask themselves if they have adequately made use of the resources available to them. They will try out different approaches suggested by the teacher, classmates or community. They will realize as well the many resources that must come into play before communicating orally, reading, writing or affirming their cultural identity. Furthermore, they get to experience the satisfaction that comes when hard work and effort lead to communicating successfully. They will discover and appreciate Innu traditions, customs, social structures, history and art. They will take pride in using their language properly and grow to understand the importance of mastering its code.

A rich and stimulating environment is needed if Innu language competencies are to develop. The Innu, like so many other First Nations peoples, give particular importance to oral tradition which is the heart and soul of this learning. This tradition reflects ancestral and present-day knowledge in many areas. The many diversified learning situations presented in class are excellent vectors of cultural heritage. They offer the students opportunities to listen to and tell stories, legends and accounts, as well as appreciate traditional chants and songs from singers today. Through their culture, students have a special opportunity to broaden their outlook on the world and develop their identities as individuals and members of an extended group. It is during these emotionally charged moments that students connect with their culture and share meaning with others. It is a wonderful opportunity to discuss, learn, criticize, question, read, write, have fun and relax. Another source of learning that can be encouraged and used is the growing list of Innu authors whose work in gaining recognition. There is a variety of book-centred activities which bring students in contact with other facets of the culture and its growing vitality. These activities include meeting Innu artists, craftspeople and writers as well as visiting culturally significant places and participating events while there. As both role-model and guide, the teacher can help students become a part of their Innu world by stimulating their curiosity, adding meaning to these events, making their experiences enriching and organizing these special moments of sharing more frequently.

On its own, each competency is indeed unique. Yet, it is when competencies overlap and interact with other that they their development becomes more entrenched, particularly in different learning situations.

The interdependence of three of these competencies: "communicates orally", "reads various texts" and "writes various texts" is clearly illustrated in the overlapping area of the diagram. In fact, it is when students interact orally that their understanding of a text increases as they compare the interpretations and reactions of others.

As well, these competencies play a key role in the planning, writing, preparing and group editing of texts. Moreover, the overlap of reading and writing is such that both have to be taken into consideration when examining such things as the structure of the text, the chosen style and vocabulary.

Diagram 4

Innu as the Language of Instruction
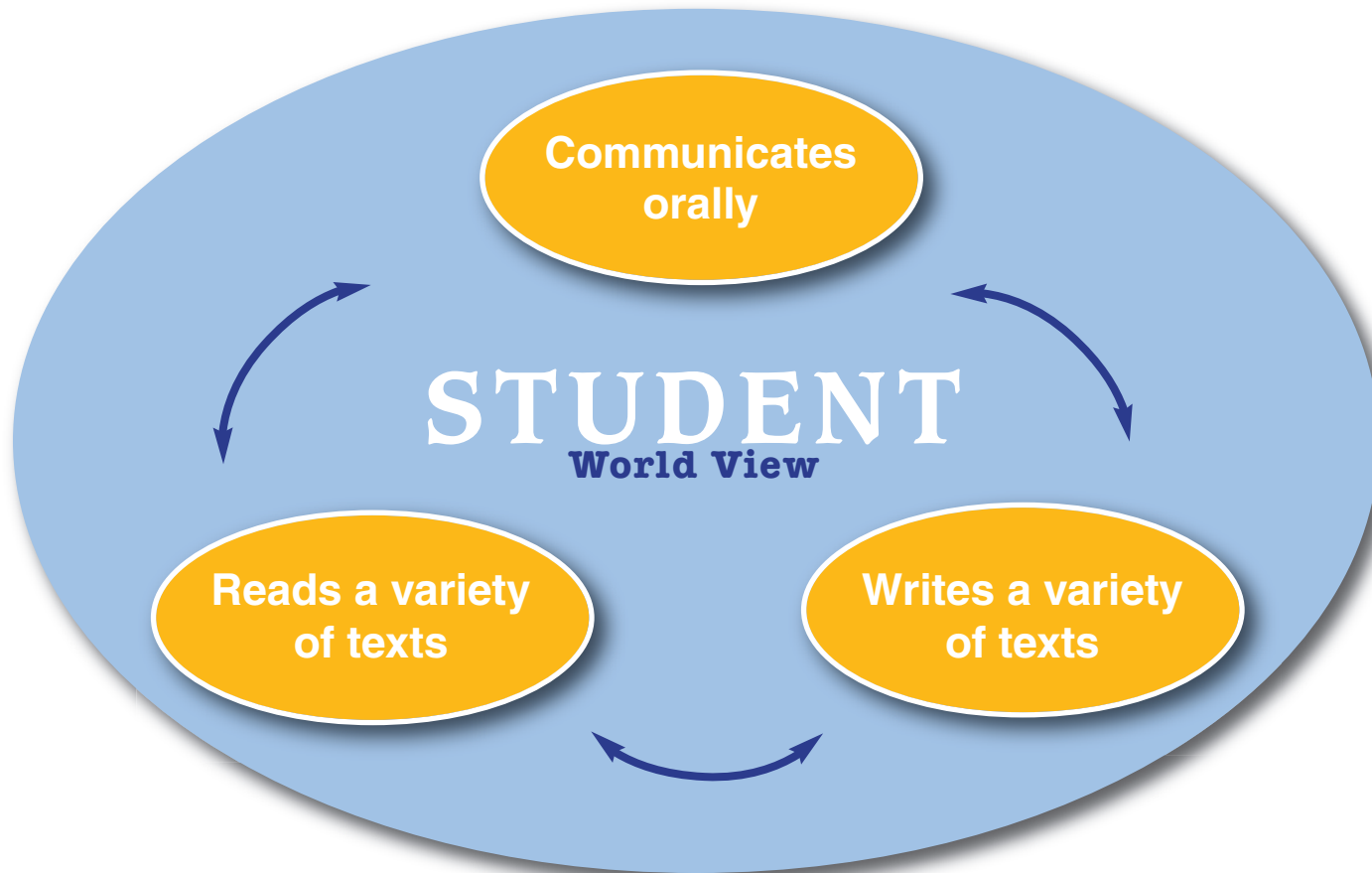
4.1 COMPETENCY 1
COMMUNICATES ORALLY

Students communicate
orally in a variety of situations
to meet their personal,
school and social needs.

Focus of the Competency

In order to reach a higher level of competency in oral communication, students must participate in many group activities both big and small which will help them add clarity to their thoughts and interact appropriately with others.

With this in mind, particular attention must be paid to creating situations where oral communication centres on chosen themes in reading and writing as well as in other subject areas if possible. Similarly, it is by putting this communication into practice that students gradually develop the ability to communicate with greater ease and discover the usefulness and pleasure that comes with oral expression.

Key Features of Competency 1

Uses appropriate strategies to prepare for oral communication.

Constructs meaning by discussing subject in big group or small group settings.

COMMUNICATES ORALLY

Communicates orally in big or small group discussions.

Evaluates own progress and participation.

Evaluation Criteria

- Uses the Innu language ① ② ③

- Reactions reflect effective listening ① ② ③

- Formulates sentences clearly (syntax and vocabulary) ① ② ③

- Adapts ideas to context and listeners ① ② ③

- Effectively uses strategies ① ② ③

- Behaviour encourages interaction with others ① ② ③

End-of-cycle outcomes

CYCLE ONE

At the end of cycle one, students often participate in class discussions and follow rules for predetermined for such activities. In different contexts, they freely talk to their classmates about topics that are familiar to them. In most cases, through their reactions, students demonstrate appropriate listening skills. When they share their ideas with others, they are able to express themselves clearly using words that are simple and correct. If required, students can articulate clearly and raise their voices to an appropriate level.

CYCLE TWO

At the end of cycle two, students regularly participate in different situations where they discuss the factual validity and scope of a variety of given topics. It is during these discussions that students explain their ideas and sometimes formulate questions to verify or expand their understanding of the topic. They are generally able to intervene in a timely fashion. In sharing their ideas with others, they generally do so in a way that is both coherent and structured. In this context, they often clarify or explain their ideas using precise and appropriate vocabulary. In most cases, they use the appropriate volume, speed and intonation when speaking.

CYCLE THREE

At the end of the cycle three, students use discussion to explore many different topics with others and construct meaning. In sharing their ideas, they do so clearly and effectively in a variety of interactive life and classroom situations. They are able to speak in front of a variety of different listeners and adapt their ideas to them and the situation. During these discussions, they demonstrate their understanding of the topic by accurately reformulating what has been expressed and asking pertinent and appropriate questions to obtain clarification, explanations and feedback. They respect pre-determined rules of exchange and use appropriate strategies.

4.2 COMPETENCY 2
READS VARIOUS TEXTS

Reading short literary texts
and various age-appropriate
contemporary texts from books
and other media sources
in order to meet the personal,
social and educational needs
of the students.

Focus of the Competency

In order to reach a high level of reading competency, students should continue to read a variety of texts and functional texts throughout their school years.

Furthermore, student reading competency increases if teachers frequently orient their writing and oral exercises around a variety of current reading and listening texts. In this way, students begin to see reading as a discovery of meaning appropriate for their age. They begin to understand that reading can be both useful and pleasurable at the same time.

Key Features of Competency 2

Prepares to read text using appropriate reading strategies.

Evaluates comprehension process.

READING VARIOUS TEXTS

Reacts to what has been read.

Constructs meaning from text using appropriate strategies.

Gathers information

Evaluation Criteria

- Chooses relevant information which is implicit and explicit **1** **2** **3**

- Adopts positive attitude towards reading **1** **2** **3**

- Demonstrates understanding of text **1** **2** **3**

- Uses comprehension strategies effectively **1** **2** **3**

End-of-cycle outcomes

CYCLE ONE

At the end of cycle one, students can read most short, illustrated texts which are suitable to their age group in terms of content, structure, syntax and vocabulary. They are generally able to find explicit information in short texts they need for a variety of reading activities. In order to understand the texts they read, students call upon reading comprehension strategies they have studied in class. They are generally able to respond spontaneously to texts and react to situations familiar to them using the spoken word or drawings.

CYCLE TWO

At the end of cycle two, students can generally read common short texts and short extracts of literature which they can illustrate or present using different media tools. For texts which students find reasonably challenging, students generally understand facts which appear explicitly can sometimes grasp implied information. They regularly turn to their reading to accomplish important tasks in other subject areas and in other texts they read. They call upon a variety of reading strategies, some of which allow them to better grasp and organise information. When asked to react to different aspects of a text, they do so with clarity and relevance. More than simply drawing parallels with their own life experience, they also make connections with other works they have read, heard or seen.

CYCLE THREE

At the end of cycle three, students can generally read common short texts and short extracts of literature such as folktales and legends which are related to the different subject areas being studied and presented in an organized fashion which facilitates understanding. Using a variety of appropriate reading strategies to find explicit and implicit from the text, students can compare content from several different texts. Through class discussion and their writing, students can sharpen their own understanding of the text and contrast it with what others have understood. How they react is a direct reflection of their own interpretation of the text, their interests and the connections they have made with other works.

4.3 COMPETENCY 3
WRITES A VARIETY OF TEXTS

Writes various short texts to meet his or her personal, academic and social needs using different text-based, media and language resources.

Focus of the Competency

Writing is a complex process which requires many different competencies. Students are called upon to use their knowledge of spelling and grammar, consult reference material and use other tools available to them.

It is through learning and strengthening the oral component of their language that students develop the tools needed to learn how to write. As is the case for reading, writing activities should reinforce and strenghten students competency in oral communication.

Students can achieve a strong level of writing competency by rewriting a variety of short texts in many different situations. In doing so, they must use their knowledge of spelling and grammar throughout the different stages of the writing process. As well, they must consult available reference material, use technology and a variety of effective strategies.

Moreover, through their discussions and readings in Innu, students will develop and clearer understanding of the writing process as a unique means of expression and communication. In this way, students will grow to understand the usefulness of writing and the pleasure that comes from writing for oneself and others.

Key Features of Competency 3

Prepares writing process using appropriate strategies.

Uses effective strategies to correct writing.

WRITING VARIOUS TEXTS

Evaluates writing approach.

Uses effective revision strategies to improve writing .

Rewrites texts before sharing with others.

Evaluation Criteria

• Develops ideas that are appropriate to subject, purpose and target audience ① ② ③

• Organizes text appropriately ① ② ③

• Uses appropriate writing learned in the year (diversifies sentence type and structure, uses vocabulary which is varied, precise and evocative) ① ② ③

• Respects language constraints learned throughout the year (syntax, punctuation, vocabulary, accepted spelling and grammatical agreements ① ② ③

• Presents texts neatly (layout, centering,penmanship) ① ② ③

• Uses strategies effectively ① ② ③

End-of-cycle outcomes

CYCLE ONE

At the end of Cycle One, students are able to write short pieces of writing of two or three lines in length to meet their school needs. These sentences normally start with a capital letter and end with a period. Vocabulary is correct and current. Throughout their writing process, students are helped by the teacher to use strategies that they have learned. In most instances, the handwriting can be easily read.

CYCLE TWO

At the end of Cycle Two, students are able to compose short texts made up of several simple sentences which are organized enough for others to understand. Complete sentences are frequently linked using common connectors and generally respect some grammar rules of syntax and punctuation. As well as using vocabulary which is appropriate and varied, students are able to spell commonly used words correctly. They know how to rewrite and correct their texts using appropriate strategies and a variety of reference tools. Depending on the situation, they are able to write their texts eligibly using either printing or cursive writing.

CYCLE THREE

At the end of Cycle Three, students are able to write a variety of short texts with some degree of effectiveness and can adapt them to different reading audiences and situations. They express themselves clearly using a variety of simple sentences. Their vocabulary is varied and exact and they adequately respect syntax and punctuation. Common words are spelled correctly and verbs are used in their most frequent tenses. When writing, rewriting and correcting, available reference and technology-based tools and effective strategies are used to help in improving the text and its overall presentation. Care is giving to the quality of both the content and the presentation of the work.

Chapter 5

CULTURAL ACTIVITIES

Introduction

Language plays a vital role in the preservation and transmission of culture from one generation to the next. For this reason, the teaching and learning of language help students find meaning in their cultural identity as both individuals and members of a vibrant cultural community.

In order to develop properly, communication competencies such as reading, writing and speaking, need an especially rich and stimulating environment in which students can access a variety of linguistic and cultural activities related to their Innu heritage.

A text is a structured form of communication which can be oral, written or visual in nature. As such, it is both an expression of cultural and a tool which can be used to strengthen students' competencies.

At different moments throughout the school year, the most relevant of these resources should be used to coincide with particular learning situations and classroom activities.

5.1 Types of texts which can be used ❶ ❷ ❸

Narrative Texts
– Legends, tales, stories, cartoons
– Personal testimonies, news reports, anecdotes, jokes, local interest stories

Descriptive Texts
– Accounts, lists
– Descriptions of places, situations, people, animals, objects, feelings
– Public information announcements, demonstrations

Expository Texts
– Presentations
– Discussions, reportage, newscasts

Instructive Texts
– Recipes, building and assembly instructions, user guides, suggestions
– Instructions, guidelines, rules of a game

Persuasive texts
– Advertisements, classified ads, promotional posters, rules
– Critiques, opinion pieces, requests for information, invitations, debates

Texts which highlight effective word choice and sight and sound imagery
– Nursery rhymes, poems, songs
– Funny faces, charades, acrostic poems, riddles, slogan, sayings, advertizing slogans

Texts involving the spoken word
– Interviews, dialogues, conversations
– Role-playing activities, simulations, skits, theatre, web chatting
– Cartoon, Q & A sessions
– Speeches, reading circles, cooperation councils

Informative texts
– Tables, diagrams, charts, maps, semantic maps
– Caricatures, murals, models, sketch maps

Reference texts
– Picture reference books, word banks with pictograms, alphabet books, visual dictionaries, standard dictionaries
– Bibliography cards, catalogues, directories, data banks, vocabularies, glossaries
– Dictionaries: illustrated dictionaries, Drapeau's Montagnais-Français Dictionary
– Grammar rules, Adapted Grammar, Conjugation tables, reference tools developed as a group

5.2 Media Supports   **❶ ❷ ❸**

– Various books: albums, comics, compilations,
  books, grammar texts, dictionaries, textbooks
– Notebooks, catalogues, diaries, journals, revues,
  magazines
– Videograms, films, documentaries, television
  and radio programs
– Records, DVDs, CDs, computer programs, audiocassettes,
  videocassettes
– Plays, recitals, shows
– Greeting cards, thank you cards, letters, brochures,
  artistic calendars, posters
– Advertisements, agendas, containers, packaging, stickers
– Globes, geographic maps
– Billboards, bulletin boards, photographs, paintings,
  sculptures, mobiles
– Rule books, pamphlets, data sheets
– Blogs, Internet sites, e-mails

5.3 Cultural Experiences   ❶ ❷ ❸

– Meeting elders and other resource people
– Meeting crafts people in the community
  (e.g. making traditional tools and objects, canoes,
  snowshoes, toboggans, clothing, etc.)
– Meeting artists amongst the Innu and from other
  nations: sculptors, painters, traditional and modern
  singers, musicians
– Meeting others who make regular use of the Innu
  language in their workplace (e.g. : language specialists,
  stage actors, journalists, radio and television personalities,
  puppeteers, scripter writers for stage and screen,
  CD designers, website designers, graphic artists, teachers,
  translators, secretaries)
– Speeding time in places where books and reading are
  valued (e.g. : school libraries, book fairs, museums,
  Innu Cultural Centre, Tshakapesh Institute)
– Participating in events which value the Innu language
  (e.g. : storyteller shows, plays, puppet shows, singing
  recitals, conferences, exhibitions, presentations, acting
  out books)

Chapter 6

ESSENTIAL
KNOWLEDGE

6.1 KNOWLEDGE
Text-based knowledge

Exploring and using key features of different types of texts ① ② ③

Exploring different literary devices for use and assessment

– Themes and sub-themes ② ③

– Characters (physical appearance, personality traits, roles, importance in story, actions) ① ② ③

– Setting: time and place of story ① ② ③

– Plot: sequence of events ① ② ③

– Values ③

– Expressions, sound imagery and stylistic devices:

   – Repetition: repeating the same word or line within a strophe ① ② ③

   – Comparison: linking two different parts using *miam, mate, miam mate* ① ② ③

   – Rhymes: similar sounds at the end of two or more lines ① ② ③

Exploring and Using Text Structure

– Three part story (beginning, middle, end) ① ②

– Five part story (opening situation, action is triggered, plot thickens, unravelling of plot, ending) ② ③

– Repetition with new parts added ① ② ③

– One main subject subdivided into different parts ② ③

– Relations within the story, causes/consequences, problems/solutions, feelings/attitudes ③

– Dialogue punctuation (colons, dashes and quotation marks) ② ③

– Chapters and titles ③

Exploring Communication

– Purpose ① ② ③

– Audience ② ③

– Context ① ② ③

Exploring Coherence

– Ideas related to subject ① ② ③

– Relevance and adequacy of ideas ② ③

– Dividing piece into paragraphs ② ③

– Logical and coherent flow of writing ② ③

– Use of main verb tenses (past/present/future/conditional) ② ③

– Main connectors or realtionship markers:

   – Sequence (*ushkat, minuat, katshi, ekue, mashten*) ① ② ③

   – Cause (*kanapua, usham, tanite*) ② ③

   – Comparison (*miam, mate, miam mate, mak at*) ③

   – Coordination (*mak, ashit, mekuat, muk^u, kie, kie ma*) ② ③

Repeating Information Using Substitution

– Pronouns ① ② ③

– Synonyms ② ③

– Groups of words ③

Understanding Sentences
First year

Recognizing and Using Nouns, Verbs and Prepositions

Nouns
- Common nouns and proper nouns
  Ex.: *utapan, mitshuap, Mani, Munik*

- Diminutive form of proper nouns
  Ex.: *Mani : Mani**ss** / Shushep : Shushepi**ss** / Pien : Pieni**ss***

- Animate and inanimate nouns
  Ex.: animate: *uapush, napeu, auass, asham*
       inanimate: *massin, mitshuap, akup*

- Plural forms of nouns

Gender	Singular	Plural
Animate (*at*)	*asham*	*asham**at***
Inanimate (*a*)	*massin*	*massin**a***

Prepositions
- *upime, takut, nikan, shipa*
  Ex.: *Nush **upime** ashtau utapan.*

Verbs
- The present form of the verb **AI** conjugated in the 3rd person singular and plural in independent order
  Ex.: 3s: *nim**u***   *min**u***   *ap**u***
       3p: *nim**uat***   *min**uat***   *ap**uat***

- Choosing the verb according to the gender of the noun
  Ex.: animate: *Nuapamau uapush.*
                Apishiu uapush.
  Ex.: inanimate: *Nuapaten mitshuap.*
                  Uapau mitshuap.

- Sentence construction
      Single word sentences (one verb)
          Ex.: *Metueu.*

      Two-word sentences: subject + verb (no order)
          Ex.: *Atusseu nikaui.*
               Nikaui atusseu.

Recognizing and Using Basic Sentences
- Type: declarative
- Form: positive
  Ex.: *Metueu Shuni. Nuapaten meshkanau.*

Use of Punctuation
- Period

Exploring and Using Vocabulary in Context
- Varied vocabulary, related to themes being discussed
- Names of letters of the alphabet and of the exponent ***u***
- Visual vocabulary of frequently used and useful words
- Alphabetical and combinatorial principle
  (rules governing the combination of letters and sounds)

Use of Commonly Accepted Spelling
- Spelling of frequently used words
- Capital letters used and the beginning of sentences and for proper nouns

Using Spelling to Indicate Grammatical Notions
- Indicating the diminutive of proper nouns

Understanding Sentences
Second year

Recognizing and using nouns, verbs and prepositions

Nouns
- Common nouns and proper nouns
    Ex.: *utapan, mitshuap, Mani, Munik*

- The diminutive of common nouns and proper nouns
    Ex.: *Mani: Maniss / Shushep: Shushepiss / utapan: utapaniss*

- Animate and inanimate nouns
    Ex.: animate: *uapush, napeu, auass, asham*
        inanimate: *massin, mitshuap, akup*

- Plural animate and inanimate nouns

Gender	Singular	Plural
Animate (*at*)	*asham*	*ashamat*
Inanimate (*a*)	*massin*	*massina*

Prepositions
- *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shek^u, pessish*
    Ex.: *Nush **upime** ashtau utapan.*
        *Nutaui natshi-kusseu **nete** shipit.*
        *Minush kashu **aku** tshishtukanit.*

Verbs
- The present tense of the verb **AI** conjugated in the 3rd person singular
    and plural in an independent order
    Ex.: 3s: *nimu*   *minu*   *apu*
        3p: *nimuat*   *minuat*   *apuat*

- the present tense of the verb **AI** conjugated in the 1st and 2nd singular and plural
    Ex.: 1s: ***ni**nimin*   ***ni**min*   ***nit**apin*
        2s: ***tshi**nimin*   ***tshi**min*   ***tshit**apin*

Gender Singular Plural
    Animated (*at*) asham asham ***at***   Inanimated (*a*) massin massin***a***

Ex.: animate: *Nuapamau uapush. Uapishiu uapush.*
Ex.: inanimate: *Nuapaten mitshuap. Uapau mitshuap.*

- Choosing the verb according to the gender of the noun
    Ex.: animate: *Nuapamau uapush.*
            Apishiu uapush.
    Ex.: inanimate: *Nuapaten mitshuap.*
            Uapau mitshuap.

- Sentence construction
    One word sentences (one verb)   Ex.: *Metueu.*

    Two word sentences: subject + verb (no order)
        Ex.: *Atusseu nikaui.*   *Nikaui atusseu.*

Recognizing and using simple sentences
- Types: closed declarative and interrogative sentences
- Form: positive

    Positive declarative sentence   Ex.: *Metueu Shuni.*
    Closed positive interrogative sentence   Ex.: *Metueu a Shuni?*

Use of punctuation
- Period

Exploring and using vocabulary in context
- Varied vocabulary related to themes being discussed
- Names of letters of the alphabet and of the exponent ***u***
- Visual vocabulary of frequently used and useful words
- Alphabetical and combinatorial principle
  (rules governing the combination of letters and sounds)

Use of commonly accepted spelling
- Spelling of frequently used words
- Capital letters used at the beginning of sentences and for proper nouns

Using spelling to indicate grammatical notions
- Indicators of diminutive form of proper nouns

Understanding Sentences
Third year

Recognizing and using nouns, verbs, prepositions and adverbs

Nouns

– Common nouns and proper nouns

Ex.: *utapan, mitshuap, Mani, Munik*

– Animate and inanimate nouns

Ex.: animate: *ishkueu, pakueshikan, kun, mush, asham*

innimate: *massin, mitshuap, akup, inniminan, uteiminan*

– Plural of animate and inanimate nouns

Gender	Singular	Plural
Animate (*at*)	*asham*	*asham**at***
Inanimate (*a*)	*massin*	*massin**a***

– Nouns in the locative case

Ex.: *anite mitshuapit, ute aiamieutshuapit, nete shipit*

Prepositions

– *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shek*ᵘ*, pessish*

Ex.: *Nush **upime** ashtau utapan.*

*Nutaui natshi-kusseu **nete** shipit.*

*Minush kashu **aku** tshishtukanit.*

Verbs

– The present indicative form of the verb **AI** conjugated in the 1st, 2nd, 3rd and 4th person singular in independent order

Ex.: 1ps **ni**nikamu**n**   **nit**atusse**n**
2ps **tshi**nikamu**n** **tshit**atusse**n**
3ps nikamu**u**   atusse**u**
4ps nikamu**nua** atusse**nua**

Gender Singular Plural

Animated (*at*) asham asham *at*   Inanimated (*a*) massin massin*a*

– The present indicative form of the verb **AI** conjugated in the 1st, 2nd and 3rd person plural in independent order (1st person exclusive and inclusive)

Ex.: 1pe **ni**nikamu**nan**   **nit**atusse**nan**
1pi **tshi**nikamu**nan** **tshit**atusse**nan**
2p   **tshi**nikamu**nau** **tshit**atusse**nau**
3p   nikamu**uat**   atusse**uat**

– The present indicative tense of the verb **II** conjugated for all persons in independent order

Ex.: 3s *uapa**u***   *minua**u***   *tshimua**n***
3p *uapa**ua*** *minua**ua***
4s *uapa**nu*** *minua**nu*** *tshimua**nnu***
4p *uapa**nua*** *minua**nua***

– Choosing verb based on gender of noun

Ex.: an.: *Nuapamau uapush. Uapishiu uapush.*

Ex.: in.: *Nuapaten mitshuap. Uapau mitshuap.*

– Sentence Construction

One word sentences (one verb)

Ex.: *Metueu.*

Two-word sentences: subject + verb (no order)

Ex.: *Atusseu nikaui.*

Nikaui atusseu.

Uapau nitsh.

Nutapan minuau.

Sentence using the verb **II**: singular or plural

Sing.	Plur.
Minuashu nitakup.	*Minuashua nitakupa.*
Uapau nitakup.	*Uapaua nimassina.*
Minuau nutapan.	*Mikuaua nutapana.*

More complicated sentences: subject + verb + compliment

Ex.: *Mani atusseu atauitshuapit.*

– When word order does not matter

Ex.: *Nikaui atusseu anite akushiutshuapit.*

Anite akushiutshuapit nikaui atusseu.

Atusseu anite akushiutshuapit nikaui.

Akushiutshuapit anite atusseu nikaui.

Adverbs

– Manner: *tan, nanitam, ushkat, mamu, nasht, anu, shukᵘ, apishish, etatu, shash*

– Time: *tan ishpish, utakushit, patush*

– Place: *tanite, katakᵘ, pessish, nuash, ashtanite, nutshimit*

Ex.: **Nanitam** *nikaui atusseu anite akushiutshuapit.*

Nutaui takushinipan **utakushit***.*

Apishish *nimitshin pimi uetakussiti.*

Pessish *ute tau nukumish.*

Recognizing and using simple sentences

– Types: declarative and interrogative

– Forms: positive and negative

Closed positive interrogative	Ex.: *Metueu Shuni.*
Closed negative interrogative	Ex.: *Apu metuet Shuni.*
Open positive interrogative	Ex.: *Metueu a Shuni?*
Open negative interrogative	Ex.: *Apu metuet a Shuni?*

Use of punctuation

– Period

– Question mark

– Comma

Agreements within the sentence

– Indicators of simple verbs conjugated in the present indicative for all persons in independent order

Exploring and using vocabulary in context

– Varied vocabulary related to themes being discussed

– Names of letters of the alphabet and of the exponent ***u***

– Visual vocabulary of frequently used and useful words

– Alphabetical and combinatorial principle
(rules governing the combination of letters and sounds)

– Forming simple verb tenses in the present and exploring past and future tenses.

– Dialectal variants

Use of commonly accepted spelling

– Spelling of frequently used words

– Capital letters used at the beginning of sentences and for proper nouns

Using spelling to indicate grammatical notions

– Indicators of gender and number of nouns found in frequently used words

– Indicators of locative nouns

– Indicators of diminutive nouns, common nouns and proper nouns

Understanding sentences
Fourth Year

Recognizing and using nouns, verbs, prepositions and adverbs

Nouns

– Common nouns and proper nouns

Ex.: *utapan, mitshuap, Mani, Munik*

– Animate and inanimate nouns

Ex.: an.: *ishkueu, pakueshikan, kun, mush, asham*

in.: *massin, mitshuap, akup, inniminan, uteiminan*

– Plural of animate and inanimate nouns

Gender	Singular	Plural
Animate (*at*)	*asham*	*asham**at***
	*atik**u***	*atik**uat***
Inanimate (*a*)	*massin*	*massin**a***
	utapan	*utapan**a***

– Locative nouns

Ex.: *anite mitshuapit, ute aiamieutshuapit, nete shipit*

– Animate possessive nouns

nin	***nit**auass**im***	***ni**minush**im***
tshin	***tshit**auass**im***	***tshi**minush**im***
uin	***ut**auass**ima***	***u**minush**ima***
ninan	***nit**auass**iminan***	***ni**minush**iminan***
tshinanu	***tshit**auass**iminan***	***tshi**minush**iminan***
tshinuau	***tshit**auass**imuau***	***tshi**minush**imuau***
uinuau	***ut**auass**imuaua***	***u**minush**imuaua***

– Inanimate possessive nouns

nin	***nit**akup*	***nit**sh*
tshin	***tshit**akup*	***tshit**sh*
uin	***ut**akup*	***ui**tsh*
ninan	***nit**akup**inan***	***nit**sh**inan***
tshinanu	***tshit**akup**inan***	***tshit**sh**inan***
tshinuau	***tshit**akup**uau***	***tshit**sh**uau***
uinuau	***ut**akup**uau***	***ui**tsh**uau***

– Compound nouns

Ex.: *innu-pakueshikan, aiamieu-mashinaikan,*
ishkuteutapan-meshkanau, innu-auass,
ushkau-pishim, auass-meish

Prepositions

– *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shek^u, pessish*

Ex.: *Nush **upime** ashtau utapan.*
*Nutaui natshi-kusseu **nete** shipit.*
*Minush kashu **aku** tshishtukanit.*

Verbs

– Simple verbs conjugated in the present indicative, future indicative and conditional indicative in independent order and in all persons

		Present (verb AI)	Future	Conditional
Ex.:	1ps	***ni**nim**in***	***nika** nim**in***	***nipa** nim**in***
	2ps	***tshi**nim**in***	***tshika** nim**in***	***tshipa** nim**in***
	3ps	*nim**u***	***tshika** nim**u***	***tshipa** nim**u***
	4ps	*nim**inua***	***tshika** nim**inua***	***tshipa** nim**inua***
	1pe	***ni**nim**inan***	***nika** nim**inan***	***nipa** nim**inan***
	1pi	***tshi**nim**inan***	***tshika** nim**inan***	***tshipa** nim**inan***
	2p	***tshi**nim**inau***	***tshika** nim**inau***	***tshipa** nim**inau***
	3p	*nim**uat***	***tshika** nim**uat***	***tshipa** nim**uat***

		Present (verb TI)	**Future**	**Conditional**
Ex.:	1ps	*nuapaten*	*nika uapaten*	*nipa uapaten*
	2ps	*tshuapaten*	*tshika uapaten*	*tshipa uapaten*
	3ps	*uapatam*[u]	*tshika uapatam*[u]	*tshipa uapatam*[u]
	4ps	*uapataminua*	*tshika uapataminua*	*tshipa uapataminua*
	1pe	*nuapatenan*	*nika uapatenan*	*nipa uapatenan*
	1pi	*tshuapatenan*	*tshika uapatenan*	*tshipa uapatenan*
	2p	*tshuapatenau*	*tshika uapatenau*	*tshipa uapatenau*
	3p	*uapatamuat*	*tshika uapatamuat*	*tshipa uapatamuat*

– Future and conditional verbal particles: *nika, tshika, nipa, tshipa*

– Choosing the verb according to gender of noun
    Ex.: an.: *Nuapamau uapush. Uapishiu uapush.*
    Ex.: in.: *Nuapaten mitshuap. Uapau mitshuap.*

– Sentence Construction
    One word sentences (one verb)
        Ex.: *Metueu.*

    Two word sentences: subject + verb (no order)
        Ex.: *Atusseu nikaui.*
            Nikaui atusseu.
            Uapau nitsh.
            Nutapan minuau.

    More complete sentences: subject + verb + direct object (no order) + adverb
        Ex.: *Nanitam nikaui atusseu anite akushiutshuapit.*
            Anite akushiutshuapit nanitam atusseu nikaui.
            Nanitam atusseu anite akushiutshuapit nikaui.

    More complete sentences: subject + verb + object
        Ex.: *Mani atusseu atauitshuapit.*

– Word order does not matter
    Ex.: *Nikaui atusseu anite akushiutshuapit.*
        Anite akushiutshuapit nikaui atusseu.
        Atusseu anite akushiutshuapit nikaui.
        Akushiutshuapit anite atusseu nikaui.

Adverbs
– Manner: *tan, nanitam, ushkat, mamu, nasht, anu, shuk*[u]*, apishish, etatu, shash*
– Time: *tan ishpish, utakushit, patush*
– Place: *tanite, katak*[u]*, pessish, nuash, ashtanite, nutshimit*
– Intensity: *aiat, anu, apishish, ashtanite, etatu*
– Certainty: *apu, anumat, atut, eshe, put*
        Ex.: **Nanitam** *nikaui atusseu anite akushiutshuapit.*
            Nutaui takushinipan **utakushit***.*
            Apishish *nimitshin pimi uetakussiti.*
            Pessish *ute tau nukumish.*

Recognizing and using different sentence types and forms
– Types: declarative, closed interrogative, exclamative and imperative
– Forms: positive and negative

Positive declarative	Ex.: *Metueu Shuni.*
Negative declarative	Ex.: *Apu metuet Shuni.*
Closed positive interrogative	Ex.: *Metueu a Shuni?*
Closed negative interrogative	Ex.: *Apu metuet a Shuni?*
Open positive interrogative	Ex.: *Tshekuannu e tutak nutaui?*
Open negative interrogative	Ex.: *Tshekuan eka menuatamin?*
Positive exclamative	Ex.: *Metueu Shuni!*
Negative exclamative	Ex.: *Apu metuet Shuni!*
Positive imperative	Ex.: *Metue Shuni.*
Negative imperative	Ex.: *Eka metue Shuni.*

Use of punctuation
– Period
– Question mark
– Exclamation mark
– Comma
– Quotation marks

Agreements within the sentence
– Indicators of simple verbs conjugated in the present, past, future and conditional indicative for all persons in independent order

Exploring and using vocabulary in context
- – Varied vocabulary related to themes being discussed
- – Visual vocabulary of frequently used and useful words
- – Forming simple verb tenses in the present, past, future and conditional
- – Alphabetical and combinatorial principle (rules governing the combination of letters and sounds)
- – Dialectal variants

Use of commonly accepted spelling
- – Spelling of frequently used words
- – Capital letters used at the beginning of sentences and for proper nouns

Using spelling to indicate grammatical notions
- – Indicators of gender and number of nouns found in frequently used words
- – Indicators of locative nouns
- – Indicators of possessive nouns

Understanding Sentences
Fifth Year

Recognizing and using nouns, verbs, prepositions and adverbs

Nouns
  – Common nouns and proper nouns
    Ex.: *utapan, mitshuap, Mani, Munik*

  – Animate and inanimate nouns
    Ex.: an.: *atikᵘ, kun, tuuan, uapimin*
        in.: *utapan, assikᵘ, anushkan*

  – Plural of animate and inanimate: nouns

Gender	Singular	Plural
Animate (**at**)	*asham*	*asham**at***
	atikᵘ	*atiku**at***
Inanimate (**a**)	*massin*	*massin**a***
	utapan	*utapan**a***

  – Locative nouns
    Ex.: *anite mitshuapi**t**, ute aiamieutshuapi**t**, nete shipi**t***

  – Animate possessive nouns

nin	***nit**auass**im***	***ni**minush**im***
tshin	***tshit**auass**im***	***tshi**minush**im***
uin	***ut**auass**ima***	***u**minush**ima***
ninan	***nit**auass**iminan***	***ni**minush**iminan***
tshinanu	***tshit**auass**iminan***	***tshi**minush**iminan***
tshinuau	***tshit**auass**imuau***	***tshi**minush**imuau***
uinuau	***ut**auass**imuaua***	***u**minush**imuaua***

  – Inanimate possessive nouns

nin	***nit**akup*	***nit**sh*
tshin	***tshit**akup*	***tshit**sh*
uin	***ut**akup*	***ui**tsh*
ninan	***nit**akup**inan***	***nit**shi**nan***
tshinanu	***tshit**akup**inan***	***tshit**shi**nan***
tshinuau	***tshit**akup**uau***	***tshit**shu**au***
uinuau	***ut**akup**uau***	***ui**tshu**au***

  – Compound nouns
    Ex.: *innu-pakueshikan, aiamieu-mashinaikan,*
        ishkuteutapan-meshkanau, innu-auass,
        ushkau-pishimᵘ, auass-meish

  – Diminutive nouns
    Ex.: *napess : napess**iss***
        *ishkuess : ishkuess**iss***

Prepositions
  – *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shekᵘ, pessish*
    Ex.: *Nush **upime** ashtau utapan.*
        *Nutaui natshi-kusseu **nete** shipit.*
        *Minush kashu **aku** tshishtukanit.*

Verbs
  – The present, future, conditional and past forms of the verb **AI** conjugated
    in all persons

	Present	Future	Conditional	Past
1ps	*nipuamun*	***nika** puamun*	***nipa** puamun*	*nipuamu**ti***
2ps	***tshi**puamun*	***tshika** puamun*	***tshipa** puamun*	***tshi**puamu**ti***
3ps	*puamu*	***tshika** puamu*	***tshipa** puamu*	*puamu**ipan***
4ps	*puamu**nua***	***tshika** puamu**nua***	***tshipa** puamu**nua***	*puamu**nipani***
1pe	*nipuamu**nan***	***nika** puamu**nan***	***nipa** puamu**nan***	*nipuamu**tan***
1pi	***tshi**puamu**nan***	***tshika** puamu**nan***	***tshipa** puamu**nan***	***tshi**puamu**tan***
2p	***tshi**puamu**nau***	***tshika** puamu**nau***	***tshipa** puamu**nau***	***tshi**puamu**tau***
3p	*puamu**at***	***tshika** puamu**at***	***tshipa** puamu**at***	*puamu**ipanat***

– The present, future, conditional and past forms of the verb **TI** conjugated in all persons

	Present	Future	Conditional	Past
1ps	*nipeten*	*nika peten*	*nipa peten*	*nipeteti*
2ps	*tshipeten*	*tshika peten*	*tshipa peten*	*tshipeteti*
3ps	*petam^u*	*tshika petam^u*	*tshipa petam^u*	*petamupan*
4ps	*petaminua*	*tshika petaminua*	*tshipa petaminua*	*petaminipani*
1pe	*nipetenan*	*nika petenan*	*nipa petenan*	*nipetetan*
1pi	*tshipetenan*	*tshika petenan*	*tshipa petenan*	*tshipetetan*
2p	*tshipetenau*	*tshika petenau*	*tshipa petenau*	*tshipetetau*
3p	*petamuat*	*tshika petamuat*	*tshipa petamuat*	*petamupanat*

– The verbal particle for the future and conditional: *nika, tshika, nipa, tshipa*

– Choosing the verb according to the gender of the noun
    Ex.: an.: *Nuapamau uapush. Uapishiu uapush.*
    Ex.: in.: *Nuapaten mitshuap. Uapau mitshuap.*

– Prefixes: *mishta-, natshi-, ishi-*
        Ex.: *mishta-nutin, natshi-nikamu, ishi-aimieu*

– Sentence construction
    One word sentence (one verb)
        Ex.: *Metueu.*

    Two word sentence: subject + verb (no order)
        Ex.: *Atusseu nikaui.*
            Nikaui atusseu.

    More complete sentence: subject + verb + direct object (no order) + adverb
        Ex.: *Nanitam nikaui atusseu anite akushiutshuapit.*
            Anite akushiutshuapit nanitam atusseu nikaui.
            Nanitam atusseu anite akushiutshuapit nikaui.

More complete sentence: subject + verb + object + obviative
    Ex.: *Shuni mueu uapimina.*
        Uapimina mueu Shuni.
        Shuni uapimina mueu.
        Atikua uapameu Pien.
        Pien uapameu atikua.
        Piena uapameu atik^u.
        Atik^u uapameu Piena.

Adverbs
    – Manner: *tan, nanitam, ushkat, mamu, nasht, anu, shuk^u, apishish, etatu, shash*
    – Time: *tan ishpish, utakushit, patush*
    – Place: *tanite, katak^u, pessish, nuash, ashtanite, nutshimit*
    – Intensity: *aiat, anu, apishish, ashtanite, etatu*
    – Certainty: *apu, anumat, atut, eshe, put*
        Ex.: **Nanitam** *nikaui atusseu anite akushiutshuapit.*
            Nutaui takushinipan **utakushit***.*
            Apishish *nimitshin pimi uetakussiti.*
            Pessish *ute tau nukumish.*

Recognizing and using different sentence types and forms
    – Types: declarative, interrogative, exclamative and imperative
    – Forms: positive and negative

Positive declarative	Ex.: *Metueu Shuni.*
Negative declarative	Ex.: *Apu metuet Shuni.*
Closed positive interrogative	Ex.: *Metueu a Shuni?*
Closed negative interrogative	Ex.: *Apu metuet a Shuni?*
Open positive interrogative	Ex.: *Tshekuannu e tutak nutaui?*
Open negative interrogative	Ex.: *Tshekuan eka menuatamin?*
Positive exclamative	Ex.: *Metueu Shuni!*
Negative exclamative	Ex.: *Apu metuet Shuni!*
Positive imperative	Ex.: *Metue Shuni.*
Negative imperative	Ex.: *Eka metue Shuni.*

Using punctuation
- Period
- Question mark
- Exclamation mark
- Comma
- Dash
- Quotation marks

Agreements within the sentence
- Indicators of simple verbs conjugated in the present, past, future and conditional indicative for all persons in independent order

Exploring and using vocabulary in context
- Varied vocabulary related to themes being discussed
- Visual vocabulary of frequently used and useful words
- Forming simple verb tenses in the present, past, future and conditional
- Alphabetical and combinatorial principle
  (rules governing the combination of letters and sounds)
- Dialectal variants

Use of commonly accepted spelling
- Spelling of frequently used words
- Capital letters used at the beginning of sentences and for proper nouns

Use of grammatical spelling
- Indicators of gender and number found with frequently used nouns
- Indicators of locative nouns
- Indicators of possessive nouns
- Indicators of diminutive nouns

Understanding Sentences
Sixth Year

Recognizing and using nouns, verbs, prepositions and adverbs

Nouns

    – Common nouns and proper nouns

        Ex.: *utapan, mitshuap, Mani, Munik*

    – Animate and inanimate nouns

        Ex.: an. : *atik^u, kun, tuuan, uapimin*

             in. : *utapan, assik^u, anushkan*

    – Plural animate and inanimate nouns

Gender	Singular	Plural
Animate (***at***)	*asham*	*asham**at***
	atik^u	*atiku**at***
Inanimate (***a***)	*massin*	*massin**a***
	utapan	*utapan**a***

    – Locative nouns

        Ex.: *anite mitshuapit, ute aiamieutshuapit, nete shipit*

    – Possessive animate nouns

nin	***nit**auass**im***	***ni**minush**im***
tshin	***tshit**auass**im***	***tshi**minush**im***
uin	***ut**auass**ima***	***u**minush**ima***
ninan	***nit**auass**iminan***	***ni**minush**iminan***
tshinanu	***tshit**auass**iminan***	***tshi**minush**iminan***
tshinuau	***tshit**auass**imuau***	***tshi**minush**imuau***
uinuau	***ut**auass**imuaua***	***u**minush**imuaua***

    – Possessive inanimate nouns

nin	***nit**akup*	***ni**tsh*
tshin	***tshit**akup*	***tshi**tsh*
uin	***ut**akup*	***ui**tsh*
ninan	***nit**akup**inan***	***ni**tsh**inan***
tshinanu	***tshit**akup**inan***	***tshi**tsh**inan***
tshinuau	***tshit**akup**uau***	***tshi**tsh**uau***
uinuau	***ut**akup**uau***	***ui**tsh**uau***

    – Diminutive nouns

        Ex.: *napess : napessi**ss***

             *ishkuess : ishkuessi**ss***

    – Possessive diminutive nouns (1st person)

        Ex.: *nitauassim : nitauassimi**ss***

             *nitakup : nitakupi**ss***

             *nimitshishuakan : nimitshishuakani**ss***

    – Compound nouns

        Ex.: *innu-pakueshikan, aiamieu-mashinaikan,*

             ishkuteutapan-meshkanau, innu-auass,

             ushkau-pishim^u, auass-meish

    – Obviative animate nouns

        Ex.: *Aniss uapameu atiku**a**.*

             *Nika mumaua nituss utepatem**a**.*

    – Obviative inanimate nouns

        Ex.: *Pien pushu utapan**nu**.*

             *An petau mitshimi**nu**.*

Prepositions

– *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shekᵘ, pessish*

Ex.: *Nush **upime** ashtau utapan.*

*Nutaui natshi-kusseu **nete** shipit.*

***Aku** mishtikut tau anikutshash.*

Verbs

– The verb **AI** conjugated in the present, future, conditional and past for all persons

	Present	Future	Conditional	Past
1ps	*ni**puamun***	***nika** puamun*	***nipa** puamun*	*ni**puamuti***
2ps	*tshi**puamun***	***tshika** puamun*	***tshipa** puamun*	*tshi**puamuti***
3ps	*puam**u***	***tshika** puamu*	***tshipa** puamu*	*puamui**pan***
4ps	*puamu**nua***	***tshika** puamunua*	***tshipa** puamunua*	*puamu**nipani***
1pe	*ni**puamu**nan*	***nika** puamu**nan***	***nipa** puamu**nan***	*ni**puamutan***
1pi	*tshi**puamu**nan*	***tshika** puamu**nan***	***tshipa** puamu**nan***	*tshi**puamutan***
2p	*tshi**puamu**nau*	***tshika** puamu**nau***	***tshipa** puamu**nau***	*tshi**puamutau***
3p	*puam**uat***	***tshika** puam**uat***	***tshipa** puam**uat***	*puamui**panat***

– The verb **TI** conjugated in the present, future, conditional and past for all persons

	Present	Future	Conditional	Past
1ps	*ni**pet**en*	***nika** peten*	***nipa** peten*	*ni**pet**eti*
2ps	*tshi**pet**en*	***tshika** peten*	***tshipa** peten*	*tshi**pet**eti*
3ps	*pet**amᵘ***	***tshika** pet**amᵘ***	***tshipa** pet**amᵘ***	*pet**amupan***
4ps	*pet**aminua***	***tshika** pet**aminua***	***tshipa** pet**aminua***	*pet**aminipani***
1pe	*ni**pet**enan*	***nika** pet**enan***	***nipa** pet**enan***	*ni**pet**etan*
1pi	*tshi**pet**enan*	***tshika** pet**enan***	***tshipa** pet**enan***	*tshi**pet**etan*
2p	*tshi**pet**enau*	***tshika** pet**enau***	***tshipa** pet**enau***	*tshi**pet**etau*
3p	*pet**amuat***	***tshika** pet**amuat***	***tshipa** pet**amuat***	*pet**amupanat***

– Future and Conditional particular verbs: *nika, tshika, nipa, tshipa*

– Using gender of nouns to chose verb

Ex.: an.: *Nuapamau uapush. Uapishiu uapush.*

Ex.: in.: *Nuapaten mitshuap. Uapau mitshuap.*

– Prefixes: *mishta-, natshi-, ishi-*

Ex.: *mishta-nutin, natshi-nikamu, ishi-aimieu*

– Sentence construction

One word sentences (one verb)

Ex.: *Metueu.*

Two word sentences: subject + verb (no order)

Ex.: *Atusseu nikaui.*

Nikaui atusseu.

More complete sentences:

subject + verb + direct object (no order) + adverb

Ex.: *Nanitam nikaui atusseu anite akushiutshuapit.*

Anite akushiutshuapit nanitam atusseu nikaui.

Nanitam atusseu anite akushiutshuapit nikaui.

More complete sentences: subject + verb + object + obviative

Ex.: *Shuni mueu uapimin**a**.*

*Uapimin**a** mueu Shuni.*

*Shuni uapimin**a** mueu.*

*Atiku**a** uapameu Pien.*

*Pien uapameu atiku**a**.*

*Pien**a** uapameu atik**ᵘ**.*

*Atik**ᵘ** uapameu Pien**a**.*

Adverbs

– Manner: *tan, nanitam, ushkat, mamu, nasht, anu, shuk*^u*, apishish, etatu, shash*

– Time: *tan ishpish, utakushit, patush*

– Place: *tanite, katak*^u*, pessish, nuash, ashtanite, nutshimit*

– Intensity: *aiat, anu, apishish, ashtanite, etatu*

– Certainty: *apu, anumat, atut, eshe, put*

Ex.: **Nanitam** *nikaui atusseu anite akushiutshuapit.*

Nutaui takushinipan **utakushit**.

Apishish *nimitshin pimi uetakussiti.*

Pessish *ute tau nukumish.*

Recognizing and using different sentence types and forms

– Types: declarative, interrogative, exclamative and imperative

– Forms: positive and negative

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Positive exclamative	Ex.: *Metueu Shuni!*
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Positive imperative	Ex.: *Metue Shuni.*
Negative imperative	Ex.: *Eka metue Shuni.*

Use of punctuation

– Period

– Question mark

– Exclamation mark

– Comma

– Quotation marks

Agreements within the sentence

– Indicators of simple **AI**, **TA**, **TI**, **II** verbs conjugated in the present, past, future and conditional indicative for all persons in independent order

Exploring and using vocabulary in context

– Varied vocabulary related to themes being discussed

– Visual vocabulary of frequently used and useful words

– Forming simple verb tenses in the present, past, future and conditional

– Alphabetical and combinatorial principle (rules governing the combination of letters and sounds)

– Dialectal variants

Use of commonly accepted spelling

– Spelling of frequently used words

– Capital letters used at the beginning of sentences and for proper nouns

Using spelling to indicate grammatical notions

– Indicators of gender and number of nouns found in frequently used words

– Diminutive noun markers

– Locative noun markers

– Possessive noun markers

6.2 STRATEGIES
Oral Communication Strategies

Exploring Strategies

Students can...
– follow accepted rules of sharing
  (example: discussions, cooperation councils, magic circles).
– say everything that seems related to the topic being discussed
  without evaluating its relevance.
– work on clarifying their ideas.
– use gestures, examples, illustrations and objects to support their arguments.
– use new words or expressions.
– take risks in formulating sentences even if it causes repetitions, blunders and hesitations.

Sharing Strategies

Students can...
– clarify their ideas and reactions.
– question others to increase their understanding, learn more about a topic
  or solicit a reaction.
– adapt their speech to their audience (word choice, formulating questions).
– try to stay on topic.
– support and recognize the opinions of others (words of encouragement,
  nodding and supportive gestures).
– alter their speech to support an opinion (intonation, speed, volume, rhythm)
– modify their speech when misunderstandings occur by reformulating
  or explaining what was said.

Listening Strategies

Students can...
– adopt and open-minded attitude.
– use posture to show that they are listening (look interested, look the person in the eye).
– use nonverbal cues to show that do not understand, are interested, agree or disagree.
– read nonverbal cues (signs of attention, interest or boredom).
– repeat or rephrase what has been said.
– deduct the meaning of new words and expressions based on the context.
– check if they understand the ideas of others.
– make connections between ideas that have been shared.

Evaluation Strategies

Students can...
– think about how well they listened and participated.
– run through the entire activity in their minds
– specify what parts of their exchange were least understood (metacommunication).

Reading Strategies

Word Recognition and Identification Strategies

Students can...
– instantly recognize words from their visual vocabulary (from word bank already learned).
– decode newly encountered words written in context using analysis synthesis evaluation
  (sound-letter relationships, syllables).
– anticipate a word or group of words based on what has come before.
– use connections between letters and sounds (graphophonic cues) to check
  if the anticipated words are correct.
– identify new words by combining different sources of information
  (words before and after, sound-letter relationships)

Strategies for Reading Comprehension

Students can...
– indicate clearly the reasons for reading and keep them in mind.
– find meaning by examining the structure of the text being studied.
– plan their way of approaching the text.
– skim the text and determine the nature of its content (title, illustrations, subtitles, sections).
– formulate hypotheses (predictions) and rework them throughout the process.
– try to guess how the text will end based on what they have read.
– pick out the words to which the pronouns, synonyms and other words correspond.
– find the meaning of idiomatic expressions and proverbs based on the context.
– look for punctuation clues.
– find links in the text based on markers and connecters.
– regroup bits of information that are scattered throughout the text.
– use clues in the text to infer implicit information.
– use clues to retain important information implied in the text.
– overcome general comprehension problems by rereading, starting over, rereading a word, sentence or paragraph, reformulating certain parts in their minds, asking questions about the text, adjusting the speed with which they read (slowing down or speeding up), consulting reference tools, examining illustrations, graphs, diagrams and discussions with classmates.

Strategies for Evaluating Student Approach

Students can...
– describe and explain the approach they have taken.
– make connections between their approach to reading and the success in understanding the text.
– evaluate the effectiveness of approaches they have tried.
– assess their own reading abilities.

Writing Strategies

Planning Strategies

Students can...
– keep in mind writing experiences they have already had.
– use something to trigger their imaginations (e.g. works of art, illustrations, objects).

– specify why they want to write and keep it in mind.
– think about their target audience.
– come up with possible ideas for content (explore and chose ideas).
– think ahead to how text will flow and be organized.
– draw up a thought web, a sketch, a graph, a basic plan or any other relevant support.

Strategies for writing text

Students can...
– use ideas they have formulated in their heads to write first draft.
– consult external support material or requirements laid out by writing project.
– reread what they have written thus far to complete ending.
– add ideas as they go along as soon as they come to mind.

Strategies for editing text

Students can...
– ask themselves if what they have written matches what they had intended to say.
– look for parts of text that need reworking.
– think about possible changes to their texts.
– read their texts out loud to others or ask them to read it in order to obtain suggestions about such things as structure, content and language used.
– chose the best suggestions.
– make changes to their texts paying particular attention to syntax (add, delete, move, replace groups of words or phrases).
– read over their texts more than once.

Strategies for correcting text

– use marks, lines or symbols as reminders.
– use correcting and auto-correcting procedures.
– consult available reference tools.
– ask help from an adult or another student.
– use word processing functions.

Strategies for evaluating approach

Students can...
– describe or explain the approach they have chosen.
– check to see that their objective for writing has been achieved.
– give their opinion on the effectiveness of their strategies.
– self assess their writing.

Strategies for managing and communicating information

Students can...
– organize and list questions their questions about the topic being discussed.
– use key words to find relevant sources
  (e.g. files, catalogues, indices, tables of content, bibliographies, data banks).
–find and consult documents from different sources
  (e.g. encyclopaedias, CD-ROMs, Internet sites, television programmes).
– if necessary, meet and interview resource persons.
– select most useful pieces of information (answers to their questions, new information, etc.).
– reorganise or classify information to be kept.
– reword, reformulate, transpose, summarize most important ideas.
– correctly quote and reference sources.
– chose the most relevant means of presenting ideas
  (e.g. video, poster, game, overheads, exposé, skit, newspaper article, small book).
– present their results of their approach orally, in writing or using multimedia.

6.3 TECHNIQUES

Learning cursive writing

– printing (forming lower-case and upper-case letters)
– cursive writing (forming lower-case and upper-case letters)
– even letter spacing between (printed letters)
– even word spacing
– adopting the format most suitable to the project or task at hand
– ease and readability

Using reference books and computers

Students should be able to…
– understand alphabetical order (beforehand)
– use indications and abbreviations provided to find different types of information
  in a dictionary, grammar book, conjugation tables
– distinguish between various desktop icons in order to carry out simple tasks
– use a word processor
– access different types of data banks
– use key words when consulting search engines

6.4 SUGGESTIONS FOR USING COMPUTERS

Students can...
– produce a piece of writing using a word processor, correct and print it.
– find and look through image bank to select images to illustrate a piece
  of writing produced using a word processor.
– follow instructions on a screen.
– communicate using e-mail or fax.
– listen to and create their own recordings.
– use CD-ROMs or surf the net to read online magazines and publications,
  or carry out research on a given topic.
– create a list of interesting sites for completing work and projects.
– select interesting sites for completing work and projects.
– get in involved in chat groups or discussion forums between schools

INNU LANGUAGE
Program

Part two

Introduction

The *Innu Language Program* for Primary Grades is composed of two parts: the first gives an overview of the basic grammar rules of the *Innu Language Program*, the second offers a breakdown of curriculum content from year 1 to 6 as well as suggestions for themes, learning scenarios and assessments throughout the same period. For this reason, it is suggested that teachers become familiar with the first part of the *Innu Language Program* in order to use the second part more effectively. As such, Part 2 can be seen as a complimentary resource offering teachers extra material for use in the primary classroom and as a teaching reference.

A first draft of this work has already been presented to principals and teachers in various Innu communities. As a follow-up to these initial meetings, changes were made based on their suggestions.

The first chapter, *Content Allocation from Years 1-6*, offers suggestions for outcomes, cultural resources and essential knowledge.

The second chapter, *Suggested Themes for Years 1-6*, lists a variety of themes for each year in the program as well as the necessary vocabulary, sentences and verbs.

In should be noted, however, that not all themes and their corresponding content must be allotted the same instructional time. Certain themes can be taught over a period of several weeks while others may take less time. For this reason, each cycle or year has a different number of themes.

Likewise, teachers may have to adapt their coverage of the themes if required. For example, it may be necessary to spend more time on one theme and enrich the content in order to meet the needs and interests of the students. As well, teachers may change the order of the themes throughout the year. For instance, it makes sense to cover Halloween in the fall and teach Christmas in December.

In order to meet the requirements of the Primary Language Program, teachers must link the various parts of the prescribed program for each cycle to the suggested content.

The third chapter, *Learning and Assessment Scenarios*, offers examples of learning situations and evaluation each of which is accompanied by a corresponding summary and table, step-by-step teaching methods and accompanying material for both teacher and student. It was created to reflect the different components of Part 1 of the *Innu Language Program for Primary Grades* and the content of the first two chapters of Part 2. It is meant to be an added teaching support to help teachers in their planning and organisation of content to be covered and evaluated. It must be noted as well that other scenarios will be presented in the form of distinct documents to make it easier to use.

These scenarios are made up of a variety of tasks to be carried out by students in order to meet a given objective like creating a mural, writing a text, solving a problem or following a recipe. They take into consideration student experiences and have meaning for them. As such, they encourage students to call upon their essential knowledge in a variety of different contexts.

These learning and assessment scenarios are given at the end of each cycle to allow teachers to the development of the assessment of student competencies. Depending on their nature and the teachers plan, they are to be carried out at different times.

It must be noted as well that these learning and assessment scenarios cover all skills and knowledge studied throughout the cycle and are offered as a reference for teachers. How the situation is to unfold, the tasks and activities to be carried out can all be adapted to the students' needs, interests and motivation.

The teacher who wishes to do a given theme in the second year of a cycle could create simpler learning tasks and activities in order to better reflect the particular needs of students.

Chapter 7

CONTENT ALLOCATION from Years 1-6

YEAR ONE
Communicates orally, reads and writes a variety of texts

Objectives and Content

At the end of Year 1, students should be able to:

- Demonstrate basic communication competencies
- Speak about topics that are familiar to them using simple words
- Use verbal and nonverbal cues to understand spoken language
- Understand language structures and basic vocabulary which correspond to the year of study
- Demonstrate a basic understanding of the reading process
- Demonstrate a basic understanding of the writing system used in the program
- Demonstrate their appreciation for and understanding of certain aspects of Innu culture that have been studied in class

Communicating Orally

At the end of Year 1, students should be able to:

- Speak about topics that are familiar to them using simple words (e.g. identify family members)
- Demonstrate basic communication competencies by participating in simple activities (e.g. work with others to organize objects by colour)
- Follow simple instructions (e.g. answer by raising their hand)
- Answer simple questions correctly (e.g. Who are you? Where are you going?)
- Listen to simple messages using verbal and nonverbal cues (e.g. facial expressions, intonation and gestures)

Reading a variety of texts

At the end of Year 1, students should be able to:

- Demonstrate knowledge of writing system used (alphabet primer and sound cards)
- Read simple words using alphabet primer, sound cards, pictures or other visual supports
- Participate in various structured reading activities that are grade appropriate (e.g. reading alphabet primers, using soundcards, matching words and pictures)
- Use pictures and other visual aids to support their general reading ability
- Recognize words and language structures they have already been discussed
- Read out loud common words using visual supports

Writes various texts

At the end of Year 1, students should be able to:

- Understand the basic elements of the writing system used in the program (e.g. alphabet primer and soundcards)
- Write letters correctly
- Write simple words, use an alphabet primer, soundcards, pictures and other visual supports
- Understand words they hear and create word lists of vocabulary related to a given topic (e.g. vocabulary for family, special days)
- Write short sentences to meet their personal, social and academic needs

CULTURAL REFERENCES

Texts

Narrative Texts
– simple tales
– richly illustrated stories, comics

Descriptive Texts
– describing a character, an animal, an object or feelings

Expository Texts
– presentation

How-to Texts
– recipes
– rules for games

Persuasive Texts
– invitations
– requests for information

Texts which highlight word choice, imagery and sounds
– nursery rhymes
– poems, songs

Texts which generate discussion
– question and response
– chats, reading circles

Informative Texts
– concept maps, thought webs
– murals
– charts

Reference Texts
– sound cards, picture books, word banks with pictograms, alphabet primer
– illustrated dictionaries

Possible Media Supports

– various books: albums, comics, books, dictionaries, textbooks
– calendars
– films, television or radio programs
– CD-ROMs, audiocassettes and videocassettes
– recitals, shows
– greeting cards, posters
– agendas
– photographs

Cultural Experiences

– meeting elders or other resource people
– meeting cultural craftsmen and artists
   (e.g. making traditional objects and tools, toboggans, clothing, etc.)
– meeting people who use Innu regularly while working
   (e.g. language specialists, teachers, secretaries)
– visiting places where books and reading are valued
   (e.g. Institut Tshakapesh, museum, school library)

ESSENTIAL KNOWLEDGE

Knowledge
Text-based knowledge

• **Exploring and using the characteristic parts of tales, nursery rhymes, stories, poems and songs**

• **Exploring literary techniques to enhance student use and appreciation**

– Themes

– Characters (physical appearance, character traits, role, importance, actions)

– Setting

– Sequence of events

– Expressions, playing with sound and other figures of style:

　– Repletion: using the same word again and again

　– Comparison: linking two different parts using *miam*

　– Rhymes: similar sounds at the end of two or more lines

• **Exploring and using text structure**

– Stories in three parts (beginning, middle, end)

– Repetition and adding new information as plot progresses

• **Understanding the basic components of communication**

– Purpose

– Context

• **Understanding coherence**

– Ideas linkied to the subject

– Main connectors and markers of relation:

　– Order (*ushkat, minuat, ekue, mashten*)

　– Cause (*kanapua, usham, tanite*)

Sentence-based knowledge

• **Recognizing and using nouns, verbs and prepositions**

Nouns
　– Common and proper nouns
　　Example: *utapan, mitshuap, Mani, Munik*

　– Diminutive of proper nouns
　　Example: *Mani: Maniss / Shushep: Shushepiss / utapan: utapaniss*

　– Animate and inanimate gender
　　Example: an.: *uapush, napeu, auass, asham*
　　　　　　in.: *massin, mitshuap, akup*

　– Plural and singular of animate and inanimate nouns

Gender	Singular	Plural
Animate (*at*)	*asham*	*ashamat*
Inanimate (*a*)	*massin*	*massina*

Prepositions
　– *upime, takut, nikan, shipa*
　　Example: *Nush **upime** ashtau utapan.*

The verb
  – The present form of intransitive animate verbs conjugated in the 3rd person singular
    and plural in independent order
        Ex.: 3s: *nim**u***   *min**u***   *ap**u***
             3p: *nim**uat***   *min**uat***   *ap**uat***

  – Choosing the verb according to the gender of the noun
        Ex.: an.: *Nuapamau uapush.*
                    Apishiu uapush.
        Ex.: in.: *Nuapaten mitshuap.*
                    Uapau mitshuap.

  – Sentence construction
        - Single word sentences (one verb)
            Ex.: *Metueu.*

        - Two-word sentences: subject + verb (no order)
            Ex.: *Atusseu nikaui.*
                  Nikaui atusseu.

Recognizing and Using Basic Sentences
  – Type: declarative
  – Form: positive
        Ex.: *Metueu Shuni. Nuapaten meshkanau.*

Use of Punctuation
  – Period

Exploring and Using Vocabulary in Context
  – Varied vocabulary, related to themes being discussed
  – Names of letters of the alphabet and of the exponent ***u***
  – Visual vocabulary of frequently used and useful words
  – Alphabetical and combinatorial principle
    (rules governing the combination of letters and sounds)

Use of Commonly Accepted Spelling
  – Spelling of frequently used words
  – Capital letters used and the beginning of sentences and for proper nouns

Using Spelling to Indicate Grammatical Notions
  – Indicating the diminutive of proper nouns

Strategies

Oral Communication Strategies

Students can...
– be open-minded
– listen using body language (pay attention, eye contact)
– play active role
– Take advantage of all opportunities to speak Innu
– speak loudly and clearly
– use verbal and non verbal cues to signal desire to speak or answer a question
– take risks when formulating sentences, even if sentences are repeated,
  clumsy or show hesitation
– stay on topic
– work out the meaning of expressions and new words based on context
– check understanding of the ideas of others
– make connections between all ideas expressed
– think about the quality of one's listening skills and participation

READING STRATEGIES

Strategies for recognizing and identifying words in a text

– Instantly recognize words from one's own visual vocabulary (stock of learned words)

– Decipher new words encountered in a written text using summary analysis
  (relating sounds to letters and syllables)

– Figure out the meaning of a word from others around it

– Use grapho-phonemic links (relationship between letters and sounds)
  to check if the anticipated words are correct

– Identify new words using a combination of sources
  (words before and after, links between letters and sounds, illustrations, graphs)

Reading Comprehension Strategies

– Be clear about one's purpose in reading and keep it in mind

– Skim over the text and anticipate its content (title, illustrations, headings, parts)

– Formulate hypotheses (predictions) and change them while reading

– Predict the outcome based on what has been read

– Use punctuation cues

– Retain useful information taken from content

– Overcome difficulties in comprehension be sticking to it, starting over, rereading words,
  sentences or paragraphs, thinking it over internally, asking questions, changing reading
  speed (slowing down or speeding up), consult reference material,
  examining illustrations, tables and graphs, discussion with peers

Strategies for evaluating one's approach

– Evaluate the effectiveness of approaches used

WRITING STRATEGIES

Students can...
– Imitate the writing of others
– Use language references (alphabet primers, word banks, example sentences,
  spelling word lists, soundcards)
– Reuse words that have been read or heard in a sentence
– Be clear about one's purpose in reading and keep it in mind
– Come up with possible ideas for content (find and chose ideas)
– Write up a first draft from ideas in one's head
– Look at what the writing assignment is asking or at an external support
– Make sure what is written expresses what was meant
– Reread the finished text more than once
– If necessary use marks and symbols as reminders
– Consult available reference material
– Describe and explain the writing approach taken

TECHNIQUES

Learning Handwriting

– Printing (forming capital and lowercase letters)

– Regular spacing between letters (printed letters)

– Regular spacing between words and word fragments
  (e.g. *nitatussen, nimishta-atussen, nika atussen*)

– Ease of writing and legibility

YEAR 2
Communicating Orally, Reading and Writing Various Texts

LEARNING OUTCOMES AND CONTENT

At the end of Year 2, students should be able to:

– Communicate in familiar situations in order to satisfy their personal, social and academic needs
– Use verbal and non verbal cues to understand spoken Innu
– Understand the writing system of their mother tongue
– Read short texts which are highly contextualized and made up of simple sentences using known vocabulary
– Write simple words and sentences from vocabulary they have read, seen and heard
– Demonstrate their understanding of and appreciation for certain aspects of Innu culture which are being studied

Communicating Orally

At the end of Year 2, students should be able to:

– Communicate in familiar situations using basic words and short sentences
– Participate in oral communication activities which are structured and use their background of experiences and knowledge
– Answer simple questions appropriately
– Understand simple oral messages

Reading Various Texts

At the end of Year 2, students should be able to:

– Understand the writing system
– Use an alphabet book to read very short sentences and texts, sound cards, pictures and other visual documents
– Participate in structured reading activities which deal with familiar topics
– Use visual cues to figure out the meaning of sentences and very short texts
– Recognize words and language structures which have been discussed orally
– Use pictures to read sentences and very short texts out loud

Writing Various Texts

At the end of Year 2, students should be able to:

– Understand the system of writing
– Write words and very short sentences using an alphabet book or sound cards
– Participate in structured writing activities
– Spell words and very short sentences correctly using a variety of resource material available to them

CULTURAL REFERENCES

Different Types of Texts

Narrative Texts
– Simple, richly illustrated tales, comics
– Short legends

Descriptive Texts
– Descriptions of a situations, characters, animals, objects, feelings

Expository Texts
– Presentation

How-to Texts
– Recipes
– Instructions and rules for games

Persuasive Texts
– Invitation
– Request for information

Texts which use Word Choice, Imagery and Sound
– Nursery rhymes, poems
– Songs, acrostic poems (using letters in a topic word to begin each line)

Texts which illicit a Verbal Response
– Dialogues and conversation
– Skits
– Question and Answer activities
– Chats, reading circles

Informative Texts
– Word maps, word webs
– Murals
– Charts

Reference Texts
– Picture books, word banks with pictograms, alphabet books, visual dictionaries
– Vocabulary lists
– Illustrated dictionaries

Multimedia Supports

– Various books: albums, comic books, books, dictionaries, textbooks
– Calendars
– Movies, television and radio programs
– CD-ROMs, audiocassettes and videocassettes
– Recitations, shows
– Greeting cards, posters
– Agendas
– Photographs

Cultural Experiences

– Meeting elders and other resource people
– Meeting artists and craftspeople of the culture
  (making traditional objects and tools, toboggans, clothing, etc.)
– Meeting people who regularly use Innu in their work
  (language specialists, teachers, secretaries, etc.)
– Visiting places where books and reading are valued
  (e.g. Institut Tshakapesh, museums, school libraries)

ESSENTIAL KNOWLEDGE

Knowledge
Text-Based Knowledge

• **Exploring and using the basic elements of tales, nursery rhymes, recitations, poems, songs and legends**

• **Exploring and Using Different Literary Elements**

– Themes

– Characters (physical appearance, personality traits, role, importance, actions)

– Setting

– Sequence of events

– Expressions, use of sound imagery and other figures of style:

- Repetition: repeating same word or reusing the same line inside another stanza

- Comparison: link to different parts with *miam*

- Rhymes: similar sounds and the end of two or more lines

• **Exploring and Using Text Structure**

– Recitation in three parts (beginning, middle, ending)

– Repetition by accumulating new parts

• **Understanding the Communicative Situation**

– Purpose

– Context

• **Understanding Coherence**

– Ideas linked to subject

– Main markers and cues relating different parts

– Order (*ushkat, minuat, ekue, mashten*)

– Cause (*kanapua, usham, tanite*)

– Comparison (*miam, mate, miam mate, mak at*)

– Coordination (*mak, ashit, mekuat, muk^u, kie ma*)

Sentence-Based Knowledge

• **Recognizing and using nouns, verbs and propositions**

Nouns
– Common and proper nouns
  Ex.: *utapan, mitshuap, Mani, Munik*

– Diminutive and Proper Nouns
  Ex.: *Mani : Maniss / Shushep : Shushepiss / utapan : utapaniss*

– Animate and inanimate gender
  Ex.: animate: *uapush, napeu, auass, asham*
  inanimate: *massin, mitshuap, akup*

– Plural of animate and inanimate nouns

Gender	Singular	Plural
Animate (*at*)	*asham*	*ashamat*
Inanimate (*a*)	*massin*	*massina*

Prepositions
– *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shek^u, pessish*
  Ex. : *Nush **upime** ashtau utapan.*
  *Nutaui natshi-kusseu **nete** shipit.*
  *Minush kashu **aku** tshishtukanit.*

Verbs
– Present **intransitive animate verbs** conjugated in the present 3rd person singular and plural in independent order.

     Ex. : 3s :   *nim**u***   *min**u***   *ap**u***
          3p :   *nim**uat***   *min**uat***   *ap**uat***

– Present **intransitive animate verbs** conjugated in the 1st, 2nd and 3rd person singular

     Ex. : 1s :   ***ni****nimin*   ***ni****min*   ***ni****tapin*
          2s :   ***tshi****nimin*   ***tshi****min*   ***tshit****apin*

– Choosing verb according to gender of noun

     Ex. : an. : *Nuapamau uapush.*
               Apishiu uapush.
     Ex. : in. : *Nuapaten mitshuap.*
               Uapau mitshuap.

– Constructing Sentences
     One word sentences (one verb)
         Ex. : *Metueu.*

     Two-word sentences: subjet + verb (no order)
         Ex. : *Atusseu nikaui.*
              Nikaui atusseu.

Recognizing and Using simple sentences
– Type: declarative closed interrogative
– Form: affirmative
     Ex. :   Declarative affirmation   Ex. : *Metueu Shuni.*
           Closed Interrogative affirmation   Ex. : *Metueu a Shuni?*

Using Punctuation
– Period

Exploring and Using vocabulary in Context
– Various words, related to themes being taught
– Naming the letters of the alphabet and the exponential *u*
– Visual vocabulary made up of frequently used and useful words
– Basic alphabetical rules for combining groups of letters and their corresponding sounds

Using Accepted Spelling
– Spelling of most common words
– Using capital letters to begin sentences proper nouns

Using Grammatically Correct Spelling
– Using appropriate markers for the diminutive of proper and common nouns

Strategies

ORAL COMMUNICATION STRATEGIES

Students can...

– adopt and open-minded attitude

– use posture to show that they are listening (look interested, look the person in the eye).

– take an active role in participation

– take advantage of all opportunities to speak Innu.

– speak loudly and clearly so that others can hear

– use nonverbal cues to speak out and ask a question.

– take risks in formulating sentences even if it causes repetitions, blunders and hesitations

– stay on topic

– guess the meaning of new words and expressions based on the context.

– make connections between ideas that have been shared.

– make sure they understand the ideas of others.

– reflect on the quality of their participation and listening skills.

READING STRATEGIES

Strategies for Recognizing and Identifying Words in a Text

Students can...

– instantly recognize words from one's own visual vocabulary (stock of learned words)

– decipher new words encountered in a written text using summary analysis (relating sounds to letters and syllables)

– figure out the meaning of a word from others around it

– use grapho-phonemic links (relationship between letters and sounds) to check if the anticipated words are correct

– identify new words using a combination of sources (words before and after, links between letters and sounds, illustrations, graphs)

Reading Comprehension Strategies

Students can...

– be clear about one's purpose in reading and keep it in mind

– skim over the text and anticipate its content (title, illustrations, headings, parts)

– formulate hypotheses (predictions) and change them while reading

– predict the outcome based on what has been read

– use punctuation cues

– retain useful information taken from content

– overcome difficulties in comprehension be sticking to it, starting over, rereading words, sentences or paragraphs, thinking it over internally, asking questions, changing reading speed (slowing down or speeding up), consult reference material, examining illustrations, tables and graphs, discussion with peers

Strategies for Evaluating Approach

Students can...

– evaluate the effectiveness of approaches they have used

WRITING STRATEGIES

Students can...

– imitate the writing of others

– use language references (alphabet primers, word banks, example sentences, spelling word lists, soundcards)

– reuse words that have been read or heard in a sentence

– be clear about one's purpose in reading and keep it in mind

– come up with possible ideas for content (find and chose ideas)

– write up a first draft from ideas in one's head

– look at what the writing assignment is asking or at an external support

– make sure what is written expresses what was meant

– reread the finished text more than once

TECHNIQUES

Learning Handwriting

– printing (forming capital and lowercase letters)

– regular spacing between letters (printed letters)

– regular spacing between words and word fragments
  (ex.: *nitatussen, nimishta-atussen, nika atussen*)

– ease of writing and legibility

YEAR 3
Communicating Orally, Reading and Writing Various Texts

LEARNING OUTCOMES AND CONTENT

At the end of Year 3, students should be able to:

– communicate in familiar situations in order to satisfy their personal, social and academic needs
– use verbal and non verbal cues to understand spoken Innu
– understand the writing system of their mother tongue
– understand words and language structures learning activities they have completed throughout the year
– read short texts which are highly contextualized and made up of complete sentences and new and unfamiliar vocabulary
– write short texts of five or six sentences using texts previously read, seen or heard
– spell correctly most frequently used words
– demonstrate their understanding of and appreciation for certain aspects of Innu culture which are being studied

Communicating Orally

At the end of Year 3, students should be able to:

– communicate in familiar age-appropriate situations in order to satisfy their personal social and academic needs
– express themselves regularly in a coherent and organized fashion using language structures which are often adapted to the situation
– participate in oral communication activities which are structured and use their background of experiences and knowledge
– answer simple questions appropriately

Reading Various Texts

At the end of Year 3, students should be able to:

– understand the writing system
– use an alphabet book to read very short sentences and texts, sound cards, pictures and other visual documents
– understand explicit bits of information that appear in short texts
– use a variety of reading strategies
– react relevantly to the different parts of a text
– participate in structured reading activities which deal with familiar topics learned in class
– se visual cues to figure out the meaning of sentences and very short texts
– recognize words and language structures which have been discussed orally
– use pictures to read sentences and very short texts out loud with or without the help of pictures

Writing Various Texts

At the end of Year 3, students should be able to:

– understand the system of writing
– write words and very short sentences using an alphabet book or sound cards
– formulate complete sentences using new and familiar vocabulary
– participate in structured writing activities
– spell words and very short sentences correctly using a variety of resource material available to them
– use correctly the animate and inanimate gender of nouns
– use correctly the singular and plural of animate and inanimate nouns

CULTURAL REFERENCES

Different Types of Texts

Narrative Texts
– Simple, richly illustrated tales, comics
– Short legends

Descriptive Texts
– Descriptions of a situation, character, animal, object, feelings

Expository Texts
– Presentations

How-to Texts
– Recipes
– Instructions and rules for games

Persuasive Texts
– Invitations
– Requests for information
– Newspaper ads, advertisements

Texts which use word choice, imagery and sound
– Nursery rhymes, poems
– Songs, acrostic poems (using letters in a topic word to begin each line)
– Slogans

Texts which illicit a verbal response
– Dialogues and conversations
– Skits
– Question and answer activities
– Chats, reading circles

Informative Texts
– Word maps, word webs
– Murals
– Charts
– Models

Reference Texts
– Picture books, word banks with pictograms, alphabet books, visual dictionaries
– Vocabulary lists
– Illustrated dictionaries
– Conjugation tables

Multimedia Supports

– Various books: albums, comic books, books, dictionaries, textbooks
– Calendars
– Movies, television and radio programs
– CD-ROMs, audiocassettes and videocassettes
– Recitations, shows
– Greeting cards, posters
– Agendas
– Photographs

Cultural Experiences

– Meeting elders and other resource people
– Meeting artists and craftspeople of the culture
  (making traditional objects and tools, toboggans, clothing, etc.)
– Meeting people who regularly use Innu in their work
  (language specialists, teachers, secretaries etc.)
– Visiting places where books and reading are valued
  (e.g. Institut Tshakapesh, museums, school libraries)

ESSENTIAL KNOWLEDGE

Knowledge
Text-based Knowledge

- **Exploring and using the basic elements of tales, nursery rhymes, recitations, poems, songs and legends**

- **Exploring and Using Different Literary Elements**

– Themes and subthemes

– Characters (physical appearance, personality traits, role, importance, actions)

– Setting

– Sequence of events

– Expressions, use of sound imagery and other figures of style:

- repetition: repeating same word or reusing the same line inside another stanza

- comparison: link to different parts with *miam*

- rhymes: similar sounds and the end of two or more

- **Exploring and Using Text Structure**

– Recitation in three parts (beginning, middle, ending)

– Repetition by accumulating new parts

– Main subject subdivided into different parts

- **Understanding the Communicative Situation**

– Purpose

– Context

– Target audience

- **Understanding Coherence**

– Ideas linked to subject

– Relevancy and adequacy of ideas

– Logical and chronological order of events

– Use of the present indicative verb tense in an independent order

– Main markers and cues relating different parts:

- order (*ushkat, minuat, ekue, mashten*)

- cause (*kanapua, usham, tanite*)

- comparison (*miam, mate, miam mate, mak at*)

- coordination (*mak, ashit, mekuat, mukᵘ, kie ma*)

Sentence-Based Knowledge

- **Recognizing and using nouns, verbs, propositions and adverbs**

Nouns
– Common and proper nouns
    Ex. : *utapan, mitshuap, Mani, Munik*

– Animate and inanimate gender
    Ex. : animate: *ishkueu, pakueshikan, kun, mush, asham*
        inanimate: *massin, mitshuap, akup, inniminan, uteiminan*

– Plural and singular of animate and inanimate nouns

Gender	Singular	Plural
Animate (*at*)	*asham*	*ashamat*
Inanimate (*a*)	*massin*	*massina*

– Locative nouns
    Ex. : *anite mitshuapit, ute aiamieutshuapit, nete shipit*

Prepositions

– *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shek^u, pessish*

Ex.: *Nush **upime** ashtau utapan.*

*Nutaui natshi-kusseu **nete** shipit.*

*Minush kashu **aku** tshishtukanit.*

Verbs

– **Present intransitive animate verbs** conjugated in the singular 1st, 2nd, 3rd and 4th persons of the present indicative in independent order

Ex.: 1ps : **nikamu** **nitatussen**

2ps **tshinikamun** **tshitatussen**

3ps *nikamu* *atusseu*

(obviative) 4ps *nikamu**nua*** *atusse**nua***

– **Intransitive animate verbs** conjugated in the plural 1st (inclusive and exclusive), 2nd and 3rd persons of the present indicative in independent order

Ex.: 1pe : *ninikamu**nan*** *nitatusse**nan***

1pi : **tshinikamunan** **tshitatussenan**

2p : **tshinikamunau** **tshitatussenau**

3p : *nikam**uat*** *atusse**uat***

– **Intransitive inanimate verbs** conjugated in all persons of the present indicative in independent order

Ex.: 3s : *uapa**u*** *minua**u*** *tshimua**n***

3p *uapa**ua*** *minua**ua***

4s *uapa**nu*** *minua**nu*** *tshimuan**nu***

4p *uapa**nua*** *minua**nua***

– Choosing the verb based on the gender of the noun

Ex.: animate: *Nuapamau uapush.*

Apishiu uapush.

Ex.: in animate: *Nuapaten mitshuap.*

Uapau mitshuap.

– Sentence Construction

One word sentences (one verb)

Ex.: *Metueu.*

Two word sentences: subjet + verb (no order)

Ex.: *Atusseu nikaui.*

Nikaui atusseu.

Uapau nitsh.

Nutapan minuau.

Sentences with an **intransitive inanimate verb**: singular or plural

Sing.	**Plur.**
Minuashu nitakup.	*Minuashua nitakupa.*
Uapau nitakup.	*Uapaua nimassina.*
Minuau nutapan.	*Mikuaua nutapana.*

More complicated sentences: subject + verb + object

Ex.: *Mani atusseu atauitshuapit.*

– Word order: irrelevant

Ex.: *Nikaui atusseu anite akushiutshuapit.*

Anite akushiutshuapit nikaui atusseu.

Atusseu anite akushiutshuapit nikaui.

Akushiutshuapit anite atusseu nikaui.

Adverbs

– Manner: *tan, nanitam, ushkat, mamu, nasht, anu, shuk^u, apishish, etatu, shash*

– Time: *tan ishpish, utakushit, patush*

– Place: *tanite, katak^u, pessish, nuash, ashtanite, nutshimit*

Ex.: ***Nanitam** nikaui atusseu anite akushiutshuapit.*

*Nutaui takushinipan **utakushit**.*

***Apishish** nimitshin pimi uetakussiti.*

***Pessish** ute tau nukumish.*

Recognizing and Using Simple Sentences

– Types: declarations and questions

– Forms: affirmative and negative

Affirmative declarations Ex. : *Metueu Shuni.*

Negative declarations Ex. : *Apu metuet Shuni.*

Closed affirmative questions Ex. : *Metueu a Shuni?*

Closed negative questions Ex. : *Apu metuet a Shuni?*

Open affirmative questions Ex. : *Tshekuannu e tutak nutaui?*

Open negative questions Ex. : *Tshekuan eka menuatamin?*

Use of Punctuation
– Period
– Question mark
– Comma

Agreements with Sentences
– Conjugation markers of simple present indicative verbs in an independent order for all persons

Exploring and Using Vocabulary in Context
– Varied vocabulary associated with themes studied
– Visual vocabulary made up of frequently used words
– Names of the letters of the alphabet and the exponential *u*
– Basic alphabetical rules for combining sounds and letters
– Forming simple verb tenses in the present and exploring past and future tenses
– Dialectal variations

Using Commonly Accepted Spelling
– Spelling of most frequently used words
– Using capital letters to begin sentences and proper nouns

Using Spelling to Reflect Grammar
– Gender, plural and singular markers found in frequently used words
– Locative markers

Strategies

ORAL COMMUNICATION STRATEGIES

Students can…

– be open-minded

– listen using body language (pay attention, eye contact)

– play active role

– take advantage of all opportunities to speak Innu

– speak loudly and clearly

– use verbal and non verbal cues to signal desire to speak or answer a question

– take risks when formulating sentences, even if sentences are repeated, clumsy or show hesitation

– stay on topic

– work out the meaning of expressions and new words based on context

– make sure they understand of the ideas of others

– make connections between all ideas expressed

– think about the quality of one's listening skills and participation

READING STRATEGIES

Strategies for Recognizing and Identifying Words in a Text

Students can…

– instantly recognize words from their own visual vocabulary (stock of learned words)

– decipher new words encountered in a written text using summary analysis (relating sounds to letters and syllables)

– figure out the meaning of a word from others around it

– use grapho-phonemic links (relationship between letters and sounds) to check if the anticipated words are correct

– identify new words using a combination of sources (words before and after, links between letters and sounds, illustrations, graphs)

– identify words that are rich meaning

Reading Comprehension Strategies

Students can…

– be clear about their purpose in reading and keep it in mind

– skim over the text and anticipate its content (title, illustrations, headings, parts)

– formulate hypotheses (predictions) and change them while reading

– predict the outcome based on what has been read

– use punctuation cues

– retain useful information taken from content

– overcome difficulties in comprehension be sticking to the task, starting over, rereading words, sentences or paragraphs, thinking it over internally, asking questions, changing reading speed (slowing down or speeding up), consulting reference material, examining illustrations, tables and graphs, discussion with peers

Strategies for Evaluating Reading Approach

Students can...

– evaluate the effectiveness of approaches used

– evaluate their reading ability

WRITING STRATEGIES

– imitate the writing of others

– use language references (alphabet primers, word banks, example sentences, spelling word lists, soundcards)

– reuse words that have been read or heard in a sentence

– be clear about one's purpose in reading and keep it in mind

– come up with possible ideas for content (find and chose ideas)

– write up a first draft from ideas in their heads

– look at what the writing assignment is asking or at an external support

– make sure what is written expresses what was meant

– reread the finished text more than once

– if necessary use marks and symbols as reminders

– consult available reference material

– describe and explain the writing approach taken

– write marks and symbols if necessary as a reminder

– consult reference materials.

– describe and explain the approach they used

– check with another student or an adult

TECHNIQUES

Learning Handwriting

– printing (forming capital and lowercase letters)

– cursive writing (forming capital and lowercase letters)

– regular spacing between letters (printed letters)

– regular spacing between words and word fragments
  (ex.: *nitatussen, nimishta-atussen, nika atussen*)

– use the appropriate type of script according to the task at hand

– ease of writing and legibility

YEAR 4
Communicating Orally, Reading and Writing Various Texts

LEARNING OUTCOMES AND CONTENT

At the end of Year 4, students should be able to:

– communicate in situations on a variety of age-appropriate subjects
– intervene at appropriate times during discussions
– understand words and language structures learning activities they have completed throughout the year
– read short texts which are highly contextualized and made up of complete sentences and new and unfamiliar vocabulary
– write short texts of six or eight sentences using texts previously read, seen or heard
– spell correctly most frequently used words
– demonstrate their understanding of and appreciation for certain aspects of Innu culture which are being studied
– use verbal and non verbal cues to understand spoken Innu
– understand the writing system of their mother tongue
– write short texts of five or six sentences using texts previously read, seen or heard

Communicating Orally

At the end of Year 4, students should be able to:

– communicate in familiar, age-appropriate situations in order to satisfy their personal social and academic needs
– express themselves regularly in a coherent and organized fashion using language structures which are often adapted to the situation
– participate in oral communication activities which are structured and use their background of experiences and knowledge
– answer simple questions appropriately

Reading Various Texts

At the end of Year 4, students should be able to:

– read very short sentences and texts using pictures and other visual documents
– understand explicit bits of information that appear in short texts
– use a variety of reading strategies
– react relevantly to the different parts of a text
– participate in structured reading activities which deal with familiar topics learned in class
– use visual cues to figure out the meaning of sentences and very short texts
– recognize words and language structures which have been discussed orally
– use pictures to read sentences and very short texts out loud with or without the help of pictures

Writing Various Texts

At the end of Year 4, students should be able to:

– formulate complete sentences using new and familiar vocabulary
– write words and very short sentences using an alphabet book or sound cards
– write short texts made up of simple and more complex sentences
– participate in structured writing activities
– spell most frequently used words correctly using a variety of resource material available to them
– use correctly the animate and inanimate gender of nouns
– use correctly the singular and plural of animate and inanimate nouns
– use editing and correcting strategies for their texts and consult a variety of reference materials available to them
– chose between script or cursive writing to meet the needs of the communication situation

CULTURAL REFERENCES

Different Types of Texts

Narrative Texts
– simple, richly illustrated tales, comics
– short legends
– news stories

Descriptive Texts
– descriptions of a situation, character, animal, object, feelings
– lists

Expository Texts
– presentations
– discussions
– news articles

How-to Texts
– recipes
– instructions and rules for games

Persuasive Texts
– invitations, requests for information
– newspaper ads, advertisements
– posters
– regulations

Texts which use word choice, imagery and sound
– nursery rhymes, poems
– songs, acrostic poems (using letters in a topic word to begin each line)

Texts which illicit a verbal response
– dialogues and conversations
– skits
– question and answer activities
– chats, reading circles

Informative Texts
– word maps, word webs
– murals
– charts, models, maps

Reference Texts
– picture books, word banks with pictograms, alphabet books, visual dictionaries
– vocabulary lists
– biographical cards, illustrated dictionaries
– conjugation tables
– group reference tools
– catalogues

Multimedia Supports

– various books ; albums, comic books, books, dictionaries, textbooks
– newspapers
– calendars
– movies, television and radio programs
– CD-ROMs, audiocassettes and videocassettes
– recitations, shows
– greeting cards, thank you cards, posters
– billboards
– agendas, rulebooks
– photographs, bulletin boards
– websites, e-mails

Cultural Experiences

– meeting elders and other resource people
– meeting artists and craftspeople of the culture (making traditional objects and tools, toboggans, clothing etc.)
– meeting Innu artists such as singers, musicians, painters, sculptors, poets and writers
– meeting people who regularly use Innu in their work (language specialists, teachers, secretaries, radio hosts etc.)
– visiting places where books and reading are valued
  (e.g. Institut Tshakapesh, museums, school libraries)
– participating in events where the Innu language is used and valued

ESSENTIAL KNOWLEDGE

Knowledge
Text-based knowledge

• **Exploring and using the basic elements of tales, nursery rhymes, recitations, poems, songs and legends**

• **Exploring and Using Different Literary Elements**

– themes and subthemes

– characters (physical appearance, personality traits, role, importance, actions)

– setting

– sequence of events

– expressions, use of sound imagery and other figures of style:

  – repetition: repeating same word or reusing the same line inside another stanza

  – comparison: link to different parts with *miam, miam mate*

  – rhymes: similar sounds and the end of two or more

• **Exploring and Using Text Structure**

– stories in three parts (beginning, middle, ending)

– stories in five parts (exposition, rising action, climax, falling action, resolution)

– repetition by accumulating new parts

– main subject subdivided into different parts

– cause and effect relations, problems and solutions, feelings and attitudes

• **Understanding the Communicative Situation**

– purpose

– context

– target audience

• **Understanding Coherence**

– ideas linked to subject

– relevancy and adequacy of ideas

– logical and chronological order of events

– use of the present indicative verb tense in an independent order

– main markers and cues relating different parts:

  – order (*ushkat, minuat, ekue, mashten*)

  – cause (*kanapua, usham, tanite*)

  – comparison (*miam, mate, miam mate, mak at*)

  – coordination (*mak, ashit, mekuat, muk^u, kie ma*)

Sentence-based Knowledge

• **Recognizing and using nouns, verbs, propositions and adverbs**

Nouns
  – common and proper nouns
    Ex. : *utapan, mitshuap, Mani, Munik*

  – animate and in animate gender
    Ex. : an. : *ishkueu, pakueshikan, kun, mush, asham*
       in. : *massin, mitshuap, akup, inniminan, uteiminan*

– singular and plural of animate and inanimate nouns

Gender	Singular	Plural
Animate (**at**)	*asham*	*asham**at***
Inanimate (**a**)	*massin*	*massin**a***

– locative nouns

  Ex. : *anite mitshuapi**t**, ute aiamieutshuapi**t**, nete shipi**t***

– possessive animate nouns

nin	***nit**auass**im***	***ni**minush**im***
tshin	***tshi**auass**im***	***tshi**minush**im***
uin	***ut**auass**ima***	***u**minush**ima***
ninan	***nit**auass**iminan***	***ni**minush**iminan***
tshinanu	***tshi**auass**iminan***	***tshi**minush**iminan***
tshinuau	***tshi**auass**imuau***	***tshi**minush**imuau***
uinuau	***ut**auass**imuaua***	***u**minush**imuaua***

– possessive inanimate nouns

nin	***nit**akup*	***nit**sh*
tshin	***tshi**takup*	***tshi**tsh*
uin	***ut**akup*	***ui**tsh*
ninan	***nit**akup**inan***	***nit**sh**inan***
tshinanu	***tshi**takup**inan***	***tshi**tsh**inan***
tshinuau	***tshi**takup**uau***	***tshi**tsh**uau***
uinuau	***ut**akup**uau***	***ui**tsh**uau***

– composite nouns

  Ex. : *innu-pakueshikan, aiamieu-mashinaikan,
    ishkuteutapan-meshkanau, innu-auass,
    ushkau-pishim^u, auass-meish*

Prepositions

  – *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shek^u, pessish*
    Ex. : *Nush **upime** ashtau utapan.
      Nutaui natshi-kusseu **nete** shipit.
      Minush kashu **aku** tshishtukanit.*

Verbs

  – Simple verbs conjugated in the present, future and conditional tense
    in independent order in all persons

Present Transitive Animate Verbs		**Future**	**Conditional**
Ex. :	1ps	***ni**nimi**n***	***nika** nimi**n***	***nipa** nimi**n***

Present Transitive Animate Verbs			**Future**	**Conditional**
Ex. :	1ps	***ni**nimi**n***	***nika** nimi**n***	***nipa** nimi**n***
	2ps	***tshi**nimi**n***	***tshika** nimi**n***	***tshipa** nimi**n***
	3ps	*nimi**u***	***tshika** nimi**u***	***tshipa** nimi**u***
	4ps	*nimi**nua***	***tshika** nimi**nua***	***tshipa** nimi**nua***
	1pe	***ni**nimi**nan***	***nika** nimi**nan***	***nipa** nimi**nan***
	1pi	***tshi**nimi**nan***	***tshika** nimi**nan***	***tshipa** nimi**nan***
	2p	***tshi**nimi**nau***	***tshika** nimi**nau***	***tshipa** nimi**nau***
	3p	*nimi**uat***	***tshika** nimi**uat***	***tshipa** nimi**uat***

Present Transitive Inanimate Verbs			**Future**	**Conditional**
Ex. :	1ps	*nuapaten*	***nika** uapaten*	***nipa** uapaten*
	2ps	*tshuapaten*	***tshika** uapaten*	***tshipa** uapaten*
	3ps	*uapatam^u*	***tshika** uapatam^u*	***tshipa** uapatam^u*
	4ps	*uapat**aminua***	***tshika** uapat**aminua***	***tshipa** uapat**aminua***
	1pe	*nuapat**enan***	***nika** uapat**enan***	***nipa** uapat**enan***
	1pi	*tshuapat**enan***	***tshika** uapat**enan***	***tshipa** uapat**enan***
	2p	*tshuapat**enau***	***tshika** uapat**enau***	***tshipa** uapat**enau***
	3p	*uapat**amuat***	***tshika** uapat**amuat***	***tshipa** uapat**amuat***

  – Preverbs for the future and conditional tenses: *nika, tshika, nipa, tshipa*

  – Choosing verb based on gender of noun
    Ex. : an. : *Nuapamau uapush. Uapishiu uapush.*
    Ex. : in. : *Nuapaten mitshuap. Uapau mitshuap.*

  – Sentence Construction
    One word sentences (one verb)
      Ex. : *Metueu.*

Two word sentences: subject + verb (no order)
    Ex. : *Atusseu nikaui.*
         Nikaui atusseu.
         Uapau nitsh.
         Nutapan minuau.

More complete sentences:
subject + verb + direct object (no order) + adverb
    Ex. : *Nanitam nikaui atusseu anite akushiutshuapit.*
         Anite akushiutshuapit nanitam atusseu nikaui.
         Nanitam atusseu anite akushiutshuapit nikaui.

More complete sentences: subject + verb + object
    Ex. : *Mani atusseu atauitshuapit.*

Adverbs
– Manner: *tan, nanitam, ushkat, mamu, nasht, anu, shuk^u, apishish, etatu, shash*
– Time: *tan ishpish, utakushit, patush*
– Place: *tanite, katak^u, pessish, nuash, ashtanite, nutshimit*
– Intensity: *aiat, anu, apishish, ashtanite, etatu*
– Certainty: *apu, anumat, atut, eshe, put*
    Ex. : **Nanitam** *nikaui atusseu anite akushiutshuapit.*
         Nutaui takushinipan **utakushit***.*
         Apishish *nimitshin pimi uetakussiti.*
         Pessish *ute tau nukumish.*

Recognizing and using different sentence types and forms
– Types: declaration, question, exclamation and order
– Forms: affirmative and negative

Affirmative declaration	Ex. : *Metueu Shuni.*
Negative declaration	Ex. : *Apu metuet Shuni.*
Closed affirmative question	Ex. : *Metueu a Shuni?*
Closed negative question	Ex. : *Apu metuet a Shuni?*
Open affirmative question	Ex. : *Tshekuannu e tutak nutaui?*
Open negative question	Ex. : *Tshekuan eka menuatamin?*

Use of Punctuation
– Period
– Question mark
– Exclamation mark
– Quotation marks
– Comma

Agreements within Sentences
– Conjugation markers of simple present, past, future and conditional indicative verbs in an independent order for all persons

Exploring and Using Vocabulary in Context
– Varied vocabulary associated with themes studied
– Visual vocabulary made up of frequently used words
– Names of the letters of the alphabet and the exponential ***u***
– Basic alphabetical rules for combining sounds and letters
– fForming simple verb tenses in the present and exploring past and future
– Dialectal variations

Using commonly accepted spelling
– Spelling of most frequently used words
– Using capital letters to begin sentences and proper nouns

Using Spelling to Reflect Grammar
– Gender, plural and singular markers found in frequently used words
– Locative markers of nouns
– Markers of noun possession

Strategies

ORAL COMMUNICATION STRATEGIES

Students can…

– be open-minded

– listen using body language (pay attention, eye contact)

– play active role

– take advantage of all opportunities to speak Innu

– speak loudly and clearly

– use verbal and non verbal cues to signal desire to speak or answer a question

– take risks when formulating sentences, even if sentences are repeated, clumsy or show hesitation

– stay on topic

– work out the meaning of expressions and new words based on context

– make sure they understand the ideas of others

– make connections between all ideas expressed

– reflect on the quality of their listening and participation

READING STRATEGIES

Strategies for Recognizing and Identifying Words in a Text

Students can…

– Instantly recognize words from their own visual vocabulary (stock of learned words)

– Decipher new words encountered in a written text using summary analysis (relating sounds to letters and syllables)

– Figure out the meaning of a word from others around it

– Use grapho-phonemic links (relationship between letters and sounds) to check if the anticipated words are correct

– Identify new words using a combination of sources (words before and after, links between letters and sounds, illustrations, graphs)

– Identify words that are rich in meaning

Reading Comprehension Strategies

Students can…

– Be clear about their purpose in reading and keep it in mind

– Skim over the text and anticipate its content (title, illustrations, headings, parts)

– Formulate hypotheses (predictions) and change them while reading

– Predict the outcome based on what has been read

– Use punctuation cues

– Retain useful information taken from content

– Overcome difficulties in comprehension be sticking to the task, starting over, rereading words, sentences or paragraphs, thinking it over internally, asking questions, changing reading speed (slowing down or speeding up), consulting reference material, examining illustrations, tables and graphs, discussion with peers

Strategies for Evaluating Reading Approach

Students can...

– Evaluate the effectiveness of approaches used

– Evaluate their reading ability

WRITING STRATEGIES

Students can...

– Use language references (word banks, example sentences, spelling word lists, soundcards)

– Reuse words that have been read or heard in a sentence

– Be clear about their purpose in reading and keep it in mind

– Come up with possible ideas for content (find and chose ideas)

– Write up a first draft from ideas in their heads

– Look at what the writing assignment is asking or at an external support

– Make sure they have written expresses what they meant

– Reread the finished text more than once

– Write marks and symbols if necessary as a reminder

– Consult reference materials.

– Check with another student or an adult

Strategies for Evaluating Approach

– Describe and explain the approach they used

– Evaluate their own handwriting

TECHNIQUES

Learning Handwriting

– Regular spacing between letters (printed letters) regular spacing between words
  and word fragments (e.g. *nitatussen, nimishta-atussen, nika atussen*)

– Use the appropriate type of script according to the task at hand

– Ease of writing and legibility

YEAR 5
Communicating Orally, Reading and Writing Various Texts

LEARNING OUTCOMES AND CONTENT

At the end of Year 5, students should be able to:

– Communicate in familiar, age-appropriate situations in order to satisfy
  their personal social and academic needs
– Express themselves regularly in a coherent and organized fashion
  using language structures which are often adapted to the situation
– Participate in oral communication activities which are structured
  and use their background of experiences and knowledge
– Express themselves clearly and effectively in diverse contexts and situations

Communicating Orally

At the end of Year 5, students should be able to:

– Communicate in familiar, age-appropriate situations in order to satisfy
  their personal social and academic needs
– Express themselves regularly in a coherent and organized fashion
  using language structures which are often adapted to the situation
– Participate in oral communication activities which are structured
  and use their background of experiences and knowledge
– Express themselves clearly and effectively in diverse contexts and situations

Reading Various Texts

At the end of Year 5, students should be able to:

– Read short texts both current and literary (folk tales and legends)
– Understand explicit and implicit information as it appears in short texts
– Use a variety of reading strategies
– React relevantly to the different parts of a text
– Participate in structured reading activities which deal with familiar topics
  learned in class
– Use visual cues to figure out the meaning of sentences and very short texts
– Recognize words and language structures which have been discussed orally
– Read short texts out loud with or without the help of pictures

Writing Various Texts

At the end of Year 5, students should be able to:

– Formulate complete sentences using vocabulary which is both clear and varied
– Make adequate use of syntax and punctuation
– Write short texts made up of simple and more complex sentences
– Participate in structured writing activities
– Spell most frequently used words correctly using a variety of resource material
  available to them
– Use correctly the animate and inanimate gender of nouns
– Use correctly the singular and plural of animate and inanimate nouns
– Use editing and correcting strategies for their texts and consult a variety
  of reference materials available to them
– Chose between script or cursive writing to meet the needs
  of the communication situation
– Use locative and possessive nouns correctly

CULTURAL REFERENCES

Different Types of Texts

Narrative Texts
– Simple, richly illustrated tales and recitations, comics
– Short legends
– News stories

Descriptive Texts
– Descriptions of a place, situation, character, animal, object, feelings
– Lists

Expository Texts
– Presentations
– Discussions
– News articles

How-to Texts
– Recipes
– Instructions and rules for games

Persuasive Texts
– Invitations, requests for information
– Newspaper ads, advertisements, posters, regulations

Texts which use Word Choice, Imagery and Sound
– Nursery rhymes, poems, slogans
– Songs, acrostic poems (using letters in a topic word to begin each line)

Texts which Illicit a Verbal Response
– Dialogues and conversations
– Skits, role playing
– Question and Answer activities
– Chats, reading circles

Informative Texts
– Word maps, word webs
– Murals
– Charts, Models, Maps

Reference Texts
– Picture books, word banks with pictograms, alphabet books, visual dictionaries
– Vocabulary lists
– Biographical cards
– Illustrated dictionaries
– Conjugation tables
– Group reference tools
– Catalogues

Multimedia Supports

– Various books : albums, comic books, books, dictionaries, textbooks
– Newspapers
– Calendars
– Movies, television and radio programs
– CD-ROMs, audiocassettes and videocassettes
– Recitations, shows
– Greeting cards, thank you cards, posters
– Billboards
– Agendas, rulebooks
– Photographs, bulletin boards
– Websites, e-mails

Cultural Experiences

– Meeting elders and other resource people
– Meeting artists and craftspeople of the culture
   (making traditional objects and tools, toboggans, clothing, etc.)
– Meeting Innu artists such as singers, musicians, painters, sculptors, poets and writers
– Meeting people who regularly use Innu in their work
   (language specialists, teachers, secretaries, radio hosts, etc.)
– Visiting places where books and reading are valued
   (e.g. Institut Tshakapesh, museums, school libraries)
– Participating in events where the Innu language is used and valued
   (storytelling and recital shows, sing-along evenings and Innu dictations)

ESSENTIAL KNOWLEDGE

Knowledge
Text-based knowledge

• **Exploring and using the basic elements of tales, legends, recitations, poems and songs**

• **Exploring and Using Different Literary Elements**

– Themes and subthemes

– Characters (physical appearance, personality traits, role, importance, actions)

– Setting

– Sequence of events

– Values

– Expressions, use of sound imagery and other figures of style:

– Repetition; repeating same word or reusing the same line inside another stanza

– Comparison: link to different parts with *miam, miam mate*

– Rhymes: similar sounds and the end of two or more lines

• **Exploring and Using Text Structure**

– Stories in three parts (beginning, middle, ending)

– Stories in five parts (exposition, rising action, climax, falling action, resolution)

– Repetition by accumulating new parts

– Main subject subdivided into different parts

– Cause and effect relations, problems and solutions, feelings and attitudes

– Dialogue punctuation (colon, dash, quotation marks)

– Chapters and titles

• **Understanding the Communicative Situation**

– Purpose

– Context

– Target audience

• **Understanding Coherence**

– Ideas linked to subject

– Relevancy and adequacy of ideas

– Logical and chronological order of events

– Use of the present, past, future and conditional indicative verb tenses in an independent order

– Main markers and cues relating different parts:

– Order (*ushkat, minuat, ekue, mashten*)

– Cause (*kanapua, usham, tanite*)

– Comparison (*miam, mate, miam mate, mak at*)

– Coordination (*mak, ashit, mekuat, muk^u, kie ma*)

Sentence-based Knowledge

• **Recognizing and using nouns, verbs, propositions and adverbs**

Nouns
– Common and Proper nouns
Ex. : *utapan, mitshuap, Mani, Munik*

– Animate and in animate gender
Ex. : an. : *atik^u, kun, tuuan, uapimin*
in. : *utapan, assik^u, anushkan*

– Singular and Plural of animate and inanimate nouns

Gender	Singular	Plural
Animate (***at***)	asham	asham***at***
	atik^u	atiku***at***
Inanimate (***a***)	massin	massin***a***
	utapan	utapan***a***

– Diminutive Nouns

    Ex. : *anite mitshuapi**t**, ute aiamieutshuapi**t**, nete shipi**t***

– Animate nouns in the possessive form

nin	***nit**auass**im***	***ni**minush**im***
tshin	***tshit**auass**im***	***tshi**minush**im***
uin	***ut**auass**ima***	***u**minush**ima***
ninan	***nit**auass**iminan***	***ni**minush**iminan***
tshinanu	***tshit**auass**iminan***	***tshi**minush**iminan***
tshinuau	***tshit**auass**imuau***	***tshi**minush**imuau***
uinuau	***ut**auass**imuaua***	***u**minush**imuaua***

– Inanimate nouns in the possessive form

nin	***nit**akup	***ni**tsh
tshin	***tshit**akup	***tshi**tsh
uin	***ut**akup	***ui**tsh
ninan	***nit**akup**inan***	***ni**tsh**inan***
tshinanu	***tshit**akup**inan***	***tshi**tsh**inan***
tshinuau	***tshit**akup**uau***	***tshi**tsh**uau***
uinuau	***ut**akup**uau***	***ui**tsh**uau***

– Composite nouns

    Ex. : *innu-pakueshikan, aiamieu-mashinaikan, ishkuteutapan-meshkanau, innu-auass, ushkau-pishim^u, auass-meish*

– Diminutive Nouns

    Ex. : *napess : napessi**ss***
          *ishkuess : ishkuessi**ss***

Prepostions

– *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shek^u, pessish*

    Ex. : *Nush **upime** ashtau utapan.*
        *Nutaui natshi-kusseu **nete** shipit.*
        *Minush kashu **aku** tshishtukanit.*

Verbs

– Intransitive Inanimate verbs conjugated in the present, future, conditional and past tenses for all persons

	Present	**Future**	**Conditional**	**Past**
1ps	***ni**puamun	***nika** puamun	***nipa** puamun	***ni**puamuti
2ps	***tshi**puamun	***tshika** puamun	***tshipa** puamun	***tshi**puamuti
3ps	puam***u***	***tshika** puamu	***tshipa** puamu	puamu***ipan***
4ps	puamu***nua***	***tshika** puamunua	***tshipa** puamunua	puamu***nipani***
1pe	***ni**puamunan	***nika** puamunan	***nipa** puamunan	***ni**puamutan
1pi	***tshi**puamunan	***tshika** puamunan	***tshipa** puamunan	***tshi**puamutan
2p	***tshi**puamunau	***tshika** puamunau	***tshipa** puamunau	***tshi**puamutau
3p	puam***uat***	***tshika** puamuat	***tshipa** puamuat	puamu***ipanat***

– Transitive Inanimate verbs conjugated in the present, future, conditional and past tenses in all persons

	Present	**Future**	**Conditional**	**Past**
1ps	***ni**peten	***nika** peten	***nipa** peten	***ni**peteti
2ps	***tshi**peten	***tshika** peten	***tshipa** peten	***tshi**peteti
3ps	pet***am^u***	***tshika** petam^u	***tshipa** petam^u	pet***amupan***
4ps	pet***aminua***	***tshika** petaminua	***tshipa** petaminua	pet***aminipani***
1pe	***ni**petenan	***nika** petenan	***nipa** petenan	***ni**petetan
1pi	***tshi**petenan	***tshika** petenan	***tshipa** petenan	***tshi**petetan
2p	***tshi**petenau	***tshika** petenau	***tshipa** petenau	***tshi**petetau
3p	pet***amuat***	***tshika** petamuat	***tshipa** petamuat	pet***amupanat***

– The Future and Conditional Preverbs: *nika, tshika, nipa, tshipa*

– Choosing the verb based on the gender of the noun
        Ex. : an. : *Nuapamau uapush. Uapishiu uapush.*
        Ex. : in. : *Nuapaten mitshuap. Uapau mitshuap.*

– Prefixes: *mishta-, natshi-, ishi-*
        Ex. : *mishta-nutin, natshi-nikamu, ishi-aimieu*

– Sentence Construction
    One word sentences (one verb)
        Ex. : *Metueu.*

    Two word sentences: subject + verb (no order)
        Ex. : *Atusseu nikaui.*
              Nikaui atusseu.

    More complete sentence:
    subject + verb + direct object (no order) + adverb
        Ex. : *Nanitam nikaui atusseu anite akushiutshuapit.*
              Anite akushiutshuapit nanitam atusseu nikaui.
              Nanitam atusseu anite akushiutshuapit nikaui.

    More complete sentence: subject + verb + object + obviative
        Ex. : *Shuni mueu uapimina.*
              Uapimina mueu Shuni.
              Shuni uapimina mueu.
              Atikua uapameu Pien.
              Pien uapameu atikua.
              Piena uapameu atikᵘ.
              Atikᵘ uapameu Piena.

Adverbs
  – Manner: *tan, nanitam, ushkat, mamu, nasht, anu, shukᵘ, apishish, etatu, shash*
  – Time: *tan ishpish, utakushit, patush*
  – Place: *tanite, katakᵘ, pessish, nuash, ashtanite, nutshimit*
  – Intensity: *aiat, anu, apishish, ashtanite, etatu*
  – Certainty: *apu, anumat, atut, eshe, put*
        Ex. : **Nanitam** *nikaui atusseu anite akushiutshuapit.*
             Nutaui takushinipan **utakushit***.*
             Apishish *nimitshin pimi uetakussiti.*
             Pessish *ute tau nukumish.*

Recognizing and using different sentence types and forms
  – Types: declaration, question, exclamation and order
  – Forms: affirmative and negative

Affirmative declaration	Ex. : *Metueu Shuni.*
Negative declaration	Ex. : *Apu metuet Shuni.*
Closed affirmative question	Ex. : *Metueu a Shuni?*
Closed negative question	Ex. : *Apu metuet a Shuni?*
Open affirmative question	Ex. : *Tshekuannu e tutak nutaui?*
Open negative question	Ex. : *Tshekuan eka menuatamin?*
Positive exclamation	Ex. : *Metueu Shuni!*
Negative exclamation	Ex. : *Apu metuet Shuni!*
Affirmative order	Ex. : *Metue Shuni.*
Negative order	Ex. : *Eka metue Shuni.*

Use of Punctuation
  – Period
  – Question mark
  – Exclamation mark
  – Quotation marks
  – Comma

Agreements within Sentences
– Conjugation markers of simple present, past, future and conditional indicative
  verbs in an independent order for all persons

Exploring and Using Vocabulary in Context
– Varied vocabulary associated with themes studied
– Visual vocabulary made up of frequently used words
– Forming simple verb tenses in the present, past, future and conditional
  and exploring past and future
– Alphabetical rules for combining sounds and letters
– Dialectal variations

Using commonly accepted spelling
– Spelling of most frequently used words
– Using capital letters to begin sentences and proper nouns

Using Spelling to Reflect Grammar
– Gender, plural and singular markers found in frequently used words
– Locative markers of nouns
– Markers of noun possession
– Markers of diminutive nouns

Strategies

ORAL COMMUNICATION STRATEGIES

Students can…

– be open-minded

– listen using body language (pay attention, eye contact)

– play active role

– take advantage of all opportunities to speak Innu

– speak loudly and clearly

– use verbal and non verbal cues to signal desire to speak or answer a question

– take risks when formulating sentences, even if sentences are repeated, clumsy or show hesitation

– stay on topic

– work out the meaning of expressions and new words based on context

– make sure they understand the ideas of others

– make connections between all ideas expressed

– reflect on the quality of their listening and participation

READING STRATEGIES

Strategies for Recognizing and Identifying Words in a Text

Students can…

– Instantly recognize words from their own visual vocabulary (stock of learned words)

– Decipher new words encountered in a written text using summary analysis (relating sounds to letters and syllables)

– Figure out the meaning of a word from others around it

– Use grapho-phonemic links (relationship between letters and sounds) to check if the anticipated words are correct

– Identify new words using a combination of sources (words before and after, links between letters and sounds, illustrations, graphs)

– Identify words that are rich in meaning

Reading Comprehension Strategies

Students can…

– Be clear about their purpose in reading and keep it in mind

– Skim over the text and anticipate its content (title, illustrations, headings, parts)

– Formulate hypotheses (predictions) and change them while reading

– Predict the outcome based on what has been read

– Use punctuation cues

– Retain useful information taken from content

– Overcome difficulties in comprehension be sticking to the task, starting over, rereading words, sentences or paragraphs, thinking it over internally, asking questions, changing reading speed (slowing down or speeding up), consulting reference material, examining illustrations, tables and graphs, discussion with peers

Strategies for Evaluating Reading Approach

Students can...

– Evaluate the effectiveness of approaches used

– Evaluate their reading ability

WRITING STRATEGIES

Students can...

– Use language references (word banks, example sentences, spelling word lists, soundcards)

– Reuse words that have been read or heard in a sentence

– Be clear about their purpose in reading and keep it in mind

– Come up with possible ideas for content (find and chose ideas)

– Create an outline, a table or other relevant supports

– Write up a first draft from ideas in their heads

– Look at what the writing assignment is asking or at an external support

– Make sure they have written expresses what they meant

– Reread the finished text more than once

– Write marks and symbols if necessary as a reminder

– Consult reference materials.

– Check with another student or an adult

Strategies for Evaluating Approach

– Describe and explain the approach they used

– Comment on effectiveness of the strategies used

– Evaluate their own handwriting

TECHNIQUES

Learning Handwriting

– Regular spacing between letters (printed letters) regular spacing between words and word fragments (e.g. *nitatussen, nimishta-atussen, nika atussen*)

– Use the appropriate type of script according to the task at hand

– Ease of writing and legibility

YEAR 6
Communicating Orally, Reading and Writing Various Texts

LEARNING OUTCOMES AND CONTENT

At the end of Year 6, students should be able to:

- Communicate in situations on a variety of age-appropriate subjects
- Understand words and language structures reflected in learning activities they have completed throughout the year
- Write longer texts using texts which are rich in vocabulary and have been previously read, seen or heard in class
- Spell most frequently used words correctly
- Demonstrate their understanding of and appreciation for certain aspects of Innu culture which are being studied

Communicating Orally

At the end of Year 6, students should be able to:

- Communicate in familiar, age-appropriate situations in order to satisfy their personal social and academic needs
- Express themselves regularly in a coherent and organized fashion using language structures which are often adapted to the situation
- Participate in oral communication activities which are structured and use their background of experiences and knowledge
- Express themselves clearly and effectively in diverse contexts and situations

Reading Various Texts

At the end of Year 6, students should be able to:

- Read short texts both current and literary (folk tales and legends)
- Understand explicit and implicit information as it appears in short texts
- Use a variety of reading strategies
- React relevantly to the different parts of a text
- Participate in structured reading activities which deal with familiar topics learned in class
- Use visual cues and context to figure out the meaning of sentences and longer texts
- Recognize words and language structures which have been discussed orally
- Read short texts out loud with or without the help of pictures

Writing Various Texts

At the end of Year 6, students should be able to:

- Formulate complete sentences using vocabulary which is both clear and varied
- Make adequate use of syntax and punctuation
- Write various short texts made up of increasingly complex sentences in a variety of contexts
- Participate in structured writing activities
- Spell most frequently used words correctly using a variety of resource material available to them
- Use correctly the animate and inanimate gender of nouns
- Use correctly the singular and plural forms of animate and inanimate nouns
- Use correctly the locative and possessive forms of nouns
- Use editing and correcting strategies for their texts and consult a variety of reference materials available to them
- Chose between script or cursive writing to meet the needs of the communication situation

CULTURAL REFERENCES

Different Types of Texts

Narrative Texts
– Simple, richly illustrated tales and recitations, comics
– Short legends
– News stories

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– Descriptions of a place, situation, character, animal, object, feelings
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Texts which Illicit a Verbal Response
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– Various books: albums, comic books, books, dictionaries, textbooks
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– Recitations, shows
– Greeting cards, thank you cards, posters
– Advertisements
– Billboards
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  (making traditional objects and tools, toboggans, clothing etc.)
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  (e.g. Institut Tshakapesh, museums, school libraries)
– Participating in events where the Innu language is used and valued
  (storytelling and recital shows, sing-along evenings and Innu dictations)

ESSENTIAL KNOWLEDGE

Knowledge
Text-based knowledge

- **Exploring and appreciating the basic elements of tales, legends, recitations, poems and songs**

- **Exploring and Using Different Literary Elements**

– Themes and subthemes

– Characters (physical appearance, personality traits, role, importance, actions)

– Setting

– Sequence of events

– Values

– Expressions, use of sound imagery and other figures of style:

  – Repetition: repeating same word or reusing the same line inside another stanza

  – Comparison: link to different parts with *miam, miam mate*

  – Rhymes: similar sounds and the end of two or more lines

- **Exploring and Using Text Structure**

– Stories in three parts (beginning, middle, ending)

– Stories in five parts (exposition, rising action, climax, falling action, resolution)

– Repetition by accumulating new parts

– Main subject subdivided into different parts

– Cause and effect relations, problems and solutions, feelings and attitudes

– Dialogue punctuation (colon, dash, quotation marks)

– Chapters and titles

- **Understanding the Communicative Situation**

– Purpose

– Context

– Target audience

- **Exploring Coherence**

– Ideas related to subject

– Relevance and adequacy of ideas

– Dividing piece into paragraphs

– Logical and coherent flow of writing

– Use of main verb tenses (past/present/future/conditional)

– Main markers and cues relating different parts:

  – Order (*ushkat, minuat, ekue, mashten*)

  – Cause (*kanapua, usham, tanite*)

  – Comparison (*miam, mate, miam mate, mak at*)

  – Coordination (*mak, ashit, mekuat, muk^u, kie ma*)

- **Repeating Information Using Substitution**

– Pronouns

– Synonyms

– Groups of words

Sentence-based Knowledge

• **Recognizing and using nouns, verbs, propositions and adverbs**

Nouns
  – Common and Proper nouns
      Ex. : *utapan, mitshuap, Mani, Munik*

  – Animate and inanimate gender
      Ex. : an. : *atikᵘ, kun, tuuan, uapimin*
          in. : *utapan, assikᵘ, anushkan*

  – Singular and Plural of animate and inanimate nouns

Gender	Singular	Plural
Animate (*at*)	*asham*	*asham**at***
	atikᵘ	*atiku**at***
Inanimate (*a*)	*massin*	*massin**a***
	utapan	*utapan**a***

  – Locative Nouns
      Ex. : *anite mitshuapi**t**, ute aiamieutshuapi**t**, nete shipi**t***

  – Animate nouns in the possessive form

nin	*****nit**auass**im***	*****ni**minush**im***
tshin	*****tshit**auass**im***	*****tshi**minush**im***
uin	*****ut**auass**ima***	*****u**minush**ima***
ninan	*****nit**auass**iminan***	*****ni**minush**iminan***
tshinanu	*****tshit**auass**iminan***	*****tshi**minush**iminan***
tshinuau	*****tshit**auass**imuau***	*****tshi**minush**imuau***
uinuau	*****ut**auass**imuaua***	*****u**minush**imuaua***

  – Inanimate nouns in the possessive form

nin	*****nit**akup***	*****nit**sh***
tshin	*****tshit**akup***	*****tshit**sh***
uin	*****ut**akup***	*uitsh*
ninan	*****nit**akup**inan***	*****nit**sh**inan***
tshinanu	*****tshit**akup**inan***	*****tshit**sh**inan***
tshinuau	*****tshit**akup**uau***	*****tshit**sh**uau***
uinuau	*****ut**akup**uau***	*****uit**sh**uau***

  – Diminutive Nouns
      Ex. : *napess : napess**iss***
          *ishkuess : ishkuess**iss***

  – Nouns in possessive and diminutive forms (1s)
      Ex. : *nitauassim : nitauassimi**ss***
          *nitakup : nitakupi**ss***
          *nimitshishuakan : nimitshishuakani**ss***

  – Compound nouns
      Ex. : *innu-pakueshikan, aiamieu-mashinaikan,*
          ishkuteutapan-meshkanau, innu-auass,
          ushkau-pishimᵘ, auass-meish

  – Animate nouns in the obviative form
      Ex. : *Aniss uapameu atiku**a**.*
          *Nika mumaua nituss utepatem**a**.*

  – Inanimate nouns in the obviative form
      Ex. : *Pien pushu utapan**nu**.*
          *An petau mitshimi**nu**.*

Prepositions
  – *upime, takut, shipa, nikan, anite, nete, netehe, ute, aku, shekᵘ, pessish*
      Ex. : *Nush **upime** ashtau utapan.*
          *Nutaui natshi-kusseu **nete** shipit.*
          ***Aku** mishtikut tau anikutshash.*

Verbs

– Intransitive Animate verbs conjugated in the present, future, conditional and past tenses for all persons

	Préesent	Future	Conditional	Past
1ps	*nipuamun*	*nika puamun*	*nipa puamun*	*nipuamuti*
2ps	*tshipuamun*	*tshika puamun*	*tshipa puamun*	*tshipuamuti*
3ps	*puamu*	*tshika puamu*	*tshipa puamu*	*puamuipan*
4ps	*puamunua*	*tshika puamunua*	*tshipa puamunua*	*puamunipani*
1pe	*nipuamunan*	*nika puamunan*	*nipa puamunan*	*nipuamutan*
1pi	*tshipuamunan*	*tshika puamunan*	*tshipa puamunan*	*tshipuamutan*
2p	*tshipuamunau*	*tshika puamunau*	*tshipa puamunau*	*tshipuamutau*
3p	*puamuat*	*tshika puamuat*	*tshipa puamuat*	*puamuipanat*

– Transitive Inanimate verbs conjugated in the present, future, conditional and past tenses for all persons

	Present	Future	Conditional	Past
1ps	*nipeten*	*nika peten*	*nipa peten*	*nipeteti*
2ps	*tshipeten*	*tshika peten*	*tshipa peten*	*tshipeteti*
3ps	*petam*^{u}	*tshika petam*^{u}	*tshipa petam*^{u}	*petamupan*
4ps	*petaminua*	*tshika petaminua*	*tshipa petaminua*	*petaminipani*
1pe	*nipetenan*	*nika petenan*	*nipa petenan*	*nipetetan*
1pi	*tshipetenan*	*tshika petenan*	*tshipa petenan*	*tshipetetan*
2p	*tshipetenau*	*tshika petenau*	*tshipa petenau*	*tshipetetau*
3p	*petamuat*	*tshika petamuat*	*tshipa petamuat*	*petamupanat*

– Transitive Animate verbs conjugated in the present indicative in independent order

Local direct		Local inverse	
2s-1s	*tshuapamin*	1s-2s	*tshuapamitin*

Non local direct		Non local inverse	
1s-3s	*nuapamau*	3s-1s	*nuapamik*^{u}
2s-3s	*tshuapamau*	3s-2s	*tshuapamik*^{u}
3s-4	*uapameu*	4-3s	*uapamiku*

– Choosing the verb based on the gender of the noun
Ex. : an. : *Nuapamau uapush. Uapishiu uapush.*
Ex. : in. : *Nuapaten mitshuap. Uapau mitshuap.*

– Sentence Construction
One word sentences (one verb)
Ex. : *Metueu.*

Two word sentences: subject + verb (no order)
Ex. : *Atusseu nikaui.*
Nikaui atusseu.

More complex sentences
subject + verb + direct object (no order) + adverb
Ex. : *Nanitam nikaui atusseu anite akushiutshuapit.*
Anite akushiutshuapit nanitam atusseu nikaui.
Nanitam atusseu anite akushiutshuapit nikaui.

More complex sentences: subject + verb + object + obviative
Ex. : *Shuni mueu uapimina.*
Uapimina mueu Shuni.
Shuni uapimina mueu.
Atikua uapameu Pien.
Pien uapameu atikua.
Piena uapameu atik^u.
Atik^u *uapameu Piena.*

Adverbs

– Manner: *tan, nanitam, ushkat, mamu, nasht, anu, shuk*^{u}, *apishish, etatu, shash*
– Time: *tan ishpish, utakushit, patush*
– Place: *tanite, katak*^{u}, *pessish, nuash, ashtanite, nutshimit*
– Intensity: *aiat, anu, apishish, ashtanite, etatu*
– Certitainty: *apu, anumat, atut, eshe, put*
Ex. : *Nanitam nikaui atusseu anite akushiutshuapit.*
Nutaui takushinipan utakushit.
Apishish nimitshin pimi uetakussiti.
Pessish ute tau nukumish.

Recognizing and using different sentence types and forms
- Types: declaration, question, exclamation and order
- Forms: affirmative and negative

Positive declaration	Ex. : *Metueu Shuni.*
Negative declaration	Ex. : *Apu metuet Shuni.*
Closed affirmative question	Ex. : *Metueu a Shuni?*
Closed negative question	Ex. : *Apu metuet a Shuni?*
Open affirmative question	Ex. : *Tshekuannu e tutak nutaui?*
Open negative question	Ex. : *Tshekuan eka menuatamin?*
Affirmative Exclamation	Ex. : *Metueu Shuni!*
Negative exclamation	Ex. : *Apu metuet Shuni!*
Affirmative order	Ex. : *Metue Shuni.*
Negative order	Ex. : *Eka metue Shuni.*

Use of Punctuation
- Period
- Question mark
- Exclamation mark
- Quotation marks
- Dash
- Colon
- Comma

Agreements within Sentences
- Conjugation markers of simple Intransitive Animate, Transitive Animate, Transitive Inanimate and Intransitive Inanimate verbs conjugated in the present, past, future and conditional in an independent order for all persons

Exploring and Using Vocabulary in Context
- Varied vocabulary associated with themes studied
- Visual vocabulary made up of frequently used words
- Forming simple verb tenses in the present, past, future and conditional
- Alphabetical rules for combining sounds and letters
- Dialectal variations

Using Commonly Accepted Spelling
- Spelling of most frequently used words
- Using capital letters to begin sentences and proper nouns

Using Spelling to Reflect Grammar
- Markers of gender and number of nouns
- Markers of diminutive nouns
- Markers of locative nouns
- Markers of noun possession

Strategies

ORAL COMMUNICATION STRATEGIES

Students can…

– be open-minded

– listen using body language (pay attention, eye contact)

– play active role

– take advantage of all opportunities to speak Innu

– speak loudly and clearly

– use verbal and non verbal cues to signal desire to speak or answer a question

– take risks when formulating sentences, even if sentences are repeated, clumsy or show hesitation

– stay on topic

– work out the meaning of expressions and new words based on context

– make sure they understand the ideas of others

– make connections between all ideas expressed

– reflect on the quality of their listening and participation

READING STRATEGIES

Strategies for Recognizing and Identifying Words in a Text

Students can…

– Instantly recognize words from their own visual vocabulary (stock of learned words)

– Decipher new words encountered in a written text using summary analysis (relating sounds to letters and syllables)

– Figure out the meaning of a word from others around it

– Use grapho-phonemic links (relationship between letters and sounds) to check if the anticipated words are correct

– Identify new words using a combination of sources (words before and after, links between letters and sounds, illustrations, graphs)

– Identify words that are rich in meaning

Reading Comprehension Strategies

Students can…

– Be clear about their purpose in reading and keep it in mind

– Skim over the text and anticipate its content (title, illustrations, headings, parts)

– Formulate hypotheses (predictions) and change them while reading

– Predict the outcome based on what has been read

– Use punctuation cues

– Retain useful information taken from content

– Overcome difficulties in comprehension be sticking to the task, starting over, rereading words, sentences or paragraphs, thinking it over internally, asking questions, changing reading speed (slowing down or speeding up), consulting reference material, examining illustrations, tables and graphs, discussion with peers

Strategies for Evaluating Reading Approach

Students can...

– Evaluate the effectiveness of approaches used

– Evaluate their reading ability

WRITING STRATEGIES

Students can...

– Use language references (word banks, example sentences, spelling word lists, soundcards)

– Reuse words that have been read or heard in a sentence

– Be clear about their purpose in reading and keep it in mind

– Come up with possible ideas for content (find and chose ideas)

– Create an outline, a table or other relevant supports

– Write up a first draft from ideas in their heads

– Look at what the writing assignment is asking or at an external support

– Make sure they have written expresses what they meant

– Read over their texts more than once

– Write marks and symbols if necessary as a reminder

– Use correction and auto correction functions on a computer

– Consult available reference materials.

– Check with another student or an adult

Strategies for Evaluating Approach

– Describe and explain the approach they used

– Comment on effectiveness of the strategies used

– Evaluate their own handwriting

TECHNIQUES

Learning Handwriting

– Regular spacing between letters (printed letters) regular spacing between words and word fragments (e.g. *nitatussen, nimishta-atussen, nika atussen, nika atussen*)

– Use the appropriate type of script according to the task at hand

– Ease of writing and legibility

Chapter 8

SUGGESTED THEMES
FOR YEARS 1-6

Suggested Themes for Years 1-6

1st CYCLE

YEAR 1: THEMES

1.1 *Nin*
1.2 Back to School
1.3 The Witch
1.4 My House
1.5 Christmas is Coming
1.6 A Strange Snowman
1.7 Valentine's Day
1.8 My Friend and I
1.9 I Eat Well
1.10 It's my Birthday
1.11 Summer

YEAR 2: THEMES

2.1 Back to School Party
2.2 Are You Afraid?
2.3 Great Jams
2.4 Let's Sing About Christmas
2.5 Wintertime Fun
2.6 Message to a Friend
2.7 A Snowmobile Trip
2.8 What is Best for Me
2.9 *Kakuss*
2.10 Summer Holidays are Almost Here

2nd CYCLE

YEAR 3: THEMES

3.1 The Smallest Innu Community
3.2 Partridge Hunting
3.3 The Forest and Trees
3.4 A Snowstorm
3.5 Let Me Introduce Myself
3.6 Recycling Paper

YEAR 4: THEMES

4.1 The Larch and the Dogberry
4.2 My Family Tree
4.3 Reduce, Recycle, Reuse
4.4 A Trip up North
4.5 A Good Athlete
4.6 I Work Well with My Hands

3rd CYCLE

YEAR 5: THEMES

5.1 Remarkable Women
5.2 A Professional Artist
5.3 Dictations in Innu
5.4 Let's Learn About: Sainte-Anne-de-Beaupré
5.5 The Legend of *Kupaniesh*
5.6 My Community
5.7 *Shanipiap* : A Multitalented Woman

YEAR 6: THEMES

6.1 My Healthy Lifestyle
6.2 I Got Involved in Sports to Impress a Girl
6.3 News Report
6.4 Discovering Other Nations
6.5 Portage Your Way to Success
6.6 The Music of the Innu Language
6.7 Winter Fishing

YEAR 1

THEMES

1.1   *Nin*

Vocabulary: words linked to the theme

My name, my age, my height, my family, my father, my mother, my grandmother, my grandfather, my brother, my sister, my community

Words and Sentences

I am tall
I am short
He is old.
He is young

1.2   Back to School

Vocabulary: words linked to the theme

My degree, my teacher, the school administration, my class, my desk, my seat, the board, the door, my friends, my school day, the time, the days of the week, the seasons, the months of the year, my things, my school supplies: my eraser, pencil, book, ruler, scissors, glue, coloured pencils, exercise book

Verbs and Sentences

I listen / I am listening...	It is big.
I read / I am reading.	It is red.
I speak / I am speaking.	It is blue.
I count / I am counting.	It is beautiful.
I write / I am writing.	She is beautiful.
I organize / I am organizing.	I am learning how to get to know other people.
I cut / I am cutting.	I am learning about shapes.
I sing / I am singing.	I am learning about colours.
I am working in a group.	I am doing my seat work.

1.3   The Witch

Vocabulary: words linked to the theme

Month, October, *matshi-kukuminash*, *kushimasha*; parts of the face: eyes, mouth, nose, head, hair, ears; colours: orange, black, purple

Numbers: 1 to 10

Verbs and Sentences

He is orange / She is orange.
She is chubby.
She has two eyes.
She has a nose.
She has a mouth.
She has two ears.
She has a pointy hat.

1.4   My House

Vocabulary: words linked to the theme

Rooms in the house: bathroom, bedroom, dining room, kitchen, basement; furniture: bed, window, door, table, chair; colours: blue, white, red, brown

Verbs and Sentences

My bedroom is big.
My bedroom is pink.
The kitchen walls are yellow and brown.
The table is round.
The table is rectangular.

1.5   Christmas is Coming

Vocabulary: words linked to the theme

Month, December, Santa Claus, snowman, snowmobile, Christmas trees, ornaments, lights, star, angel, presents, toys, doll, car, Christmas card, Christmas story, milk, cookie, Christmas stocking; shapes: circle, triangle, square and rectangle; colours: green, white, red

Numbers: 1 to 10

Shapes: circle, triangle, square, rectangle

Verbs and Sentences

I help / I am helping my father.   I can't wait.
I help / I am helping my mother.   I am happy.
I decorate / I am decorating the Christmas tree.
I am giving him / her a gift.
I am making a gift.

1.6   A Strange Snowman

Vocabulary: words linked to the theme

Month, January, season, winter clothes, boots, mittens, tuque, hat, scarf, snowman, broom, carrot, snow; shapes: square, circle, triangle, rectangle; colours: bleu, white, red, yellow, green, brown, grey, black, white; parts of the body: head, eyes, nose, mouth, arm, body

Numbers: 1 to 10

Verbs and Sentences

I slide / I am sliding.
He slides / He is sliding.   It is snowing.
I play outside / I am playing outside.
He plays outside / He is playing outside.
I roll a snowball / I am rolling a snowball.   It is cold.
He rolls a snowball / He is rolling a snowball.
I make three snowballs / I am making three snowballs.   I am cold.
He makes three snowballs / He is making three snowballs.   I like playing in the snow.

I make / I am making a big snowball for the body.   His nose is shaped like a triangle.
He makes / He is making a big snowball for the body.
I make / I am making another snowball for the belly.   His mouth is shaped like a rectangle.
He makes / He is making another snowball for the belly.
I make / I am making a small snowball for the head.
He makes / He is making a small snowball for the head.
His belly is shaped like a rectangle.
His head is shaped like a triangle.

1.7   Valentine's Day

Vocabulary: words linked to the theme

Month, February, winter, birthdays of friends, cake, greeting cards, present, heart; colours: pink, red

Verbs and Sentences

The heart is red. I like you.
The heart is pink. I love you.
I like my teacher.
I love Mommy.
I draw / I am drawing.
I colour / I am colouring.

1.8   My friend and I

Vocabulary: words linked to the theme

Animals: dog, cat, mouse, fish, bird; small animals: *atimuss*, *minushiss*, *apikushishiss*, *nameshiss*, *pineshishiss*; What colour are they?: black, brown, grey, red, yellow

Numbers: 1 to 10

Verbs and Sentences

He / It is black. He/ It is furry.
He/ It is brown. He/ It barks.
He/ It is big. He/ It is sleeping.

He/ It is little. He/ It plays / is playing.
He/ It is nice. He/ It lives in a house.
He/ It is soft. He/ It sleeps in his doghouse.
He/ It is grey. He/ It swims / is swimming.
He/ It is red. He/ It flies / is flying.
He/ It is yellow. He/ It runs / is running fast.
I like…

1.9   I Eat Well

Vocabulary: words linked to the theme

Month, April, spring, Easter cards, eggs, chocolate, the four food groups; fruits and
vegetables: apple, orange, banana, potato, cabbage, tomato; Milk products: milk, butter,
cheese; meat and meat substitutes: chicken, caribou, beaver, fish, eggs;
cereal group: bread, porridge, breakfast cereals, *pakan/shipai*

Numbers: 1 to 10

Verbs and Sentences

Bananas are yellow.
Apples are red.
Oranges are round.
Cabbage is green.

Il like / He likes chicken.
Il like / He likes chocolate eggs.
Il like / He likes beaver.
Il like / He likes le caribou.
Il eat / He eats chicken.
Il eat / He eats eggs.
Il drink / He drinks milk.

1.10   It's My Birthday

Vocabulary: words linked to the theme

Month, May, spring, cards, candles, party, cake, present, flowers, drawings, *nin, tshitanish*,
nin, *tshikuss*, Grandma, Mother's Day; the days of the week: Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday, Saturday; colours: pink, white, red, yellow, green, orange, purple

Numbers: 10 to 20

Verbs and Sentences

I am happy.
I am seven.
I can't wait.
I am making a present.

I love Mommy.
Thank you Mommy.
I love Grandma.
I love you.

1.11   Summer

Vocabulary: words linked to the theme

Month, June, Father's Day, Dad, Grandpa, summer, holidays, rest, bike, softball, skipping rope,
canoe races

Numbers: 10 to 20

Verbs and Sentences

It is hot. I like / He likes summer.
It is windy. I like / He likes playing outdoors.
It is raining. I like / He likes swimming.
It is sunny. I ride my bike. / He rides his bike.
The weather is beautiful. I have / am having fun. He has / is having fun.
I enjoy. / He enjoys.
I love my father. He loves his father.
He is nice
He works hard.
He loves fishing.
He loves hunting.

YEAR 2

THEMES

2.1   Back to School Party

Vocabulary: words linked to the theme

Grade 2 class, my desk, my seat, the board, the door, my book bag, my sneakers, my snack, my books, my games, my balls, cake, snack time, family, Grandpa, Grandma, my aunt, my uncle, Ms X or Mr. X, the Grade 2 teacher, Ms X or Mr. X, school principal

Numbers: 1 to 20

Verbs and Sentences

The holidays are over.
I can't wait to meet my new teacher.
My teacher's name is…
I get to see my friends again.
It is the back to school party.
The party is outside / inside.

Children play / are playing ball.
My whole family is here.
Everyone is happy.
I am happy
My book bag is heavy.
He / She is bringing the balloons.

2.2   Are you afraid?

Vocabulary: words linked to the theme

Halloween, October 31, pumpkin, costumes, witch, moon, street, houses, lights, ghost, black cat, spider, skeleton, vampire, skull, bone, blood; colours: orange, black, purple, white, yellow, red, grey

Numbers: 1 to 30

Verbs and Sentences

He / She is orange.
She is round.
It is October 31.
I / He put on a costume
It is the evening / the night.

I am hiding.
There is blood.
There is a grave.
There are lights on in the houses.
I go from door to door.

There are ghosts.
The ghost is ugly.
It is scary.
I am / He is afraid.
There is a noise.

There are a lot of pumpkins.
The children laugh / are laughing.
The children cry / are crying.
The costumes are beautiful / scary.
There is blood on the skeleton.

2.3   Great Jams

Vocabulary: words linked to the theme

Berry picking, berries, aunt, uncle, forest, woods, strawberry, raspberry, blueberries, bakeapples, partridge berry, fruit, water, sugar, bowl, spoon, teaspoon, plate, saucer, cup, glass, knife, fork, jam, recipe, kitchen, stove, table, bread; colours: red, blue, orange

Numbers: 1 to 30, counting by tens to 30

Verbs and Sentences

It is good.
It is sweet.
It is hot.
It is bitter.
It is boiling.
I am measuring…
I pour é I am pouring.
I stir é I am stirring.
I cook / am cooking.
I taste / am tasting.

I like / He likes…
Pour the berries into a bowl.
Add water.
Mix everything together.
Cook it in a pot.
Pour the jam in a pot.
Taste the jam.
The berries are frozen.
You have to thaw them and wash them.
The jam is good / sweet.

2.4   Let's Sing About Christmas

Vocabulary: words linked to the theme

Month, December, the holiday season, December 25, Christmas carols, traditional Church carols, Christmas Day dinner, midnight, Christmas Eve, food, meat pies, turkey, caribou, beaver, bread, pies, rabbit, Santa Claus, Santa's sleigh, gifts, toys, children, family, sack, Santa's laugh, Christmas tree, star, angels, Christmas decorations, lights; colours: red, white, green, yellow, blue, brown, black

Numbers: 1 to 40, count to 40 by tens

Verbs and Sentences

I sing / I am singing.
He sings / He is singing.
I listen / I am listening.
He listens / He is listening.
He prepares / He is preparing...
He cooks / He is cooking.
I decorate / I am decorating.
He decorates / He is decorating.
I love Christmas.

It is Christmas time.

It is fun.

Everybody is happy.
The houses are well decorated.
The tree is fantastic.

Santa is coming.
He is giving gifts to good girls and boys.
It is midnight.
It is time to eat.

2.5   Wintertime Fun

Vocabulary: words linked to the theme

Month, January, winter, winter clothing, boots, mittens, winter hats, scarf, winter coats, snowsuit, snow shoe, skate, sled, toboggan, hockey stick, puck, rink, snowmobile, friends, walk, storm; colours: blue, white, red, yellow, green, orange, purple, brown, black

Numbers: 1 to 40 and up to 40 counting by tens

Verbs and Sentences

It is frozen.
It is really cold.
I am cold.
I dress warmly.
I like winter.
I like sliding.

I am / He is going snowshoeing with my older brother Pien.
I am sliding / He is sliding.
I skate / I am skating.
I am / He is going snowmobiling with my parents.
I play / am playing outside.
I play / am playing hockey.
We are having fun.
We are happy.

2.6   Message to a Friend

Vocabulary: words linked to the theme

Month, February, Valentine's Day, February 14, friend, friends, friendship, love, to be in love, message, radio, card, chocolate, broken heart, gift, heart; colours: pink, red

Numbers: 1 to 40 and up to 40 counting by 10

Verbs and Sentences

I like you. / He likes me.

I love you. He loves you.

I like my teacher.
I love Mommy.
I am / He is alone.
I am / He is sad.
I forgive / am forgiving my friend.
I speak / am speaking to someone.
I feel good.
I think / am thinking about someone.

I send / am sending a message.
He sends / is sending a message.
I get / I am getting message.
He gets / He is getting message.
I have / He has friends.
I write / am writing
I draw / I am drawing.
I colour / I am colouring.

2.7   A Snowmobile Trip

Vocabulary: words linked to the theme

Month, March, sun, warmth, clouds, snowmobile, parents, children, friends, woods, forest, trees, trails, water, ice, snow, lake, pond, river, brook, mountain, fire, tent, firewood, wood-stove, fishing, fish, trout, fishing pole, snowmobile boots, snowmobile suit, meal, tea, coffee

Verbs and Sentences

I go / am going fishing at the lake.

He lights / is lighting a fire to warm up.
I cook / am cooking.
He cooks / is cooking.

I catch / am catching a fish.
He catches / is catching a fish.
I am / He is proud.
The fish is small.

I fish / am fishing.
He fishes / is fishing.
I go / am going home.
He goes / is going home.
I travel / am travelling by snowmobile.
He travels / is travelling by snowmobile.
I stop / am stopping.
He stops / is stopping.
I cut / am cutting a hole in the ice.
He cuts / is cutting a hole in the ice.
He is cold.
He is warm.

The fish is big.

2.8   What is Best for Me

Vocabulary: words linked to the theme

Month, April, Nutrition Month, banana, pear, grapes, blueberries, strawberries, raspberries, cookies, chips, soft drinks, candy, chocolate, chewing gum, beef, veal, pork, pumpkin, ice cream, cake, corn, fries, juice, lobster, crab, shrimp, cod, salmon, trout

2.9   *Kakuss*

Vocabulary: words linked to the theme

Month, May, animal, porcupine, road trip, route, wooded, bits of food, bark, car, family, picnic, Dad, stick, food, quills, jewels, Grandma, fire, shelter; colour: black

Numbers: 1 to 50 up to 50 by tens

Verbs and Sentences

I am / He is going on a trip.
Mom / Dad prepare / is preparing a lunch.
Dad / Mom drives / is driving the car.
Grandma travels / is travelling with us.
I see/ He sees an animal.
It is black.

He looks tired.
He has some quills.
He is shy.
Dad kills the porcupine to feed his family.
Grandma skins and cleans the porcupine.
She blows up the porcupine like a ball.

It has a small head.
It has a small tail.
It has small ears.
The quills are used to make jewelry.

She puts it over the fire.
She burns the porcupine quills.

2.10   Summer Holidays are Almost Here!

Vocabulary: words linked to the theme

Month, June, summer, vacation, warmth, sun, protection, end of the year, award, beach, indoor pool, outdoor pool, swimming, sunglasses, beach towel, sunscreen, sunburn, sunstroke, bike, softball, skipping, ball, dress, sweater, skirt, shirt, swimsuit, sun, water, restaurant, cinema, bowling, park, weather, warmth

Numbers: 1 to 50 up to 100 by tens

Verbs and Sentences

It is hot.
It is a beautiful day.
I like summer.
I swim / am swimming in the pool.
I am careful.
I go / am going to the pool.
I go / am going to the beach.
I like swimming.

I put / am putting on sunscreen.
I bring / am bringing…
I listen / am listening to the safety rules.
I drive / am diving down to the bottom.
I go / am going to the movies.
I go / am going to the restaurant.
I go / am going to the park.
I am tired.

3rd YEAR

THEMES

3.1   The Smallest Innu Community

Vocabulary: words linked to the theme

Pakut-shipu, *Mamit*, my house, school, church, health clinic, police station, government office, community radio station, airport, population, activities, 300 people, teacher, school principal, secretary, caretaker, local boat operator, police officer, nurse, interpreter, cashier, priest, ATV, cars, snowmobiles, garbage trucks, motor boats, bikes, geographic location, river of sand, shallow river, St. Augustine River, salmon, hunting, fishing, trout, fur-bearing animals, winter, fishing under the ice, snowmobile trail, markers, snowshoes, whales, seals, seabirds, icebergs, camping, tents, crafts, craft sale

Numbers: 1 to 70 and up to 100 by 10s

Verbs and Sentences

It is the smallest Innu community.
There are around 300 people.
Pakut-shipu is located in *Mamit*.
It is not accessible by road.
The community can only be reached by boat or plane.
The people of *Pakut-shipu* hunt and trap.
The children go to the community school.
In the winter, people get around on snowmobile.
In the summer, people get around on ATVs.
People use boats to cross the river.
Whales and other marine wildlife can be seen there.
You can buy many different crafts there.
There are lots of trout and salmon in the area.

3.2   Partridge Hunting

Vocabulary: words linked to the theme

Colour, brown, black, grey, orange, red, feathers, hard to pick out, the noise its wings make, Hunting dog, woods, grass, seeds, plant life, plants, wings, nest, berries, leaves, insects, worms, bullet bag, hunter, rifle, low calibre rifle, bullets, small bullets, pluck, clean, cut into pieces, cook, key direction words: ahead, behind, above, below, over there, here, under, far, near

Numbers: 1 to 70 and up to 100 by 10s

Verbs and Sentences

I am / he is going hunting.
I am / he is going partridge hunting.
I watch / he watches the partridge.
I listen / am listening to the sounds it makes.
He listens / is listening to the sounds it makes.
It eats / is eating seeds.
I walk /am walking quietly.
He walks /is walking quietly.
It makes a lot of noise when it flaps its wings.
I bring / am bringing along a small rifle and some small bullets.
It hovers overhead.
The partridge is perched on a branch. It nests on the ground.
It stays on the ground. It makes sure it is well hidden.
It walks down the path.
It eats leaves, berries, seeds and a lot of insects and worms.
When it calls at night it makes a chirping sound.
When it is under stress, it makes a rapid tweeting sound.

The partridge runs and hides.
It does not move much.
It eats / is eating grass.

3.3   The Forest and Trees

Vocabulary: words linked to the theme

fir, black spruce, white spruce, pine, birch, trunk, branches, leaves, needles, characteristics, medicinal properties, la gum, bowl, sharp object, forest, uses, boughs, tent, Christmas tree, birch, making traditional tools, toboggan, snowshoe, bread pan

Verbs and Sentences

I climb / am climbing trees.
He climbs / is climbing trees.
I look / am looking for the gum.
He looks / is looking for the gum.
I gather / am gathering the gum.
He gathers / is gathering the gum.
I bring / am bringing it home.
He brings / is bringing it home.
My grandfather shows / is showing me how to prepare it.
I go / am going into the country with my grandfather.
I look / am looking for a birch tree which is straight, tall and covered in bark.
He looks / is looking for a birch tree which is straight, tall and covered in bark.
I choose / am choosing.
He chooses / is choosing.
I cut / am cutting the birch tree.
He cuts / is cutting the birch tree.
I carry / am carrying it out on my shoulders.
He carries / is carrying it out on his shoulders.
I remove / am removing the birch bark.
He removes / is removing the birch bark.
I cut / am cutting the trunk into planks.
He cuts / is cutting the trunk into planks.
We have to be careful.
The gum helps cure infections.
The bark is used to make tools.

3.4   A Snowstorm

Vocabulary: words linked to the theme

Events, snowstorm, powder, road, telephone, light, school, school closures, stores, power outage, candles, flashlights, cards, board games, bingo, clearing away the snow, snow, heavy snowfall, school, light, schools are closed, heat, ice, electricity, school bus, firewood

Verbs and Sentences

A storm is blowing.
It is very cold.
There is a lot of snow.
There are high winds.
Lots of snow is falling.
We cannot go outside.
School is closed.
There is no electricity.
The stores are closed.
There is no school.
We cannot play outside.
The children play / are playing inside.
We are using candles for light.
The lights have gone out.
Nothing works in the house.
The children are happy.
It is a special moment to spend with family.

3.5   I Want to Introduce Myself

Vocabulary: words linked to the theme

father, mother, brother, sister, younger brother and sister, older brother and sister, aunt, uncle, cousin, great grandparent, paternal and maternal grandparents, birthplace, age, birth date, place in the family, home address, friend, best friend, favourite sport, favourite subject, singer, favourite group, favourite pass-time, favourite colour, favourite animal, passport, family photo album, photos, degree, sports, hockey, volleyball, computer, books, diary, music, movie

Numbers: 1 to 90, count to100 by tens

Verbs and Sentences

I am going to speak about myself.	My favourite colour is…
I would like to introduce myself…	My favourite animal is…
My name is…	My best friend is…
I am… years old.	I like to play sports.
I was born on…	I like collecting hockey cards.
I live…	I like collecting volleyball cards.
In my family, I am…	I like writing in my diary.
My dad's name is…	I like reading.
My mother's name is…	I like music.
What I really like is…	I like watching movies.
My favourite sport is…	I like using my computer.
My favourite subject is…	I like school.
My favourite singer is…	I like dancing.

3.6   Recycling Paper

Vocabulary: words linked to the theme

Paper, recycling, recycling symbol, reduce, reuse, recycle, woods, trees, house, school, black spruce, white spruce, fir, pine, larch, birch, types of paper, newspaper, phonebooks, books, envelopes, paper bags, cardboard boxes, aluminum foil, tin foil, toilet paper, paper towels, recycled paper, non recyclable paper, reusing paper and cardboard, recycling bin, garbage can, garbage, environmental protection, habits

Numbers: 1 to 100, count to 100 by tens and to 300 by hundreds

Verbs and Sentences

I recognize the recycling symbol.
I am changing my ways.
He is changing his ways.
I recycle…
He recycles…
I reuse…
He reuses…
I throw away…
He throws away…
I protect…
He protects…
I respect the environment.
He respects the environment.
I inform…
He informs…
I don't litter.
He doesn't litter.

YEAR 4

THEMES

4.1   Larch and Dogberry

Vocabulary: words linked to the theme

Trees, larch, dogberry, characteristics, medicinal properties, branches, country, woods, uses, herbal tea, cough, bark, liver

Numbers: 1 to 70, up to 200 by tens, up to 300 by hundreds

Verbs and Sentences

I am going into the country with my grandmother.
I look for / am looking for larch.
I look for / am looking for birch.
I climb / am climbing the trees.
I cut / am cutting the branches.
I put / a putting the branches in my bag.
I remove / am removing the bark.
I bring / am bringing them back home.
I know how to recognize larch.
I know how to recognize birch.
My grandmother shows / is showing me how to prepare herbal tea.
My grandmother prepares / is preparing herbal tea.
I drink / am drinking.
I taste / am tasting.
The tea is hot.
It is good for curing a cough.
It is good for relieving liver problems.
I am sick.
I feel better.

4.2   My Family Tree

Vocabulary: words linked to the theme

Relatives, family tree, ancestors, relationships, feelings of belonging, father, mother, uncle, aunt, brother, sister, grandfather, grandmother, great grandmother, great grandmother, generation, cousin, nephew, niece, godfather, godmother, godson, goddaughter, grandson, granddaughter, grandchildren, first name, family name, youngest in the family, oldest in the family, wedding, anniversary, death in the family, the deceased, nations, place names, place of worship, lifestyle, arranged marriages, adoption, history, message bearers, messages

Verbs and Sentences

I establish / am establishing relationships.
I discover / am discovering…
I research / am researching.
I consult / am consulting…
I identify / am identifying…
I interview / am interviewing…
I meet / am meeting…
I visit / am visiting…
I listen / am listening carefully to…
I take / am taking notes.
I record / am recording…
I am surprised.
I am proud.
I belong to…
I did not know that.
I know my history.
I write / am writing…
I learn / am learning a lot about my family.

4.3   Reduce, Reuse, Recycle

Vocabulary: words linked to the theme

Recycling, glass, plastic, metal, house, school; types of glass: soft drink bottle, cooking oil bottle, juice bottle, wine bottle, beer bottle, water bottle, grocery bags, milk bags, pill bottle; types of metal : soft drink can, juice can, beer can, tin cans, aluminum plates, reuse, recycling bin, garbage can

Numbers : 1 to 200, up to 300 by tens, and to 300 by hundreds

Verbs and Sentences

I recognize the recycling symbol.
I am changing my ways.
I reduce / am reducing.
I recycle / am recycling.
I reuse / am reusing.
I throw / am throwing away.
I protect / am protesting.
I respect the environment.
I rince / am rincing glass, plastic and metal.
I tell /am telling my family and friends, the students and the school administration.
I put / am putting up posters.
I place / am placing recycling bins around.
I consult the band council.

4.4   A Trip up North

Vocabulary: words linked to the theme

Matimekush Lac John, north, south, Sept-Îles, fall, winter, train, plane, distance, map, caribou, river, lake, mountain, hunters, fisherman, White people, English, luggage, cards, deck of cards, duration, trip, regional characteristics, former mining town, harshness of the climate, caribou country, abundance; *Matimekush* : *matshimekushiunnu*; *Mani-utenam* : *apituamissiuinnu*; *Uashat* : *uashaunnu*; autres nations : *Naskapiunnuat*, *Kawawashikamak*

Verbs and Sentences

I pack / am packing my bags.
I take / am taking the train à Sept-Îles.
I arrive at the station at 7 o'clock.
I take / am taking a lunch for the day.
The train heads / is heading up north.
I meet hunters and fishermen. Some speak French, others speak English.
I play / am playing cards. I speak / am speaking to other people.
I sleep / am sleeping.
I can see the Moisie River, lakes and mountains.
I can see a herd of caribou.
The train stops / is stopping to let the herd cross.
The train stops at several places.
We arrive around seven o'clock.
I am hungry.
I am surprised.
I really enjoy / I am really enjoying my trip.
I am tired.
I cannot wait.
I am happy.
I am sad.
I am embarrassed.
I am shy.

4.5   A Good Athlete

Vocabulary: words linked to the theme

Players, goaltender, coach, referee, fans, parents, practices, arena, outdoor rink, rules, penalties, forward positions, defense, equipment, helmet, sneakers, shorts, t-shirt, jersey, pants, shin pads, skates, gloves, puck, hockey stick, ball, net, tournament, communities, price, trophy, champion, road trip, raising money, involvement of young people, volunteers, competitions, teams, dialects, atmosphere

Verbs and Sentences

We won. I am proud.
We lost. I am happy.
I / He made some good passes. I am nervous / stressed.
I / He scored two goals. I feel confident.
I am / He is ready. I cannot wait to play.
I listen to my coach's suggestions.
He listens to his coach's suggestions.
I am calm
I wait / am waiting for my turn.
He waits / is waiting for his turn.
I am happy.
I outplay / am outplaying my opponent.
He outplays / is outplaying his opponent.
I am excited.
I / He scored five points. I want to win.
My teammate has a hard shot / hits hard.
I am going to win.
I warm up / am warming up before the game.
He warms up / is warming up before the game.
The parents shout / are shouting / cheer /are cheering and clap /clapping.
The losing team, the parents, the friends cry / are crying, are angry.
The winners jump / are jumping with joy.

4.6   I Work Well with my Hands

Vocabulary: words linked to the theme

Object, fabrication, tools, material, beads, punch, thread, bracelet, leather, rows of pearls, glue, pattern, paper, needle, measuring tape, wood, scissors, paint, varnish, knife, different colours, metal thread, wool, flour, water

Verbs and Sentences

There are different coloured beads.
Bracelets are made out of many different materials.
You choose beads according to the colours you like.
You shape the leather.
You thread a pearling needle.
You follow your measurements when using your leather.
It requires three rows of pearls.
It is easy.
It is difficult.
It is easy to do.
I have instructions to follow.
I like...
I don't like this.
I am good with my hands.
It is expensive, inexpensive.
I knew what to do.
It was my creation.
It is difficult to find (the material).
The pearling technique is recent, traditional or modern.

YEAR 5

THEMES

5.1   Remarkable Women

Vocabulary: words linked to the theme

Artisan, work, house, animal skin, leather, fur, embroidery, beadwork, fabric, supplies, imitation leather, real leather, caribou skin, beaver skin, seal skin, canvas, beads, embroidery thread, needles, thimble, scissors, punch, sewing machine, original piece, patterns, flowers, border, Innu symbols, making, moccasins, mittens, handbags, children's boots, women's boots, men's boots, traditional jackets and vests, dolls, school supplies, culture, young people, visits, school, special events

Numbers: 1 to 300, up to 500 by tens, up to 500 by hundreds

Verbs and Sentences

The craftswoman occupies her free time.
She works alone.
Her supplies are in a box.
She works in a well lit place.
She wears glasses if necessary.
She shapes, she cuts, she puts together.
She embroiders / is embroidering.
She sews / is sewing.
She folds the skin or leather to create a round shape.
She puts / is putting the finishing touches on...
She stores / is storing..
She decides / is deciding on her price.
She sells during the summer season.
She can make a pair of moccasins in one day.
She tells / is telling her story.
She visits / is visiting her community school.
She passes / is passing on her culture and know-how.
She speaks / is speaking to the children.
The children listen / are listening to her.
She explains / is explaining the technique to them.
She shows / is showing them how to do it.

She displays / is displaying her work.
She exhibits / is exhibiting her work.
She is proud.
She is calm.
She is meticulous.
She is an expert.
She works well with her hands.

5.2   A Professional Artist

Vocabulary: words linked to the theme

Ernest Dominique, pseudonym, Aness, in memory of his grandmother, community, *Matimekush* Lac John, passion, painting, realism, style of painting, subjects, children's faces, faces of young women, faces of elders, faces of Innu warriors, scenes of traditional Innu lifestyle, history of his people, children's literature, inspiration, the history of a people who have been marked by a tragic past, favourite animal, wolf, exhibits, world, Canada, the United States, Europe, painting, brush, work of art, faces, children, young women, warriors, pain, people, portraits, animals, beauty, art gallery, public, reputation, elders, nature, culture

Verbs and Sentences

I was born into a family of twelve children.
My brothers and sisters all have artist talent.
I went to elementary school and high school in *Matimekush* / Lac John.
I have not had an easy life.
I wanted to run away from my problems and difficulties.
I turned to painting.
I discovered a real passion for it.
I left home at age 15.
I studied in Chicoutimi and Jonquière.
My work is exhibited around the world.
I opened my own art gallery in Wendake.

5.3   Dictations in Innu

Vocabulary: words linked to the theme

June, dictation, words, verbs, studies, sentences, punctuation, letters, grammar, practice, reading, competition, participation, Innu language, win, lose, representative, award, prize, preparation, May, student, difficulty, motivation, pronunciation, dialects, encouragement, mistakes, good loser, writing, pays attention, determination, stress, pride, practice, nerves, excitement, attendance, relaxation techniques, relaxation, comprehension, cheating

Numbers: 1 to 400, up to 600 by tens, up to 600 by hundreds

Verbs and Sentences

I get / am getting involved in
I focus / am focussing on writing well.
I work / am working hard.
I focus / am focussing on studying.
I study / am studying. I am happy.
The dictation is easy. I am disappointed.
The dictation is hard. I am stressed.
I study / am studying the hard words. I am calm.
I look / am looking for words in the dictionary. I like doing dictations.
I look / am looking up the meanings of words.
I did it.
I am careful.
I am a good listener.
There are several winners.
I read / am reading. I learn / am learning.
I write / am writing. I want to learn.
I want to win. I don't cheat.
I represent / am representing

5.4   Let's Learn About: Sainte-Anne-de-Beaupré

Vocabulary: words linked to the theme

pilgrimage, Sainte-Anne-de-Beaupré, July 26, Saint Anne's Feast Day, near Quebec City, west of *Pessamit*, along route 138, priests, nuns, religious people, sick people, pilgrims, nations, other cultures, site, cathedral, campgrounds, souvenir shop, hotels, swimming pool, tent, tent trailer, camper, cars, mass, prayer, hymn, candlelight procession, candles, cross, statue, medals, images, necklace, rosary, hold water, fireworks, thunder, friends

Verbs and Sentences

I travel / am travelling to Sainte-Anne-de-Beaupré with my family.
I camp / am camping.
I stay / am staying in a hotel.
I meet / am meeting friends.
There are lots of people.
There are many Innu tents and other tents.
There are many tourists.
The weather is very hot.
There is thunder and lightning.
There is a heavy rainfall.
The ground is soaking wet.
There are many children.
There are fireworks.
There are sick people.
There are many priests and nuns.
I make / am making lots of friends.
I can hear many different languages around me.
People cook their food outside.
I buy / am buying some religious objects: a cross, medals, a statue and pictures.
I get / am getting them blessed.
I pray / am praying, I sing / am singing. I can hear hymns.
I visit / am visiting the cathedral.
I go / am going swimming in the pool.
I feel really good.
I find it wonderful.
It is very moving.
I feel nervous.
I love Saint Anne's Feast Day.

5.5 The Legend *Kupaniesh*

Vocabulary: words linked to the theme

Kupaniesh, caribou, places, children, *Innu*, his children, partridge, rabbits, lakes, animals, His wife, ussinitishu, a pocupine, hunters, his youngest son, intestines, an interpretation, a moral

Numbers: 1 to 500, up to 700 by tens, up to 700 by hundreds

Verbs and Sentences

A long time ago...
My grandfather told me…
Stories have come down to us from a long time ago.
It is the evening.
Children are getting ready to go to bed.
Children gather round quietly.
The legend starts with…
There are always characters and animals in the legend.
At the end of August
At the end of December
During the autumn hunt.
There was an young Innu man.
In the woods.
They were old.
To go hunting with them.
The go deep into the country.
He goes to cut wood.
He rests for awhile
They have an argument.
They talk about him.
They have something to eat.
He never goes hunting.
He flies / steals.
They walk.
He asks…
He tries.

He tracks him.
He sees.
They had cut up the caribou.
He invites everyone.
He tells everyone.
I fell into the trap.
They did not want to share their food with him.

5.6 My Community

Vocabulary: words linked to the theme

Communities, *Pakut-shipit*, *Unamam-shipit*, *Nutashkuanit*, *Ekuanitshit*, *Uashat*, *Mani-utenam*, *Matimekush* Lac John, *Pessamit*, *Essipit*, *Mashteuiatsh*, businesses, house, school, church, medical clinic, police station, store, band council building, youth centre, fire hall, hospital, bank, movie cinema, restaurant, garage, car dealerships, outfitters, community centre, fish plant, craft shop, careers, teacher, school principal, secretary, school custodian, bus driver, firefighter, police officer, doctor, nurse, interpreter, cashier, priest, fisherman, artist, artisan, singer, seamstress, radio host, tv host, photographer, chef, garbage collector, means of transportation, car, snowmobile, dump truck, train, boat, airplane, police car, helicopter, tractor, bike, animals, fish, wild fruit, salmon, wananish, northen pike, trout, lobster, crab, scallops, lake trout, capelin, whitefish, shrimp, sea snails, eel, walleye, smelt, bakeapples, partridgeberries, blueberries, wild strawberries, raspberries, squash berries, rabbits, geese, bear, beaver, porcupine, martin, moose, loon, caribou, partridge, wolf, duck, lynx

Verbs and Sentences

There are nine communities.
I know the names of all nine communities.
I have visited some of the communities.
I have relatives who live in…
There are no car dealerships or movie cinemas in my community.
To see a movie, I have to go into town.
My parents go into town to buy fish.
I fish / He fishes in the river.
I don't like eel, sea snails.
I have never eaten whitefish.

5.7   *Shanipiap*: The Multitalented Woman

Vocabulary: words linked to the theme

Artist, writer, composer, interpreter, TV host, production, producer, television, song, writing, album, child, Innu values, culture, music, grandparents, Schefferville, Wendake, in the old days, today, discography, young people, natural spaces, people, lifestyle, exploration, tradition, legend, songs, Innu games, TV show, animal

Numbers: 1 to 600, and up to 800 by tens, up to 800 by hundreds

Verbs and Sentences

She is an artist with many talents.
She comes from…
She is a writer.
She writes her own music.
She produces her own TV programs.
Throughout her work, she emphasizes the importance of her mother tongue.
She released her first album in 1999 under the name of *Shanipiap* (the moon of Labrador).
Her shows pass on the values of her grandparents.
Her shows are specifically designed for children, in the open country.
In some segments of her programs she explores traditions, legends, Innu games.
In her shows, she gives a lot of importance to animals.
She always says, "We must know who we were in order to become who we will be."

YEAR 6

THEMES

6.1   My Healthy Lifestyle

Vocabulary: words linked to the theme

November, drug awareness week, event, prevention, education, school, community workers, brochure, pamphlet, health, law, community, store, cigarette, drug, alcohol, medication, tobacco, powder, leaves, pills, physiological effects, psychological effects, dangers, abuse, addiction, negative consequences, physical; health problems, psychological problems, problems at school, relationship problems, friends, family, guest speaker, teacher, Instructors and Teachers of Persons with Disabilities, parents, nurse, security guard, street worker, to abstain, to say no

Numbers: 1 to 700, up to 800 by tens, up to 800 by hundreds

Verbs and Sentences

I do not smoke cigarettes.
He does not smoke cigarettes.
I drink / He drinks alcohol.
I do not / He does not drink alcohol.
I do not / He does not do drugs.
I look / He looks after my / his health.
I choose my friends.
He chooses his friends.
I understand the problems associated with drug abuse?
Do I know the different types of drugs?
Are cigarettes drugs?
Am I allowed to smoke and drink alcohol?
Do I know the side effects, consequences and dangers of cigarette smoking?
of doing drugs? of drinking?
Do I know people in the community who can help me?
What is the best attitude to have?
He is / She is a person at risk.
A person at risk is generally someone who feels lonely, sad and excluded.

A person at risk is someone who wants to do and be like the others, like their friends.
A person at risk is someone who lacks self-confidence and self-esteem.
A person at risk is someone who has family members who do drugs and alcohol.

6.2   I Got Involved in Sports to Impress a Girl

Vocabulary: words linked to the theme

David Gill, date of birth, December, community, *Mashteuiatsh*, his family, his father, His mother, his brothers, his sisters, his elementary school and high school days, his postsecondary studies, Quebec, language, hobbies, participation, Aboriginal Interband Games, running, performances, His awards, athlete, track and field, athleticism, excellence, championships, records, performances, field of studies, English language teacher, university, his involvement, his message, his values, a role model, track, run, competition, win, elite, determination, work, accomplishment

Verbs and Sentences

His name is David Gill.
He comes from...
He was born on...
He has ...brothers and ... sisters...
His father's name is...
His mother's name is...
He grew up in...
He went to *Amishk^u* School...
He started running...
He began to enjoy sports...
His parents encouraged him.
He stayed in his community until he was 17 years old.
He continued his studies in hopes of becoming...
He has won several provincial and national awards.
His goal was to participate in the 2008 Summer Olympics in Beijing, Chine.
He is proud of his culture.

6.3   News Report

Vocabulary: words linked to the theme

Radio, radio host, reporter, news, community, contact, Wendake, society, nations, ratings, local radio station, programming, language, information, interview, music, songs, prayers, games, special events, collaboration, culture, education, socio-economic development, commercials, Labrador, logo, drum, bingo, Innu concerns, special guests, regional news, local news; political interest shows, educational programs, social, cultural; equipment, microphone, recording, CD, tape recorder, dialects, promoting the language, current events, tools, techniques, Internet

Numbers: 1 to 800, up to 900 by tens, up to 900 by hundreds

Verbs and Sentences

The radio is a means of communication.
It is an important part of our daily lives.
The organization which oversees all the different community radio stations is located in Wendake.
It also serves the *attikameks* communities and those found in Labrador.
It keeps us up to date on current events.
It keeps us informed about what is happening in the world of culture, education and politics.
We get to hear interviews with the newsmakers of the moment.
Some interviews are translated into French or English.
The stations also provide a platform for commercials from local businesses and groups both aboriginal and other.
I /He would like to become a journalist / reporter / radio host.
The community radio station regularly organizes bingo nights.
Profits made from these bingo evenings help support community radio stations.
Community radio stations help promote the Innu language and give listeners a chance to hear different dialects.
Radio broadcasting is a possible career path for young people.
The radio station SOCAM (La Société de communication Atikamekw – Montagnais) offers training courses for those interested in learning about the technical aspects of radio.

6.4   Discovering Other Nations

Vocabulary: words linked to the theme

The names of other First Nations, the Inuit, the language situation today, the population, geographic location, the products, the climate, the First Nations, Inuk, Inuktitut, raw fish, seals, geographical map, Nunavik (The Far North), territory, caribou, ice, show, cold, wind, snowmobile, *mushuau* (tundra), Air Inuit, seal hunt, walrus, polar bear, whale, lakes, rivers, climate, lichen, moss, northern lights, air transportation, igloo, north, 9000 inhabitants, 14 communities, Hudson's Bay, Ungava Strait, seamstress, clothing, survival, kayak, art, sealskin

Verbs and Sentences

They travel on the ocean using kayaks.
They invented the kayak.
They work / are working in the areas of air transportation and food distribution.
They are also working / also work on marketing caribou and Arctic char internationally.
The Inuit are very skillful in the construction of igloos.
The Nunavik Crater...
Pingaluit Lake is 3 km wide.
The lake is 264 metres deep.

6.5   Portage Your Way to Success

Vocabulary: words linked to the theme

September, in the old days, today, effort, physical struggle, mental struggle, gear, birch bark strip, preparation, bags, food, territory, tools, hunting, portage, trail, success, river, lake, woods, autumn, spring, canoe, getting ready, the cycle of life, the changing of the seasons, melting snow, tent, traditions, blessing of the canoes, firewood, safety, code, helping one another, sharing the work, endurance, bravery, courage, valour, respect, rucksacks, weather, wind, rain, canoe ropes, each member's role and responsibilities, weather conditions, reason for the portage, destination, meeting point, distance, clothing, school, rules, education, school bag, books, exercise books, pencils, ruler, rules, behaviour standards, success, effort, perseverance, strong will, respect, technology, school holidays, school bus, homework, lessons, qualities, studious, punctual, good listener, serious, never gives up, absences, lates, awards, extracurricular activities, sports, healthy lifestyle, snacks, recreational activity, class, gymnasium, personal, report cards, portfolio, responsibilities, discipline, obedience, cooperation, violence, good relations, work, chores, games, hobbies

Numbers: 1 to 900, up to1000 by tens, up to 1000 by hundreds, up to 3000 by 1000

Verbs and Sentences

I get / am getting ready.
I use / am using…
I bring / am bringing…
I study / am studying….
I need…
I check / am checking…
I make / am making sure I have…
We help / are helping each other.
I listen / am listening.
My endurance is good.
I go / am going up the river.
I go / am going down the river.
I am careful.
I play / am playing it safe.
I am happy to be back in my territory.
I get / am getting involved.
I like the teamwork.

I go / am going to bed early.
I arrive on time.
I do / am doing my homework.

I take / am taking my things.
I bring / am bringing my schoolbag.
I obey / am obeying the rules.
I eat / am eating properly.
I play / am playing sports.
I don't give up.
I am motivated.
I am serious.
I watch my language.
I am polite.
I help / am helping my friends.

6.6   The Music of the Innu Language

Vocabulary: words linked to the theme

Kashtin, *Innutin*, *Meshikamau*, *Uasheshkun*, *Petapen*, *Maten*, *Aishkat*, Geneviève Mckenzie, Katia Rock, community, language, discography, musical beginning, performances, Special events, *Innu-Nikamu*, life in the old days, singer, guitarist, drummer, composer, inspiration, musical instruments, musical styles, guitar, Innu folk sound, fiddle, pop rock sound, accordion, country sound, harmonica, heavy metal sound, piano, Innu rap, group, songs, drum kit, love, music, friendship, festival, sadness, meeting, hope, festival, past life, Innu language, concerns, keeping the language alive, contribution

Numbers: 1 to 1000, up to 1000 by tens, up to 1000 by hundreds, up to 5000 by thousands

Verbs and Sentences

I love music.
Music helps me express myself.
I have a real passion for music.
Music brings people together.
I write my own songs.
I write my own music.
I am self taught. I learned on my own.
I was / have been influenced by…
I sing in Innu.
My friends play a big role in my life.
I visited / have visited other communities.
Music has enabled me to travel.
I have released several CDs.
I have several projects I am working on.
I go involved in the *Innu-Nikamu* festival.
I am proud.
Music has helped me come out of me shell.
It is really important for me to hold onto my language.

## 6.7   Winter Fishing

Vocabulary: words linked to the theme

fishing, fisherman, fish, winter, Innu, White people, sites, fishing spots, trout, winter salmon, smelt, winter cod, subsistence, sport fishing, tomcod, territories, lakes, rivers, fishing station, December, February, ice, thickness, snowmobile, sled, vehicle, stick, fishing line, hook, bait, bowl, branches, fir tree , tip-ups, ice cooler, wooden bench, auger, skimmer, boots, winter hat, clothing, fishing technique, free fishing, fishing derby, extreme cold, end of December, January, fishing rod, ice, hole, cabin, sport fishing, food fishery

Verbs and Sentences

I go / am going fishing.
I get / am getting me gear ready.
I travel / am travelling on snowmobile.
I travel / am travelling by car.
I park / am parking on the ice.
I drill / am drilling two holes.
My grandfather sets / is setting up his net.
My grandfather checks / is checking his net.
I got a bite.
I caught some fish.
The Innu fish for food.
White people fish for pleasure.
The Innu fishing techniques are different than those of white people.
Fishing starts when the lake is frozen over.
The winter cod is also known as a tomcod.
You have to be careful on the ice

Chapter 9

LEARNING AND ASSESSMENT SCENARIO

LEARNING AND ASSESSMENT SCENARIO

Target student group: Year 2 Primary	Number of students: 15
Periods: 5 periods of 60 minutes	Theme: *Mishta-uikashu!*

Competencies	Subject centred: Communicate orally, read and write various texts Cross-curricular: Use information, adopt effective work habits, cooperate, and communicate in an appropriate manner
Specific Objectives	Communicate in familiar situations using basic words and short, simple sentences Read short sentences and texts with the help of alphabet books, sound cards, pictures and other visual aids Correctly spell short words and sentences using aids and resources available to them. Demonstrate and appreciation for and understanding of certain aspects of the Innu culture: e.g. berry picking
Prior Understanding	Students are already familiar with the theme being studied and the use of reading and writing strategies
Materials Needed	Photographs showing blueberry bushes and bakeapple marshes, cardboard boxes, cue cards, posters, berries (strawberries, blueberries, bakeapples, raspberries and partridgeberries) bowl, spoon, sugar, flour, butter, egg, baking powder, salt, water, measuring cup, muffin pan, blindfold, plates, supermarket flyers, bannock bread, jam jars, posters showing reading and writing strategies, checklists, self-assessment checklists and evaluation grids
Critical Moments in Activity	Make sure that students listen closely during discussions and the explanation of rules. Make that time is not wasted.
Warm-up (if necessary)	Procedure: teacher welcomes students, takes attendance, collects homework and makes sure students are ready to listen before beginning activity.
Background	Getting started: Teacher has previously displayed on the board / screen images of berries (blueberries, strawberries, bakeapples, raspberries, partridgeberries), and brings a small container of blueberries or jam to (Annexe 1). By questioning the students orally, the teacher invites tem to open a discussion on the theme.

Practical Activities	Teacher Role	Student Role
Task 1: *Mina*	Teacher shows 5 word cards and asks students if they are able to recognize them. (APPENDIX 2) Using strategies studied already, teacher brings students to a general recognition of the word and the different parts of the word (Sheet 1).	Students look at words, names the word and the parts of the word that they are able to recognize using strategies learned in class.
	Teacher invites students to come to the front one by one and pick the picture of a berry from the basket. Teacher then asks the student to name the berry and match it with the word card (Sheet 2).	Students approach the front, choose a picture and match it with its corresponding word card.
	Teacher invites students to fill out a sheet which forces them to match the illustration with the word card. (*Student workbook*, p. 1).	Students fill out sheets on their own.
	Teacher returns to the activity and invites students to explain what they did to recognize the word cards.	Students name the strategies learned in class that they have used.
Task 2: *Nete innu-atauitshuapit*	Teacher presents the short illustrated text to the class and its link to the theme being studied. (Annex 3, *Student Workbook*, p. 2). Teacher explains the context of what is being discussed and explains why the class is going to read. Teacher invites students to use reading strategies that they have learned. (Sheet 1).	Students look at the text, the title, the illustrations and then determine what the text is about.
	Teacher leads students in a group reading activity and uses word cards to keep their attention. (Annex 4).	Students actively participate in the reading process.
	Teacher divides the group into teams and asks them to begin the activity. (*Student Workbook*, p. 2, 3, 4).	Students break up into groups and answer questions.
	The teacher goes over the activity pointing out the reading comprehension strategies already learned.	Students name the strategies used to carry out the reading activity.

Task 3: *Pakueshikanissat*	Teacher brings to the classroom all supplies and ingredients needed to follow a recipe and make blueberry muffins.	
	Teacher leads students through the reading activity making sure that the students know the vocabulary related to the recipe. (Annexes 5, 6, 9, *Student Workbook*, p. 5, 6).	Students participate actively in the activity and the comprehension of the text.
	Teacher then has students work on vocabulary activity (*Student Workbook*, p. 7).	Students complete vocabulary worksheet.
	Teacher then divides the group into teams so that students can carry out the activity of making muffins. (Annexe 9, *Student Workbook*, p. 5).	Students divide themselves into groups to follow the recipe and make the muffins.
	Teacher then invites students to complete worksheets in the *Student Workbook*, p. 8, 9, 10.	Students complete the sheets individually.
	Teachers go back over task 3. They have students complete the self-assessment. (*Student Workbook*, p. 11).	Students participate in the self-assessment of the entire group.

Task 4: *Metueun*	Teachers ask the students if they would like to play a taste-test game and guess the different types of berries. Teachers explain the rules of the game and make sure that students full understand (*Student Workbook*, p. 12).	Students listen carefully to the rules of the game.
	Teachers hand out the supplies needed to start the game and make sure where necessary that the checklist is completed properly. (Annexes 7 and 8).	Students play out the role they have been assigned and make sure they fill out the grille properly.
	Teacher goes over the game again and on the results obtained.	Students discuss their interest in the game and the challenges it entailed.

Task 5: *Mashkᵘ natamishu*	Teacher introduces the writing activity which will ask students to write a short story based on the theme being studied. (*Student Workbook*, p. 13 to 16).	Students get ready to write a story based on illustrations and words suggested to them.
	Teacher reminds students of writing studies learned thus far (Sheet 2, (*Student Workbook*, p. 19).	Students participate actively in general discussion.
	Teacher offers students a word bank to help them complete the activity. (*Student Workbook*, p. 18).	Student consults word bank in constructing sentences.
	Teacher encourages students to write their first rough copy in the exercise books. Throughout the writing process, the teacher makes sure that students follow all steps in the activity.	Students write their rough drafts taking into consideration the various steps of the writing process.

(*Student Workbook*, p. 13 to 16).

Teachers make appropriate corrections using checklist (*Student Workbook*, p. 19). Students rewrite their texts (*Student Workbook*, p.20 to 23). Students complete self-assessment using checklist (*Student Workbook*, p. 17). |
| | Teacher corrects student work, compiles results to be used in future formative assessment (Annexes 10 and 11). | |
| | The teacher goes over the activity again with the entire group and encourages the students to participate on the difficulties they encountered. Teacher hands out the evaluation sheet to students (*Student Workbook*, p. 24). | Students participate actively in discussions and complete the activity evaluation sheet. |

Conclusion	Teachers ask students what new things they have learned about berries. By questioning them orally, teachers then invite them to reflect back on the knowledge they have acquired and discuss the attention given to this theme.
Knowledge Application	To help students consolidate what they have learned in the classroom, teachers can invite students on a berry-picking outing. Parents can be asked to join them. Students can later draw a picture of their experiences.
Feedback and Reflection on the Tasks	Teachers can ask students if they liked the theme discussed in class. They can also ask them to determine what aspects of the theme they found easy or difficult.
Last Words	Teachers can congratulate the students on how well they participated in the various activities and on the quality of their work.
Teacher Reflection on Planning	Teachers may want to reflect on the quality and effectiveness of their teaching. Particular attention may be paid to what worked well and poorly and changes that could be made in the future.