

Michif French 10, 20, 30
2023 Locally Determined Course

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Versioning History

This chart provides a summary of revisions made to the final document since publication. The posted document reflects the most recent version.

| Date of revisions | Type of revisions made |
|-------------------|------------------------|
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Introduction

Michif French 10, 20, 30 are Indigenous language locally-developed courses which are intended to provide students with an education that will help them understand and respect the history of the Michif French language and the importance of language revitalization initiatives in Saskatchewan.

This curriculum provides the intended learning outcomes that students are expected to achieve in *Michif French 10, 20, 30* by the end of each course. The curriculum reflects traditional knowledge, is culturally relevant and applies current language education research that is responsive to the Truth and Reconciliation Calls to Action.

All students will work toward the achievement of the outcomes. Some students, however, will require additional supports. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: learning environment, instruction, assessment and resources. Adjustments to these variables are intended to make learning meaningful and appropriate and to support achievement. **Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved. Please refer to the Saskatchewan Curriculum website for more information on the Adaptive Dimension.**

Course Synopsis

Michif French 10, 20, 30 presents what students are expected to know, do and understand as they walk through their learning journey. Students are immersed in learning experiences through which they can gain new perspectives, engage with Michif French communities, become proficient users of the Michif French language and contribute to the revitalization of the Michif French language and culture.

- ◆ *Michif French 10* is an introduction to the Michif French language and culture and is designed for students who have little or no knowledge of the language. Students begin with basic vocabulary and structures to communicate about elements of their social environment, personal identity and Michif French culture.
- ◆ In *Michif French 20*, students add complexity and fluency to their language skills to communicate about elements of the natural environment, kinship and Michif language revitalization and continue to develop their understanding of Michif French culture.
- ◆ In *Michif French 30*, students add complexity and improve the fluency of their language skills. They apply their understanding of Michif French culture and worldview as they explore elements of the economic environment, personal growth and Michif/Métis governance.

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. All areas of study contribute to student achievement of the Goals of Education through helping students achieve knowledge, skills and attitudes related to these Broad Areas of Learning. The Kindergarten to Grade 12 goals and grade level outcomes for each area of study are designed for students to reach their full potential in each of the following Broad Areas of Learning.

Sense of Self, Community and Place*

(Related to the following Goals of Education: Understanding and Relating to Others, Self Concept Development and Spiritual Development)

Students possess a positive sense of identity and understand how it is shaped through interactions within natural and constructed environments. They are able to nurture meaningful relationships and appreciate diverse beliefs, languages and practices from the diversity of cultures in our province, including First Nations and Métis. Through these relationships, students demonstrate empathy and a deep understanding of self, others and the influence of place on identity. In striving to balance their intellectual, emotional, physical and spiritual dimensions, students' sense of self, community and place is strengthened.

Making Michif French language learning accessible to students enhances intercultural understanding in Saskatchewan by valuing the cultural distinctiveness of Michif French. Learning Michif French language and culture encourages and develops students' connection between self, community and place.

Lifelong Learners

(Related to the following Goals of Education: Basic Skills, Lifelong Learning, Positive Lifestyle)

Students are curious, observant and reflective as they imagine, explore and construct knowledge. They demonstrate the understandings, abilities and dispositions necessary to learn from subject discipline studies, cultural experiences and other ways of knowing the world. Such ways of knowing support students' appreciation of Indigenous worldviews and learning about, with and from others. Students are able to engage in inquiry and collaborate in learning experiences that address the needs and interests of self and others. Through this engagement, students demonstrate a passion for lifelong learning.

Students who study multiple languages have shown to have a better mastery of their primary language. Learning an Indigenous language helps students understand how knowledge and worldview are constructed, appreciate other ways of knowing and develop greater empathy for others. Learning Michif French can also contribute to intergenerational knowledge and preservation for future generations.

Engaged Citizens

(Related to the following Goals of Education: Career and Consumer Decisions, Membership in Society and Growing with Change)

Students demonstrate confidence, courage and commitment in shaping positive change for the benefit of all. They contribute to the environmental, social and economic sustainability of local and global communities. Their informed life, career and consumer decisions support positive actions that recognize a broader relationship with, and responsibility for, natural and constructed environments. Along with this responsibility, students recognize and respect the mutual benefits of Charter, Treaty and other constitutional rights and relationships. Through this recognition, students advocate for self and others, and act for the common good as engaged citizens.

When students learn new languages, they take risks and explore new ways of knowing. As culture is intrinsic to language, students are more successful with language acquisition when they also engage with the culture. Learning Michif French helps connect students with the people in their community, province, the country and the world. By engaging in the learning of Michif French, students are actively participating in the preservation, revitalization and strengthening of Indigenous languages and cultures as per the TRC Calls to Action numbers 13-17 and 62-63.

*A sense of place is a geographical concept that attempts to define our human relationships with the environment and knowledge derived from this relationship.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understanding, values, skills and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade.

Developing Thinking

(Related to CEL of Critical and Creative Thinking)

Constructing knowledge (i.e., factual, conceptual, procedural and metacognitive) is how people come to know and understand the world around them. Deep understanding develops through thinking and learning contextually, creatively and critically in a variety of situations, both independently and with others.

Think and learn contextually

- Apply prior knowledge, experiences and the ideas of self and others in new contexts.
- Analyze connections or relationships within and/or among ideas, experiences or natural and constructed objects.
- Recognize that a context is a complex whole made of parts.
- Analyze a particular context for ways that parts influence each other and create the whole.
- Explore norms*, concepts, situations and experiences from several perspectives, theoretical frameworks and worldviews.

Think and learn creatively

- Show curiosity and interest in the world, new experiences, materials and puzzling or surprising events.
- Experiment with ideas, hypotheses, educated guesses and intuitive thoughts.
- Explore complex systems and issues using a variety of approaches such as models, simulations, movement, self-reflection and inquiry.
- Create or re-design objects, designs, models, patterns, relationships or ideas by adding, changing, removing, combining and separating elements.
- Imagine and create central images or metaphors for subject area content or cross-disciplinary ideas.

Think and learn critically

- Analyze and critique objects, events, experiences, ideas, theories, expressions, situations and other phenomena.
- Distinguish among facts, opinions, beliefs and preferences.
- Apply various criteria to assess ideas, evidence, arguments, motives and actions.
- Apply, evaluate and respond to differing strategies for solving problems and making decisions.
- Analyze factors that influence self and others' assumptions and abilities to think deeply, clearly and fairly.

*Norms can include unexamined privilege (i.e., unearned rights/entitlements/immunity/exemptions associated with being "normal") which creates a power imbalance gained by birth, social position or concession and provides a particular context.

Developing Identity and Interdependence

(Related to CELs of Personal and Social Development and Technological Literacy)

Identity develops as an individual interacts with others and the environment and learns from various life experiences. The development of a positive self-concept, the ability to live in harmony with others and the capacity and aptitude to make responsible decisions about the natural and constructed world supports the concept of interdependence. The focus within this competency is to foster personal reflection and growth, care for others and the ability to contribute to a sustainable future.

Understand, value and care for oneself (intellectually, emotionally, physically, spiritually)

- Recognize that cultural and linguistic backgrounds, norms and experiences influence identity, beliefs, values and behaviours.
- Develop skills, understandings and confidence to make conscious choices that contribute to the development of a healthy, positive self-identity.

- Analyze family, community and societal influences (such as recognized and unrecognized privileges) on the development of identity.
- Demonstrate self-reliance, self-regulation and the ability to act with integrity.
- Develop personal commitment and the capacity to advocate for self.

Understand, value and care for others

- Demonstrate openmindedness* toward, and respect for, all.
- Learn about various peoples and cultures.
- Recognize and respect that people have values and worldviews that may or may not align with one's own values and beliefs.
- Value the varied abilities and interests of individuals to make positive contributions to society.
- Advocate for the well-being of others.

Understand and value social, economic and environmental interdependence and sustainability**

- Examine the influence of worldviews on one's understanding of interdependence in the natural and constructed world.
- Evaluate how sustainable development depends on the effective and complex interaction of social, environmental and economic factors.
- Analyze how one's thinking, choices and behaviours affect living and non-living things, now and in the future.
- Investigate the potential of individual and group actions and contributions to sustainable development.
- Demonstrate a commitment to behaviours that contribute to the well-being of the society, environment and economy – locally, nationally and globally.

*Openmindedness refers to a mind that is open to new ideas and free from prejudice or bias in order to develop an "ethical space" between an existing idea and a new idea (Ermine, 2007).

**Sustainability refers to making informed decisions for the benefit of ourselves and others, now and for the future, and to act upon those decisions for social, economic and environmental well-being.

Developing Literacies

(Related to CELs of Communication, Numeracy, Technological Literacy and Independent Learning)

Literacies provide many ways to interpret the world and express understanding of it. Being literate involves applying interrelated knowledge, skills and strategies to learn and communicate with others. Communication in a globalized world is increasingly multimodal. Communication and meaning making, therefore, require the use and understanding of multiple modes of representation. Each area of study develops disciplinary literacies (e.g., scientific, economic, physical, health, linguistic, numeric, aesthetic, technological, cultural) and requires the understanding and application of multiple literacies (i.e., the

ability to understand, critically evaluate and communicate in multiple meaning making systems) in order for students to participate fully in a constantly changing world.

Construct knowledge related to various literacies

- Acknowledge the importance of multiple literacies in everyday life.
- Understand that literacies can involve words, images, numbers, sounds, movements and other representations and that these can have different interpretations and meanings.
- Examine the interrelationships between literacies and knowledge, culture and values.
- Evaluate the ideas and information found in a variety of sources (e.g., people, databases, natural and constructed environments).
- Access and use appropriate technologies to investigate ideas and deepen understanding in all areas of study.

Explore and interpret the world using various literacies

- Inquire and make sense of ideas and experiences using a variety of strategies, perspectives, resources and technologies.
- Select and critically evaluate information sources and tools (including digital) based on the appropriateness to specific tasks.
- Use various literacies to challenge and question understandings and interpretations.
- Interpret qualitative and quantitative data (including personally collected data) found in textual, aural and visual information gathered from various media sources.
- Use ideas and technologies in ways that contribute to creating new insight.

Express understanding and communicate meaning using various literacies

- Create, compute and communicate using a variety of materials, strategies and technologies to express understanding of ideas and experiences.
- Respond responsibly and ethically to others using various literacies.
- Determine and use the languages, concepts and processes that are particular to a discipline when developing ideas and presentations.
- Communicate ideas, experiences and information in ways that are inclusive, understandable and useful to others.
- Select and use appropriate technologies in order to communicate effectively and ethically.

Developing Social Responsibility

(Related to CELs of Communication, Critical and Creative Thinking, Personal and Social Development, and Independent Learning)

Social responsibility is the ability of people to contribute positively to their physical, social and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the resulting opportunities that can arise. It also requires participation with others in creating an ethical space* to engage in dialogue, address mutual concerns and accomplish shared goals.

Use moral reasoning processes

- Evaluate the possible consequences of a course of action on self, others and the environment in a particular situation.
- Consider the implications of a course of action when applied to other situations.
- Demonstrate a principle-based approach to moral reasoning.
- Examine how values and principles have been and continue to be used by persons and cultures to guide conduct and behaviour.

Engage in communitarian thinking and dialogue

- Model a balance in speaking, listening and reflecting.
- Ensure that each person has an opportunity to contribute.
- Demonstrate courage to express differing perspectives in a constructive manner.
- Use consensus-building strategies to work towards shared understanding.
- Be sensitive to, and respectful of, diversity and different ways of participating.

Take social action

- Demonstrate respect for and commitment to human rights, treaty rights and environmental sustainability.
- Contribute to harmony and conflict resolution in own classroom, school, family and community.
- Provide support in a manner that is respectful of the needs, identity, culture, dignity and capabilities of all persons.
- Support individuals in making contributions toward achieving a goal.
- Take responsible action to change perceived inequities or injustice for self and others.

*An ethical space exists between separate worldviews. In this space, “we can understand one another’s knowledge systems” (Ermine, as cited in Ford, 2006). For further information, see Willie Ermine’s work related to ethical space.

Aim and Goals

The aim of the Saskatchewan *Michif French* course is to help students understand, use and appreciate the Michif French language and culture.

Goals are broad statements identifying what students are expected to know and be able to do upon completion of the learning in a particular area of study by the end of Grade 12. Although presented separately for the purpose of organizing learning outcomes and indicators, the four goals are interdependent and are intended to be integrated.

The goals of learning an additional language are:

Culture (CU)

Students will recognize the value of Michif French language acquisition and the culture of Michif French people.

Strategies (ST)

Students will use a variety of strategies to maximize the effectiveness of language learning and communication.

Competence (CO)

Students will use knowledge of the Michif French language to communicate effectively and competently.

Applications (AP)

Students will use Michif French language in a variety of situations and for a variety of purposes.

Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities and inquiring habits of mind that lead to deeper understanding of their world and human experience. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding.

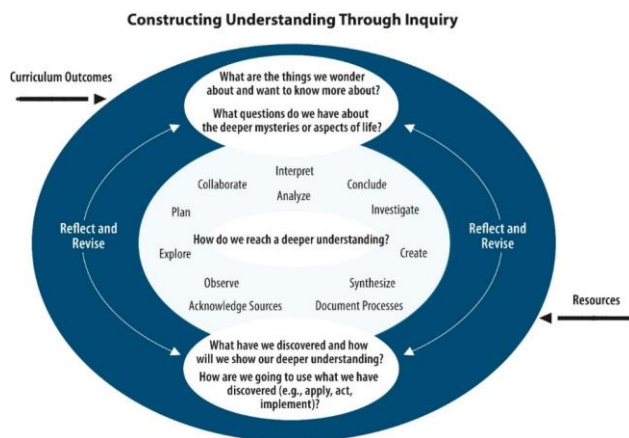
"My teacher (Elder) liked it when I asked questions, this way it reassured him that I understood his teachings. He explained every detail, the meaning and purpose. Not only talked about it, but showed me! Communication, critical and creative thinking were important." (Elder Albert Scott)

Students who are engaged in inquiry:

- construct deep knowledge and deep understanding, rather than passively receiving information;
- are directly involved and engaged in the discovery of new knowledge;
- encounter alternative perspectives and differing ideas that transform knowledge and experience into deep understandings;
- transfer new knowledge and skills to new circumstances; and,
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights and construction of new knowledge. Experienced inquirers will move back and forth among various phases as new questions arise and as students become more comfortable with the process. The following graphic shows various phases of the cyclical inquiry process.



An important part of any inquiry process is student reflection on their learning and the documentation needed to assess the learning and make it visible. Student documentation of the inquiry process may take the form of works-in-progress, reflective writing, journals, reports, notes, models, arts expressions, photographs, video footage, action plans and many more.

Creating Questions for Inquiry

It is important that teachers and students learn within meaningful contexts that relate to their lives, communities and world. Teachers and students need to identify big ideas and questions for deeper understanding central to the area of study.

Big ideas invoke inquiry questions. These questions are important in developing a deep understanding of the discipline or an area of study within the discipline. They do not have obvious answers and they foster high-order thinking. They invite genuine inquiry.

It is important to develop questions that are evoked by student interests and sense of wonder and have potential for rich and deep learning. These questions are used to initiate and guide inquiries that lead to deep understandings about topics, problems, ideas, challenges, issues, concepts and areas of study related to curriculum content and outcomes.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning and develop new questions for further inquiry.

The process of constructing questions for deep understanding can help students grasp the important disciplinary or interdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions lead to more specific questions that can provide a framework, purpose and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Effective questions are the key to initiating and guiding students' investigations, critical thinking, problem solving and reflection on their own learning.

Such questions may include:

| Context | Sample Inquiry Questions |
|-------------------------------|---|
| Land/ Where am I? | What are the connections between the land and Michif French? What impact has colonization had on Michif French language and culture? How can we use Michif French to connect to our cultural, local and personal histories? How does Michif French preserve our understanding of our surroundings and the environment? How does learning from the land expand our language learning journey? How can being on the land influence our understanding of our social, natural and economic environments? |
| Identity/ Who am I? | Why is it beneficial to learn Michif French? How does the language we use reflect our culture? What are ways you can learn, practise and share the Michif French language with the world? How does language help build relationships and a sense of community? How can we use Michif French to connect to our cultural, local and personal histories? |
| Worldview/ Who are we? | How and why do we learn through visiting? How can we develop strategies to communicate with Michif French speakers? What are the reasons that cultures and individuals create narratives of their experiences? How do the arts help us learn and celebrate Michif French language and culture? How are oral and written language used and valued in preserving the use of Michif French? What is the importance of the preservation, expansion and evolution of Michif French? How can we use Michif French to connect to our cultural, local and personal histories? How does Michif French influence our understanding of worldview? How does learning Michif French bring us closer to reconciliation? |

An Effective Indigenous Language Program

Indigenous languages represent countless generations of accumulated traditional knowledge and ways of knowing. Offering Indigenous language courses to Saskatchewan students will help protect and revitalize Indigenous languages, which also addresses the Truth and Reconciliation Commission's Calls to Action. Language is the foundation of a culture that holds the stories, songs, dances, protocols, family histories and connections of Indigenous people. Therefore, to learn a language is to learn about the history and culture of the people who speak that language.

An effective Indigenous language program reflects proven culturally relevant pedagogical practices and inspires a high level of engagement through authentic learning situations. The most authentic language learning opportunities are those that are situated on the land. The purpose of land-based learning is not only to provide authentic contexts in which students can practice using the language that they are studying, but also to teach all humans how we are connected and interdependent with the natural world. The focus of land-based language learning is to learn the history and contemporary realities of our world with Indigenous languages and through an Indigenous lens (Michell, 2018).

The variations of the Michif

The word Michif can be used to describe one or all three variations of Michif: Southern Michif, Northern Michif and Michif French. There are still differing views as to whether these variations fall within different language families or are independent languages of their own. It is nevertheless important to recognise that they were created by Michif/Métis communities and that they are an integral part of their identity (Métis Nation of British Columbia, 2023).

| Southern Michif | Northern Michif | Michif French |
|---|---|---|
| Southern Michif uses mostly Plains-Cree verbs and French nouns, but also borrows nouns from English, <i>Saulteaux</i> , and Cree. Southern Michif is most associated with communities in southern Saskatchewan, southwestern Manitoba and North Dakota. Southern Michif may also be referred to as Heritage Michif, Mixed Michif, or Turtle Mountain Chippewa Cree. (Métis Nation of British Columbia, 2023). | Northern Michif is a mostly Cree-based Michif language, with fewer French nouns than Southern Michif or French Michif. Northern Michif has historically been spoken in Northwestern Saskatchewan and Northern Alberta. Northern Michif may also be referred to as Michif-Cree or <i>Île-à-la-Crosse</i> Michif. (Métis Nation of British Columbia, 2023). | Michif French is said to be a variety of French which has been influenced by Algonquian languages (Mazzoli, 2019). Michif French was traditionally spoken in St. Laurent, St. Eustache and Saint Ambroise in Manitoba, the St. Louis Batoche, St. Laurent, Duck Lake region in Saskatchewan, and the Lac la Biche, St. Paul, St. Albert and Bonnyville areas in Alberta (Burnouf et al., 2007). |

Michif French

The *Michif French 10, 20, 30* curriculum allows students to use the language in a variety of social, cultural, and land-based situations, and offers students the opportunity to develop basic communication skills in Michif French related to aspects of the students' relationship with the land, identity and worldview. It creates an awareness and appreciation of the Michif French language, culture, kinship systems and traditional ways of life.

Michif French is a variety of French which has been influenced by Algonquian languages (Mazzoli, 2019). The Michif French language was traditionally spoken in St. Laurent, St. Eustache and St. Ambroise, Manitoba, as well as the Lac la Biche, St. Paul, St. Albert and Bonnyville areas in Alberta (Burnouf et al., 2007). Michif French was brought to Saskatchewan when many of the Métis relocated from the Red River area in the late nineteenth century (McDougall, as cited in Rancourt, 2023). Michif French is the most prevalent language spoken by the Métis from the St. Louis, Batoche, St. Laurent and Duck Lake regions in Saskatchewan.

The community of St. Louis was founded in the late nineteenth century by Métis families who moved west from the Red River region in Manitoba to establish new homesteads in the South Saskatchewan River region. The community quickly became an economic hub for trading activities along the central North and South Saskatchewan River systems. Kinship relationships between St. Louis Michif families extend to the Métis communities of Batoche, St. Laurent, Duck Lake, Halcro, Red Deer Hill, Macdowall, and the former Métis Settlements of Boucherville and Lepine Flats (Gaudet et al., 2023). St. Louis is located approximately 30 kilometers east of the historic site of the 1885 Northwest Resistance in Batoche. Today, St. Louis is a vibrant Métis community of approximately 500 people. The number of fluent Michif French speakers in the area is declining at a concerning rate and the Elders in the community see it as necessary to teach the language and culture in the schools to ensure its continuity (McDougall, as cited in Rancourt, 2023).

Community elders (Rancourt et al., 2023) describe growing up using Michif French as the language taught and spoken in the home, but being taught to speak only what was considered "proper" English and French in school. This impact of colonization has resulted in dangerously low amount of fluent Michif French speakers. Community efforts are underway to preserve and promote the language. Michif French is currently being taught in St. Louis' Pre-Kindergarten and K-12 school as an effort to revitalize and preserve the language.

"[...] Now, through knowledge and education, people are proud of who they are, where they came from, and the language they speak. Thus, the rejuvenation in ensuring our traditional language is spoken and preserved." (Bruce et al., 2016).

Michif French Orthography

Indigenous languages are grounded in the oral tradition. Therefore, written orthography might not be developed or utilized. In any case, successful language learning requires exposure to the oral language before the introduction of formalized reading or writing.

Since Michif French is primarily an oral language and is spelled phonetically (Burnouf et al., 2007), there is no “right” way to spell the words (Métis Nation British Columbia, [MNBC], 2023). Without a prescriptive form of writing, language acquisition traditionally occurred while visiting, working and being on the land rather than by reading and writing. That is why this curriculum encourages students to engage with the language while accomplishing culturally relevant and authentic activities such as cooking, beading, fire making, filleting, debating and visiting.

Although some writing systems for the variations of Michif are becoming more widespread, it is still important to acknowledge the speaker, or the community, when sharing words written in Michif. For this *Michif French 10, 20, 30* curriculum, the orthography is based on the writing system established by the Métis Local #28 in St. Louis, Saskatchewan. And while there may be times when the explicit teaching or explanation of grammar and language conventions is necessary, the goal of *Michif French 10, 20, 30* is effective oral communication.

Teaching Michif French – The Visiting Way

One culturally appropriate approach to teach Michif French could be *keewoukaywin* [the visiting way]. Gaudet (2019) explains that “the way of visiting is part of the land-based societies’ way of life. It guides the way we conduct ourselves, treat one another, and learn from one another and from the land itself” (p. 53). The *Michif French 10, 20, 30* curriculum is inspired by this approach. Students have multiple opportunities to learn the language while visiting with each other, their teachers and guests in authentic learning situations that bring them out on the land in St. Louis and its surrounding areas.

Teachers interested in teaching language through visiting may want to consider how they organize their classroom. This may entail setting up the classroom to imitate a homelike, comfortable space that includes one or multiple kitchen tables and chairs, culturally relevant and authentic artwork on the walls (e.g., paintings or prints of the local area, student art, historical pieces, word labels in the target language, pictures), and an open space for active movement and quiet spaces for rest and personal or small group reflection (e.g., couches, rocking chairs, lamps, side tables). Consideration should be given to fabrics (e.g., curtains, area rugs) and textures (e.g., wooden furniture) as well as the possibility of bringing elements of the exterior environment indoors (e.g., green plants, dried plants, cut flowers). Teachers may also want to reserve certain surfaces to invite students learn more about the current topic of study (e.g., shelving or tables exposing books, fabrics, plants, tools, food, art work) that could encourage questions, conversation, play or personal reflection. Access to a communal kitchen and garden is also recommended to enrich some of the outcomes in this curriculum.

Creating this culturally relevant, homelike environment and attenuating the institutional feeling of the learning environment will allow students to feel comfortable and help them recognize the traditional

spaces of language and cultural transmission. As Rancourt (in Gaudet et al., 2024) describes the challenges of own her language learning journey, she came to realise that the most logical starting point was “[...] down the street from my own home, at a kitchen table covered with fried chicken, bannock, and snacks, in the company of our local female Elders. That kitchen table is where I learned to reclaim and practice our sovereignty through our Michif language” (Gaudet et al., 2024, p.4).

Building relationships with Elders and community members by inviting them for a visit is an important aspect of teaching this curriculum because it will allow students to have a richer understanding of the proposed outcomes. It is vital that guests feel comfortable, trust the teacher and are aware of the intention of their presence in the students’ learning journey. This may require the teacher to do some in-person visiting and relationship building prior to inviting guests to the classroom. Some guests will be comfortable assisting with language specifically, while others may be more inclined to share their knowledge of Michif French culture (e.g., sewing, cooking, hunting, fishing).

Teachers interested in teaching language through visiting should keep in mind certain protocols to follow when inviting guests specific to the local community. In St. Louis, it is appropriate to consider offering a meaningful gift to a special guest (e.g., small coffee mug, homemade jam, a quilt and perhaps tobacco) and to offer compensation for their time and knowledge. Information on how to offer compensation to Elders and Knowledge Keepers can be found by contacting Saskatchewan Rivers School Division personnel.

When using the visiting way to teach Michif French, it would be appropriate to include food or something to drink, such as tea, during a lesson. It is also recommended to begin or end lessons with a few minutes to catch up about students’ lives, personal interests, and feelings to establish a connection. Items such as pictures, albums, decks of cards or simple games may be placed on tables to encourage visiting and to establish a comfortable, inclusive atmosphere. These items, intentionally chosen by the teacher, could then be used as a segway for the big ideas that are connected to the day’s lesson. Using the visiting way as an instructional approach in today’s classroom will help students acquire language in a culturally relevant way.

“Visiting among people has been one of the central methods of language acquisition used in the practice and teaching between language learners and the teachers of the language [from] time immemorial.” (Makokis, 2011 as cited in Gaudet, 2019)

Other Second Language Learning Methodologies

Teachers should regularly present varied opportunities for both receptive and productive learning opportunities. The most authentic and effective way to acquire a new language is to interact with others using the target language as much as possible, consult fluent language speakers (e.g., Elders, Old Ones, Knowledge Keepers) and leverage the knowledge students have of their own primary language(s). Students should regularly engage with a variety of authentic target-language texts (e.g., fiction, non-fiction, oral and print) and communicate in a variety of authentic language acquisition situations such as

asking and responding to questions with Elders, recounting events to each other and engaging in informal discussions such as visiting.

Other second language learning methodologies (e.g., TPR, accelerated second language acquisition, language bowls, neurolinguistic approach, action-oriented approach, PWIM) can also be used in combination with the visiting way, in order to accelerate language acquisition.

Students use strategies such as context and non-textual clues to help make meaning of written and oral language. The teacher is encouraged to use a variety of instructional strategies which place even balance on both receptive and expressive language skills.

Teaching and learning strategies for literacy focus on scaffolding language learning activities so that there is a gradual release of responsibility that begins with teacher modeling, to shared practice in structured and semi-structured situations, to guided and semi-guided practice, and finally to independent practice (Pearson & Gallagher, 1983).

For the purposes of this curriculum document, the following definitions apply:

- **With guidance:** With consistent support such as modeling, demonstration, prompting or cueing.
- **With some guidance:** With occasional or minimal support such as modeling, demonstration, prompting or cueing when required.

Using this Curriculum

Outcomes define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- focus on what students will learn rather than what teachers will teach;
- specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate;
- are observable, assessable and attainable; and,

are supported by indicators which provide the breadth and depth of expectations. **Indicators** are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- provides the intent (breadth and depth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the level and types of knowledge required; and,
- is not a checklist or prioritized list of instructional activities or assessment items.

Other Terms

Within curricula, the terms "including," "such as" and "e.g." serve specific purposes:

- **Including** prescribes content, contexts or strategies that students must experience in their learning, without excluding other possibilities.
- **Such as** provides examples of possible broad categories of content, contexts or strategies that teachers or students may choose, without excluding other possibilities.
- **E.g.** offers specific examples of what a term, concept or strategy might look like.

Contexts and Big Ideas

An effective Michif French curriculum provides meaningful contexts for language learning. The Michif French curriculum is designed so that students will develop their language skills and their cultural vision through varied opportunities in oral and written communication. Through an inquiry approach, Michif French is learned in meaningful, authentic communicative-experiential contexts.

The contexts provide students with an opportunity to explore “big ideas” (i.e., overarching understandings) that have enduring values beyond the classroom. Contexts and big ideas in the Michif French curriculum provide an authentic setting for learning by drawing on broad themes that encompass the learners’ life experiences, intellectual development, and interests. Contexts are not intended to be addressed in isolation, they are interconnected and interwoven and are meant to be explored.

The broad contexts are compulsory, can be explored simultaneously, and lend themselves to the integration of subjects. Recommendations for big ideas are also provided as suggestions for ways to examine each context more deeply.

The context **Land / Where Am I?** explores the ways in which Michif French people are connected to the land and to each other.

The context of **Identity/Who Am I?** explores and tells the stories of the events, experiences and journeys that shape our lives. It also explores the roles of kinship and ways in which personal growth, creativity and innovation affect our cultures and communities.

The context of **Worldview/Who Are We?** explores the vitality of the Michif French culture and the challenges and opportunities we face to revitalise our language and strengthen our nation through governance and practising our sovereignty.

| Context | Big ideas | | |
|-------------------------------|--|--|--|
| | Level 10 | Level 20 | Level 30 |
| Land/ Where am I? | Elements of social environment. (e.g., the home, classroom, community, Treaty areas) | Elements of the natural environment (e.g., hunting, trapping, gathering, harvesting, flora, fauna, waterways, historical spaces) | Elements of economic environment (e.g., local economy, local natural resources, local infrastructure, transportation, movement of people) |
| Identity/ Who am I? | Elements of personal identity (e.g., name, hometown, Treaty area, hobbies, sports, interests, greetings) | Elements of kinship (e.g., genealogy, immediate family, extended family, adopted family, community family, roles, responsibilities) | Elements of personal growth (e.g., strengths, weaknesses, hopes, dreams, passions & aspirations, the role of Michif French in your life) |
| Worldview/ Who are we? | Elements of Michif French culture (e.g., [historical & contemporary], fashion, music, foods, festivals, celebrations) | Elements of Michif language revitalization (e.g., variations of Michif language, resources, language programs, efforts to revitalize language, international mixed language and cultures) | Elements of Michif/Métis governance (e.g., local, regional, provincial, national governance, both historically and contemporary) |

Outcomes at a Glance

| Michif French 10 | Michif French 20 | Michif French 30 |
|---|---|---|
| Culture (CU) | | |
| CU10.1 Explore historical and contemporary elements of the social environment and personal identity. | CU20.1 Explore historical and contemporary elements of the natural environment and kinship. | CU30.1 Explore historical and contemporary elements of the economic environment and personal growth. |
| CU10.2 Investigate opportunities in the local community to participate in Michif French culture. | CU20.2 Investigate opportunities in Saskatchewan to participate in Michif French language revitalization. | CU30.2 Investigate opportunities to participate in Michif/Métis governance at the local, regional, provincial and national levels. |
| CU10.3 Reflect on personal strengths and needs in the learning journey of the Michif French language and culture and set goals for improvement as they relate to: <ul style="list-style-type: none"> elements of the social environment; elements of personal identity; and, elements of Michif French culture. | CU20.3 Reflect on personal strengths and needs in the learning journey of the Michif French language and culture, set goals for improvement, and ways to contribute to the community, as they relate to: <ul style="list-style-type: none"> elements of the natural environment; elements of kinship and, elements of Michif language revitalization. | CU30.3 Reflect on personal strengths and needs in the learning journey of the Michif French language and culture, set goals for improvement, find ways to contribute to the wider community, and consider future aspirations as they relate to: <ul style="list-style-type: none"> elements of the economic environment; elements of personal growth; and, elements of Michif/Métis governance. |
| Strategies (ST) | | |
| ST10.1 Apply, with guidance, a variety of strategies to interpret oral and written texts in Michif French. | ST20.1 Apply, with some guidance, a variety of strategies to interpret oral and written Michif French texts. | ST30.1 Analyze and apply, independently, a variety of strategies to interpret oral and written Michif French texts. |
| ST10.2 Apply, with guidance, a variety of strategies to produce oral and written Michif French texts. | ST20.2 Apply, with some guidance, a variety of strategies to produce oral and written Michif French texts. | ST30.2 Analyze and apply, independently, a variety of strategies to produce oral and written Michif French texts. |
| Competence (CO) | | |
| CO10.1 Identify, when listening and reading, Michif French language concepts including: <ul style="list-style-type: none"> context-specific vocabulary; nouns; verbs; pronouns; prepositions; directions; and, simple sentences. | CO20.1 Apply, when listening and reading, Michif French language concepts including: <ul style="list-style-type: none"> context-specific vocabulary; nouns; verbs; pronouns; prepositions; definite and indefinite articles; | CO30.1 Demonstrate, when listening and reading, Michif French language concepts including: <ul style="list-style-type: none"> context-specific vocabulary; nouns; verbs; pronouns; prepositions; definite and indefinite articles; sentence structure; and, |

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> adjectives; and, simple sentences. | <ul style="list-style-type: none"> word choice. |
| CO10.2 Identify, when speaking and writing, Michif French language concepts including: <ul style="list-style-type: none"> oral and written phonemes, context-specific vocabulary; nouns; verbs; pronouns; prepositions; directions; and, simple sentences. | CO20.2 Apply, when speaking and writing, Michif French language concepts including: <ul style="list-style-type: none"> oral and written phonemes, context-specific vocabulary; nouns; verbs; pronouns; prepositions; definite and indefinite articles; adjectives; and, simple sentences. | CO30.2 Demonstrate, when speaking and writing, knowledge of Michif French language concepts including: <ul style="list-style-type: none"> oral and written phonemes, context-specific vocabulary; nouns; verbs; pronouns; prepositions; definite and indefinite articles; sentence structure; and, word choice. |
| Applications (AP) | | |
| AP10.1 Construct meaning, with guidance, of a variety of simple oral non-fiction and fiction Michif French texts on familiar topics. | AP20.1 Construct meaning, with some guidance, of a variety of short oral non-fiction and fiction Michif French texts on familiar topics. | AP30.1 Construct meaning, independently, of a variety of oral non-fiction and fiction Michif French texts on familiar topics. |
| AP10.2 Construct meaning, with guidance, of a variety of simple written non-fiction and fiction Michif French texts on familiar topics. | AP20.2 Construct meaning, with some guidance, of a variety of short written non-fiction and fiction Michif French texts on familiar topics. | AP30.2 Construct meaning, independently, of a variety of written non-fiction and fiction Michif French texts on familiar topics. |
| AP10.3 Produce, with guidance, a variety of simple oral non-fiction and fiction Michif French texts on familiar topics. | AP20.3 Produce, with some guidance, a variety of short oral non-fiction and fiction Michif French texts on familiar topics. | AP30.3 Produce, independently, a variety of oral non-fiction and fiction Michif French texts. |
| AP10.4 Produce, with guidance, a variety of simple written non-fiction and fiction Michif French texts on familiar topics. | AP20.4 Produce, with some guidance, a variety of short non-fiction and fiction written Michif French texts on familiar topics. | AP30.4 Produce, independently, a variety of written non-fiction and fiction Michif French texts. |

Legend

| | |
|----|----------------|
| CO | Goal |
| 10 | Course |
| 1 | Outcome number |
| a | Indicator |

Michif French 10 Outcomes and Indicators

Culture (CU)

CU10.1 Explore historical and contemporary elements of the social environment and personal identity.

Indicators

- a. Explore using Michif French while completing routine tasks of the home and classroom (e.g., washing dishes, tidying the house/class, laundry, wiping the table, help to prepare a meal, setting the table).
- b. Explore how routine tasks in the home and classroom have changed over time.
- c. Discuss the local traditional territory with guiding questions such as:
 - How did this community come to be?;
 - Who was originally here?;
 - Who are the settlers?;
 - Who shared the land?;
 - How were Michif/Métis people displaced (e.g., road allowance people, Scrip)?
 - What relationships were built amongst local First Nations?;
 - How were those relationships/decisions formed? (e.g., kinship ties within Treaty 6 territory); and,
 - How has it transformed over the years?
- d. Investigate local historical and contemporary spaces, businesses or schools (e.g., Founders of St. Louis Monument, Old schools in the area, such as: Bremner School, Argon School, #14 School, Gerond School, Les Soeur de Providence Convent, Boys College, as well as kinship areas, such as Boucherville and Lepine Flatts) by reaching out to community members for information, stories, and support.
- e. Discuss Métis core values and how they play a role in personal identity and interactions with others, such as:
 - Strength - Ittay forr
 - Kindness - Bonn cheur;
 - Courage - Kooraaazh;
 - Tolerance - Anndjurii
 - Honesty - Honnet
 - Respect - Rispay;
 - Love - L'aamoore;
 - Sharing - Patarzhii
 - Caring - Praanswaen
 - Balance - Balaansii;
 - Patience - Pashians;
 - Humour – Eumeur, and;
 - Connection to Mother Earth - Conexion avek la Mayr de Tayr

CU10.2 Investigate opportunities in the local community to participate in Michif French culture.

Indicators

- a. Discuss how visiting can be a way of learning from one another by considering questions such as:
 - How did community members visit in the past?;
 - How do community members visit currently?;
 - What do we do to prepare for visitors?;
 - How do we arrive as visitors?; and,
 - Why is it vital that we continue to learn from one another through visiting?
- b. Begin to develop relationships by visiting with local community members, Language Keepers, Elders, Collectives, Clubs and Local Métis organizations.
- c. Participate in learning about traditional Michif ways of life such as:
 - harvesting medicines;
 - using natural medicines for holistic health;
 - gardening;
 - preserving foods; and,
 - cooking/baking.
- d. Participate in hosting local traditional and contemporary Michif gatherings such as:
 - ceremonies;
 - school events;
 - community celebrations (e.g., weddings, anniversaries, funerals, holidays, kitchen parties, Back to Batoche festival); and,
 - simple visiting opportunities.
- e. Explore opportunities to participate in traditional and contemporary Métis fashion and the arts such as:
 - beadwork, embroidery, sewing, quilting;
 - ribbon skirts, moccasins;
 - birchbark art;
 - leather, hide clothing, accessories;
 - fire bags;
 - braided rugs;
 - octopus bags;
 - Métis sash; and,
 - visual arts.
- f. Explore opportunities to participate in traditional and contemporary Métis music such as:
 - fiddle music;
 - jigging, square dancing; and,
 - Métis musicians.

CU10.3 Reflect on personal strengths and needs in the learning journey of the Michif French language and culture and set goals for improvement as they relate to:

- elements of the social environment;
- elements of personal identity; and,
- elements of Michif French culture.

Indicators

- a. Recognize that risk-taking and a positive attitude are part of effective language learning.
- b. Identify challenges of learning to communicate in Michif French.
- c. Reflect on identity through the Michif worldview and language by considering questions such as:
 - How does visiting help to improve my understanding of the Michif French language and worldview?
 - How does my use of Michif French shape the way I understand my social environments?
 - How does my use of Michif French shape the way I understand my own identity?
 - How does my use of Michif French shape the way I understand the Michif culture and community?
- d. Reflect, with guidance, on personal speaking, listening, reading, and writing development in Michif French.
- e. Analyze the quality of personal development in the language and culture by:
 - identifying and celebrating success;
 - recognizing areas of need;
 - setting goals by using a self-assessment tool (created by self or with peers and/or teacher); and,
 - monitoring personal goals and growth.

Strategies (ST)

ST10.1 Apply, with guidance, a variety of strategies to interpret oral and written texts in Michif French.

Indicators

- a. Learn through visiting (e.g., with Elders, Language Keepers, family, peers) both inside and outside of the classroom.
- b. Prepare to interpret oral and written texts, before listening and viewing, using strategies such as:
 - making predictions;
 - using prior knowledge;
 - using personal experience; and,
 - visual aids.
- c. Interpret oral and written texts, while listening and reading, using strategies such as:
 - identifying supplementary information to help construct meaning of oral and written texts (e.g., summary, illustrations, translations);
 - recognizing physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, volume and tone) cues;
 - listing context clues and key words to make connections between new information, prior knowledge and personal experience.
 - identifying cognates from another language (e.g., table - la table[French]- lii taab [Michif French],) to decipher words; and,
 - discussing strategies to help cope with information containing unknown elements (e.g., ask for clarification or repetition when needed, indicate lack of understanding).
- d. Review interpretation of oral and written texts, after listening and reading, using strategies such as:
 - discussing key words in oral and written texts;
 - making connections between new information, prior knowledge and personal experience; and,
 - reacting with emotion (e.g., empathy, surprise, appreciation or dislike).
- e. Begin to develop personal language learning tools (e.g., personal Michif French Dictionary, self-created pronunciation audio files) on topics such as home items, routines, hobbies and foods.
- f. Consult resources (e.g., Elders, Language Keepers, peers, family, Michif French dictionaries and mobile apps, anchor charts and websites) and visual aids (e.g., pictures, graphs and drawings) to help construct meaning of oral and written texts.

ST10.2 Apply, with guidance, a variety of strategies to produce oral and written Michif French texts.

Indicators

- a. Learn through visiting (e.g., with Elders, Language Keepers, family, peers).
- b. Explore the Michif French language for personal communication on topics, such as introductions, greetings, general interactions, phrases to participate in a discussion.
- c. Use tools such as graphic organizers and outlines to make a plan for speaking or writing.
- d. Consult resources (e.g., Elders, Language Keepers, peers, family, Michif French dictionaries and mobile apps, anchor charts and websites) and visual aids (e.g., pictures, graphs and drawings) to support the production of oral and written texts.
- e. Discuss how to take risks, try unfamiliar approaches, and experiment with various forms of expression (e.g., reduce anxiety by using mental techniques, such as positive self-talk and humour, to instill confidence).
- f. Identify prior knowledge for personal expression in Michif French.
- g. Describe physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, tone and volume) cues to convey meaning.
- h. Retell (in English) a Michif French oral communication with an Elder, Language Keepers, peers, or family members.
- i. Demonstrate a short dialogue (e.g., practise, rehearse, role-play) with classmates in Michif French.

Competence (CO)

CO10.1 Identify, when listening and reading, Michif French language concepts including:

- context-specific vocabulary;
- nouns;
- verbs;
- pronouns;
- prepositions;
- directions; and,
- simple sentences.

Indicators

- a. Identify context-specific and common vocabulary (e.g., lii zhours, lii mwaan, lii zochii a likol, paarchu dju korr, lii maanzhii, lii noombr).
- b. Recognize the use of present tense verbs, including:
 - asi;
 - lev tway;
 - viirii;
 - soot;
 - marsh;
 - koor;
 - lii;
 - dimaandi;
 - netwayii;
 - laav;
 - zhou;
 - jem; and,
 - jem pa.
- c. Discuss the use of singular proper pronouns (e.g., Ji, Ja, Je, Tchu, Ta, y, il, ell).
- d. Identify appropriate prepositions in context (e.g., annaryayr, annavaan, dissu, ennhou, akootii, didaan).
- e. Recognize directional terms in context (e.g., dret, goosh, nor, sud, ouest, lest).
- f. Understand simple sentences in context (e.g., Clean the table - Netway la taab, My name is - Monnom say, I live in - Je rest a, I like to eat – Jem sa maanzhii).

CO10.2 Identify, when speaking and writing, Michif French language concepts including:

- oral and written phonemes;
- context-specific vocabulary;
- nouns;
- verbs;
- pronouns;
- prepositions;
- directions; and,
- simple sentences.

Indicators

- a. Distinguish oral and written phonemes in Michif French such as:
 - consonants (e.g., R sound; L sound; ZH sound);
 - double vowels/consonants (e.g., oo, ii, aa, nn); and,
 - complex vowels (e.g., oi, aen, enn, ayr).
- b. Recognize context-specific and common vocabulary (e.g., lii zhours, lii mwaan, lii zochii a likol, paarchii di korr, lii maanzhii, lii noombr).
- c. Experiment with the use of present tense verbs, including:
 - asi;
 - lev tway;
 - viirii;
 - soot;
 - marsh;
 - koor;
 - lii;
 - dimaandi;
 - netwayii;
 - laav;
 - zhou;
 - jem; and,
 - jem pa.
- d. Recognize the use of singular proper pronouns (e.g., Ji, Ja, Je, Tchu, Ta, y, il, ell).
- e. Respond to prepositions in context (e.g., annaryayr, annavaan, dissu, ennhou, akootii, didaan).
- f. Recognize directional terms in context (e.g., dret, goosh, nor, sud, ouest, lest).
- g. Repeat simple sentences in context (e.g., Clean the table - Netway la taab, My name is - Monnom say, I live in - Je rest a, I like to eat – Jem sa maanzhii).

Applications (AP)

AP10.1 Construct meaning, with guidance, of a variety of simple oral non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Listen to and view a variety of simple oral Michif French texts (e.g., how to videos, storytelling videos, in-person visiting, songs) that address big ideas such as:
 - elements of social environment;
 - elements of personal identity;
 - elements of Michif French culture.
- b. Interpret simple oral texts or conversations.
- c. Respond appropriately in structured interactions with common, simple, short phrases.
- d. Comprehend and respond to simple questions regarding personal details (e.g., name, age, hometown, interests, and hobbies).
- e. Compare information related to others' personal details (e.g., name, age, hometown, interests, and hobbies).
- f. Reiterate simple instructions in familiar contexts through hands on experiences such as:
 - beading;
 - sewing;
 - dancing;
 - games;
 - baking/Cooking; and,
 - visual arts.
- g. Interpret simple conversations and respond appropriately to basic interactions, including:
 - greetings;
 - personal introductions;
 - classroom instructions;
 - requests for help;
 - offering directions within the school and community;
 - daily routines and activities; and,
 - through visiting.
- h. Describe personal reactions to simple oral texts with emotion (e.g., empathy, surprise, appreciation or dislike).

AP10.2 Construct meaning, with guidance, of a variety of simple written non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Read a variety of simple written Michif French texts (e.g., children’s books, recipes, dictionaries, conversational sentences) that address big ideas, such as:
 - elements of social environment;
 - elements of personal identity; and,
 - elements of Michif French culture.
- b. Comprehend simple labels within the school in Michif French.
- c. Identify key information in context, such as:
 - days of the week and past, present, future (e.g., au zhourdjwii, eyayr, dimaen);
 - calendar (e.g., lii mwaan, lii zannii, lii zhour);
 - time- taan, seasons- lay sayzon, weather-taan; and,
 - feelings- fill
- d. Reiterate the basic directions of written imperative texts.
- e. Make selections from a provided list of options on a teacher-created survey regarding personal identity (e.g., name, hometown, Treaty area, hobbies, age).
- f. Identify the vocabulary words in context in written texts on familiar topics.
- g. Describe reaction to written texts with emotion (e.g., empathy, surprise, appreciation or dislike).

AP10.3 Produce, with guidance, a variety of simple oral non-fiction and fiction Michif French texts on familiar topics.

Indicators

- b. Produce simple oral Michif French texts related to big ideas such as:
 - elements of social environment;
 - elements of personal identity; and,
 - elements of Michif French culture.
- c. Respond appropriately to other speakers during structured conversations or discussion.
- d. Pose and respond to questions to generate conversations on familiar topics such as hobbies, family members and class schedules.
- e. Express feelings and emotions using simple adjectives, facial expressions and body language.
- f. Convey opinions or personal perspectives on a given topic such as a fashion, music, or food.
- g. Provide basic step-by-step instructions in situations such as cooking and giving directions to a location.
- h. Communicate information about time.
- i. Express personal greetings (e.g., on the phone, in video recordings, in person).
- j. Interact in familiar contexts such as:
 - cooking;
 - sewing;
 - cleaning;
 - beading;
 - playing sports; and,
 - dancing.
- k. Explain personal lived experiences or activities.
- l. Experience Michif French language for entertainment and personal enjoyment (e.g., express humour, perform skits or songs and create stories).

AP10.4 Produce, with guidance, a variety of simple written non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Produce simple written Michif French texts related to big ideas, such as:
 - elements of social environment;
 - elements of personal identity; and,
 - elements of Michif French culture.
- b. Write to communicate meaning about a variety of daily topics, such as personal details (e.g., name and age), dates (e.g., days of the week, months, seasons) and school/classroom items and routine.
- c. Communicate simple written expressions (e.g., Wii, Noo, Sil voo play, Maarsii, Bonn Mataen, Boon Apray Mijii, Je regret).
- d. Compose a greeting card (e.g., birthday - Bonn Fayt, thank you- Maarsii, I hope you get well soon - Schwettchu vyen bayn) using simple expressions.
- e. Create simple social media posts using basic vocabulary (e.g., personal introduction, homeland).
- f. Provide basic written directions to a place within the school or community using imperative sentences.
- g. Experiment with communicating messages in a variety of written formats (e.g., notes, lists, paragraphs, graphs, e-mails, blogs and text messages).
- h. Draft descriptions of personal lived experiences or activities related to the big ideas.
- i. Discuss the variations within the written orthography of Michif French.

Michif French 20 Outcomes and Indicators

Culture (CU)

CU20.1 Explore historical and contemporary elements of the natural environment and kinship.

Indicators

- a. Explore using Michif French while experiencing land-based activities such as:
 - fire making - three types of fires (e.g., spiritual, cook, warmth);
 - camping-shelter building, hunting;
 - fishing, filleting, cooking the fish;
 - berry, plant & root picking; and,
 - canoeing.
- b. Engage in becoming stewards of the land in ways such as:
 - examining animals' habitats and cycles;
 - caring for our waterways;
 - protocols, responsibilities, and respect when using animals/plant life for sustenance; and,
 - hunting/trapping traditional ways, contemporary ways, rights, laws, and conservation.
- c. Investigate Michif/Métis kinship systems such as:
 - immediate family;
 - extended family;
 - adopted family (e.g., why was this important and very common in Michif communities?);
 - discussing what is family? Do we call some people "Aunty" that aren't related by blood, why?;
 - what is considered by our community family; and,
 - genealogy/movement of personal families (e.g., this could be part of a trip to Winnipeg to explore Red River-based archives of the St. Boniface Historical Society).
- d. Recognize personal roles and responsibilities in family and community (e.g., according to the Métis core values).
- e. Discuss the traditional and contemporary roles of women in maintaining kinship ties and caring for each other.
- f. Discuss places in Canada where Michif French is spoken (e.g., St. Louis, Batoche, Duck Lake, St. Laurent ,SK , St. Laurent, MB, as well as regions in Alberta).
- g. Explore the historical and contemporary significance of local areas in the community, such as;
 - Batoche (e.g., battle area, town site, river lots, the east village);
 - Back to Batoche celebration grounds;
 - South Branch House Trading Post; and,
 - St. Laurent ferry, Our Lady of Lourdes Shrine, and the buffalo jump.

CU20.2 Investigate opportunities in Saskatchewan to participate in Michif French language revitalization.

Indicators

- a. Discuss the transmission and endangerment of the Michif French language (e.g., Why were we not taught it in our homes? Why were people reluctant to speak Michif French? Why and when did this stigma shift?).
- b. Compare the varieties of Michif languages (Northern, Southern & Michif French) in terms of their origin, similarities, and differences.
- c. Discuss mixed language revitalization projects in other parts of the world.
- d. Identify institutes and organizations that support the efforts to revitalize the variations of Michif (e.g., Gabriel Dumont Institute, Louis Riel Institute, Métis Nation - Saskatchewan, Rupertsland Institute).
- e. Discuss with representatives of Michif/Métis organizations about their efforts to revitalize Michif languages.
- f. Determine the challenges and successes of language revitalization (e.g., Gabriel Dumont Institute Métis Culture and Heritage Department).
- g. Examine the resources that promote Michif language revitalization, including Michif French.
- f. Explore Michif language programs that exist (e.g., Michif Kindergarten, online classes, in-person classes, language nests, post-secondary classes).
- g. Observe effective ways that language revitalization approaches have been implemented.
- h. Determine ways to continue the development of Michif French revitalization.
- i. Plan ways to contribute to Michif French language revitalization, such as:
 - sharing the language with other classes and the school community;
 - sharing the language with other schools and communities;
 - creating ways to increase visibility and accessibility of the language (e.g., labels, community signs, posters, social media);
 - assisting in creating resources for future generations.

CU20.3 Reflect on personal strengths and needs in the learning journey of the Michif French language and culture, set goals for improvement, and ways to contribute to the community, as they relate to:

- elements of the natural environment;
- elements of kinship and,
- elements of Michif-language revitalization.

Indicators

- Explain how risk-taking and having a positive attitude are part of effective language learning.
- Discuss challenges of learning to communicate in Michif French.
- Reflect on identity through the Michif worldview and language by considering questions such as:
 - How does visiting help to improve my understanding of the Michif French language and worldview?
 - How does my use of Michif French shape the way I understand the natural environment?
 - How does my use of Michif French shape the way I understand kinship?
 - How does my use of Michif French shape the way I understand the revitalization of Michif French?
- Reflect, with some guidance, on personal speaking, listening, reading, and writing development for Michif French.
- Examine the quality of personal development in the language and culture by:
 - identifying and celebrating success;
 - recognizing areas of need;
 - setting goals by using a self-assessment tool (created by self or with peers and/or teacher); and,
 - monitoring personal goals and growth while considering things such as, (e.g., new knowledge of Michif French language and culture and its value to self, family, and community).

Strategies (ST)

ST20.1 Apply, with some guidance, a variety of strategies to interpret oral and written Michif French texts.

Indicators

- b. Learn through visiting (e.g., with Elders, Language Keepers, family, peers) both inside and outside of the classroom.
- c. Prepare to interpret oral and written texts, before listening and viewing, using strategies such as:
 - making predictions;
 - using prior knowledge;
 - using personal experience; and,
 - visual aids.
- d. Interpret oral and written texts, while listening and reading, using strategies such as:
 - using supplementary information (e.g., summary, illustrations, translations);
 - recognizing physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, volume and tone) cues
 - examining context clues and key words to make connections between new information, prior knowledge and personal experience;
 - discussing cognates from another language (e.g., skunk - sikâk [Plains Cree] - shiikawk [Michif French],) to decipher words; and,
 - applying strategies to help cope with information containing unknown elements (e.g., ask for clarification or repetition when needed, indicate lack of understanding).
- e. Explain interpretation of oral and written texts, after listening and reading, using strategies such as:
 - discussing key words in oral and written texts;
 - making connections between new information, prior knowledge and personal experience; and,
 - reacting with emotion (e.g., empathy, surprise, appreciation or dislike).
- f. Develop personal language learning tools (e.g., personal Michif French Dictionary, self-created pronunciation audio files) on topics such as; hunting, trapping, harvesting, kinship, Michif variations.
- g. Consult and use resources (e.g., Elders, Language Keepers, peers, family, Michif French dictionaries and mobile apps, anchor charts and websites) and visual aids (e.g., pictures, graphs and drawings) to help construct meaning of oral and written texts.
- h. Use tools (e.g., charts, vocabulary lists and, personal Michif French dictionaries, audio files) to help construct meaning of oral and written texts.

ST20.2 Apply, with some guidance, a variety of strategies to produce oral and written Michif French texts.

Indicators

- a. Learn through visiting (e.g., with Elders, Language Keepers, family, peers).
- b. Practice the Michif French language for communication on topics such as the natural environment, kinship and Michif language variations.
- c. Use tools such as graphic organizers and outlines to make a plan for speaking or writing.
- d. Consult resources (e.g., Elders, Language Keepers, peers, family, Michif French dictionaries and mobile apps, anchor charts and websites) and visual aids (e.g., pictures, graphs and drawings) to support the production of oral and written texts.
- e. Practice taking risks, trying unfamiliar approaches, and experimenting with various forms of expression (e.g., reduce anxiety by using mental techniques, such as positive self-talk and humour, to instill confidence).
- f. Use prior knowledge for personal expression in Michif French.
- g. Implement physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, tone and volume) cues to convey meaning.
- h. Experiment with methods such as ASLA (Accelerated Second Language Acquisition) and TPR (Total Physical Response).
- i. Retell (in Michif French) a Michif French oral communication with an Elder, Language Keepers, peers, or family members.
- j. Perform a short dialogue (e.g., practise, rehearse, role-play) with classmates in Michif French.

Competence (CO)

CO20.1 Apply, when listening and reading, Michif French language concepts including:

- context-specific vocabulary;
- nouns;
- verbs;
- pronouns;
- prepositions;
- definite and indefinite articles;
- adjectives; and,
- simple sentences.

Indicators

- Apply context-specific and common vocabulary (e.g., lii zanimo, lii plaant, la faamii, la laang).
- Recognize the use of present tense verbs, including;
 - bataazh;
 - shass;
 - pyayzh;
 - baachii;
 - la paysh;
 - condjwiir;
 - promnii;
 - maanzh;
 - paarl;
 - daans;
 - shaant;
 - zhoue;
 - protijii;
 - kwiir; and,
 - kood.
- Discuss the use of plural proper pronouns (e.g., nou, vou, onn, i).
- Recall appropriate prepositions in context (e.g., annaryayr, annavaan, dissu, ennhou, akootii ,didaan).
- Apply basic knowledge of definite (e.g., le, la, laay, lii) and indefinite articles (e.g., aen, de, day, dii).
- Recognize context-specific adjectives (e.g., dry meat - vyaand sesh, nice beads - bell rasaad, big fish - groo pwashon, angry aunty - taant shawkii, singing birds - laay zwayzoo shaantay).
- Understand simple sentences in context (e.g., I am hunting - Je tapray shassii, I am picking berries - Je ramaas lii greenn, I am visiting my family - Je tapray aen promni sou ma faamii, We are happy - On nay contaan, We are proud to be Michif - On nay fyayr daytr Michif).

CO20.2 Apply, when speaking and writing, Michif French language concepts including:

- oral and written phonemes;
- context-specific vocabulary;
- nouns;
- verbs;
- pronouns;
- prepositions;
- definite and Indefinite articles;
- adjectives; and,
- simple sentences.

Indicators

- Apply oral and written phonemes in Michif French such as:
 - consonants (e.g., R sound; L sound; ZH sound);
 - double vowels (e.g., oo, ii, aa); and,
 - complex vowels (e.g., oi, aen, enn).
- Use context-specific and common vocabulary (e.g., lii zanimo, lii plaant, la faamii, lii vyue, la laang).
- Interpret the use of present tense verbs, including;
 - bataazh;
 - shaas;
 - pyayzh;
 - baachii;
 - la paysh;
 - condjwiir;
 - promnii;
 - maanzh;
 - paarl;
 - daans;
 - shaant;
 - zhoue;
 - protijay;
 - kwiir; and,
 - kood.
- Classify the use of plural proper pronouns (e.g., nou, vou, onn, i).
- Practise appropriate prepositions in context (e.g., annaryayr, annavaan, dissu, ennhou, akootii ,didaan).
- Apply basic knowledge of definite (e.g., le, la, laay, lii) and indefinite articles (e.g., aen, de, day, dii).

- g. Understand context-specific adjectives (e.g., dry meat - vyaand sesh, nice beads - bonn rasaad, big fish - groo pwashon, angry aunty - taant shawkay, singing birds - laay zwayzoo shaantay).
- h. Summarize simple sentences in context (e.g., I am hunting - Je tapray shassii, I am picking berries - Je ramaas lii grenn, I am visiting my family - Je tapray aen promni sou ma faamii, We are happy - On nay contaan, We are proud to be Michif - On nay fyayr daytr Michif).

Applications (AP)

AP20.1 Construct meaning, with some guidance, of a variety of simple oral non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Listen to and view a variety of short oral Michif French texts (e.g., how to videos, storytelling videos, in-person visiting, songs) that address big ideas such as:
 - elements of the natural environment;
 - elements of kinship; and,
 - elements of Michif language revitalization.
- b. Demonstrate comprehension of oral texts in a variety of ways (e.g., informal conversation, class discussion, visual arts, graphs, and concept maps).
- c. Identify the intended purpose and audience of oral texts.
- d. Respond appropriately to simple questions during daily conversations regarding familiar topics (e.g., gathering and harvesting, kinship and community gatherings, food and drink) in two or three short phrases.
- e. Follow basic imperative oral instructions through hands-on experiences such as:
 - harvesting medicines/berries/garden produce;
 - preserving foods;
 - processing animals;
 - canoeing; and,
 - fishing.
- f. Extract main points from short oral Michif French texts or interactions with visual aids (e.g., illustrations, diagrams and concrete examples).
- g. Make connections between the message in oral texts and personal life experiences.

AP20.2 Construct meaning, with some guidance, of a variety of simple written non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Read a variety of short written Michif French texts (e.g., children’s books, recipes, dictionaries, conversational sentences, student created texts) that address big ideas such as:
 - elements of the natural environment;
 - elements of kinship; and,
 - elements of Michif language revitalization.
- b. Identify the intended purpose and audience of written texts.
- c. Interpret directions on how to arrive at local historical spaces.
- d. Describe the main character(s), conflict and theme in short stories, dramatic texts.
- e. Follow basic imperative written instructions.
- f. Pose questions for clarification within contexts such as:
 - harvesting medicines;
 - hunting;
 - fishing;
 - fire making;
 - visiting; and,
 - taking care of the young and the old.
- g. Navigate Michif French language websites and mobile apps to construct meaning of Michif French texts.
- h. Explain the vocabulary words in context in written texts on familiar topics.
- i. Paraphrase the message presented in short written texts on familiar topics (e.g., kinship, harvesting medicines, trapping, fishing, animals).
- j. Make connections between the message in written texts and personal life experiences.

AP20.3 Produce, with some guidance, a variety of simple oral non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Produce a variety of short oral Michif French texts related to big ideas such as:
 - elements of the natural environment;
 - elements of kinship; and,
 - elements of Michif language revitalization.
- b. Respond appropriately to other speakers when participating in guided conversations.
- c. Participate in conversations to share information on predictable and familiar topics such as the environment, family, celebrations and language.
- d. Share opinions, and invite others to share theirs, on familiar topics (e.g., stewardship, genealogy, language use).
- e. Provide instructions for performing a task (e.g., fishing, fire making, harvesting plants, finding local historical spaces) and model procedures.
- f. Communicate time in the past, present and future. (e.g., in the summer, last week, next month, midnight).
- g. Conduct phone calls (e.g., to family and friends) and use common phrases such as:
 - How are you? - Comma sa va?;
 - Where are you? - Voustay?;
 - What are you doing? - Keustchu fay?;
 - Look forward to seeing you soon! - Je aut twayr bayn vitt!;
 - Good-bye - oorevwar ; and,
 - I love you. - Je tadoor/J'temm
- h. Produce oral presentations (e.g., short autobiographies, how-to instructions related to big ideas, dialogues about language revitalization) using a variety of visuals (e.g., illustrations, videos, maps and pictures) to support expression.
- i. Incorporate the following in oral productions:
 - evidence of planning (e.g., project strategy and timelines);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., opening sentence, order of ideas and word order);
 - appropriate tone; and,
 - context-specific vocabulary.

AP20.4 Produce, with some guidance, a variety of simple written non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Produce a variety of short written Michif French texts related to big ideas such as:
 - elements of the natural environment;
 - elements of kinship; and,
 - elements of Michif language revitalization.
- b. Convey personal information and emotions with simple sentences.
- c. Express opinions and perspectives on various topics (e.g., land-based experiences, family, celebrations, language revitalization) in a simple personal letter.
- d. Recount personal experiences (e.g., land-based experiences, family events, genealogy) using a variety of narrative text types (e.g., short stories, scrapbooks, skits, and poetry).
- e. Share factual information in a simple formal text (e.g., newspaper articles, family histories and first-person accounts).
- f. Experiment with Michif French language and vocabulary through a variety of texts (e.g., poems, short stories, songs, skits and videos).
- g. Apply appropriate language and vocabulary when producing texts (e.g., menus, surveys, posters, social media posts and news articles).
- h. Incorporate the following in written productions:
 - evidence of planning (e.g., project strategy and timelines, editing drafts);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., opening sentence, order of ideas and word order);
 - appropriate tone; and,
 - context-specific vocabulary
- i. Explore the variations within the written orthography of Michif French.

Michif French 30 Outcomes and Indicators

Culture (CU)

CU30.1 Explore historical and contemporary elements of the economic environment and personal growth.

Indicators

- a. Investigate historical and contemporary Métis involvement with economy, such as:
 - traditional ways of trade and current monetary trade;
 - dwellings;
 - businesses;
 - education;
 - local resources (e.g., land ownership, waterways, animals);
 - local infrastructure;
 - transportation; and,
 - availability of financial resources for Métis families.
- b. Identify personal strengths as a learner of Michif language and culture (e.g., physically, emotionally, mentally, spiritually).
- c. Identify areas of improvement as a learner of Michif language and culture, and set goals for growth (e.g., physically, emotionally, mentally, spiritually).
- d. Explore Michif/Métis activities that bring joy and a feeling of purpose and accomplishment (e.g., sports, arts, clubs, music, land-based activities).
- e. Engage in discovering personal hopes, dreams, passions and aspirations in relation to language and culture, such as:
 - What do you want your life to look like in the future?
 - What types of professions, organizations, institutions may help to continue personal growth?
 - What are your wishes for future generations?
- f. Examine personal current and possible future contributions to the Michif French community.

CU30.2 Investigate opportunities to participate in Michif/Métis governance at the local, regional, provincial and national levels.

Indicators

- a. Explore the historical and contemporary development (e.g., purpose, aims, goals and design) of Métis governance, such as;
 - Red River governance formation
 - Batoche Resistance governance continuation;
 - Government of Canada’s response to Métis governance in these histories;
 - the Michif Matriarchs and their influence on governance;
 - Métis Locals;
 - provincial Métis Nation - Saskatchewan Regions (e.g., Western Region II, Western Region 2A, Eastern Regions, Northern Region and Southern Region);
 - Métis Nation of Saskatchewan; and,
 - Métis National Council.
- b. Engage in conversation with a representative of the Métis Nation at the Local, Regional, Provincial and National levels.
- c. Discuss ways the Métis practice sovereignty (e.g., preserving ways of knowing, being, learning, and leading).
- d. Advocate for Métis languages, ways of knowing, and rights.
- e. Participate in a governance meeting/event at either the local, regional, provincial, or national level.

CU30.3 Reflect on personal strengths and needs in the learning journey of the Michif French language and culture, set goals for improvement, find ways to contribute to the wider community, and consider future aspirations as they relate to:

- elements of the economic environment;
- elements of personal growth; and,
- elements of Michif/Métis governance.
-

Indicators

- Examine how risk-taking and having a positive attitude are part of effective language learning.
- Explain strategies that assist in working through the challenges of learning to communicate in Michif French.
- Reflect on identity through the Michif worldview and language by considering questions such as:
 - How does visiting help to improve my understanding of Michif French language and worldview?
 - How does my use of Michif French shape the way I understand the economic environment (e.g., historical and contemporary)?
 - How does my use of Michif French shape the way I understand my own personal growth?
 - How does my use of Michif French shape the way I understand Michif/Métis governance (e.g., historical and contemporary)?
- Reflect, independently, on personal speaking, listening, reading, and writing development in Michif French.
- Evaluate the quality of personal development in the language and culture by:
 - identifying and celebrating success;
 - recognizing areas of need;
 - setting goals by using a self-assessment tool (created by self or with peers and/or teacher); and,
 - monitoring personal goals and growth while considering things such as, (e.g., new knowledge of Michif French language and culture and its value to the economic environment, self, and the Métis Nation).

Strategies (ST)

ST30.1 Analyze and apply, independently, a variety of strategies to interpret oral and written Michif French texts.

Indicators

- a. Learn through visiting (e.g., with Elders, Language Keepers, family, peers) both inside and outside of the classroom.
- b. Prepare to interpret oral and written texts, before listening and viewing, using strategies such as:
 - making predictions;
 - using prior knowledge;
 - using personal experience; and,
 - visual aids.
- c. Interpret oral and written texts, while listening and reading, using strategies such as:
 - analyzing supplementary information (e.g., summary, illustrations, translations);
 - examining physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, volume and tone) cues;
 - use context clues and key words to make connections between new information, prior knowledge and personal experiences.
 - applying cognates from another language (e.g., House -maison [French]- mazoon [Michif French],) to decipher words; and,
 - integrating strategies to help cope with information containing unknown elements (e.g., ask for clarification or repetition when needed, indicate lack of understanding).
- d. Analyze oral and written texts, after listening and reading, using strategies, such as:
 - examining key words in oral and written texts;
 - comparing connections between new information, prior knowledge and personal experience; and,
 - analysing personal emotions (e.g., empathy, surprise, appreciation or dislike) to texts.
- e. Organize personal language learning tools (e.g., personal Michif French Dictionary, self-created pronunciation audio files) on topics, such as; local natural resources, passions and aspirations, and Michif/Métis governance.
- f. Consult and use resources (e.g., Elders, Language Keepers, peers, family, Michif French dictionaries and mobile apps, anchor charts and websites) and visual aids (e.g., pictures, graphs and drawings) to help construct meaning of oral and written texts.
- g. Select tools (e.g., charts, phrasebooks and audio files) and select resources (e.g., electronic applications and grammar reference books) to help construct meaning of oral and written texts.

ST30.2 Analyze and apply, independently, a variety of strategies to produce oral and written Michif French texts.

Indicators

- a. Learn through visiting (e.g., with Elders, Language Keepers, family, peers).
- b. Examine the Michif French language for communication on topics such as economic environment, personal growth, Michif/Métis governance.
- c. Select and use tools such as graphic organizers and outlines to make a plan for speaking or writing.
- d. Consult resources (e.g., Elders, Language Keepers, peers, family, Michif French dictionaries and mobile apps, anchor charts and websites) and visual aids (e.g., pictures, graphs and drawings) to support the production of oral and written texts.
- e. Demonstrate taking risks, trying unfamiliar approaches, and experimenting with various forms of expression (e.g., reduce anxiety by using mental techniques, such as positive self-talk and humour, to instill confidence).
- f. Analyze prior knowledge for personal expression in Michif French.
- g. Experiment with physical (e.g., gestures and facial expressions) and auditory (e.g., laughter, tone and volume) cues to convey meaning.
- h. Investigate methods, such as ASLA (Accelerated Second Language Acquisition) and TPR (Total Physical Response).
- i. Summarize (in Michif French) a Michif French oral communication with Elders, Language Keepers, peers, or family members.
- j. Perform in Michif French (e.g., skits, excerpts of plays).

Competence (CO)

CO30.1 Demonstrate, when listening and reading, Michif French language concepts including:

- context-specific vocabulary;
- nouns;
- verbs;
- pronouns;
- prepositions;
- definite and indefinite articles;
- sentence structure; and,
- word choice.

Indicators

- a. Apply context-specific and common vocabulary (e.g., la rivyayr, l'oo vraazh, michii, lii goovernamaan, laarzhan).
- b. Interpret the use of present tense verbs including:
 - vullay;
 - port;
 - rest;
 - vi;
 - apprand;
 - travye;
 - guard;
 - priserv;
 - risistaans;
 - aycree;
 - aankoorajii;
 - dikoorejii;
 - bat; and,
 - rawcounte.
- c. Explain the use of plural proper pronouns (e.g., nou, vou, onn, i).
- d. Interpret appropriate prepositions in context (e.g., annaryayr, annavaan, dissu, ennhou, akootii, didaan).
- e. Demonstrate knowledge of definite (e.g., le, la, laay, lii) and indefinite articles (e.g., aen, de, day, dii).
- f. Summarize sentences in context, such as:
 - Traditionally, fall was a busy season for the Métis.- Daan lii taan cayoush, l'outonne itait aen sayson occupay pour lii Michif;
 - The two main Métis resistances occurred in 1869-70 and 1885 - Li deu principal risistaans di Michif sontayann en mil whit sann swassanti nauf pi mil whit sann kaatra vaen seank; and,

- Since I was young, I enjoyed my grandfathers' stories.- Dipi j'itais zhenn, jemay lii histouayrs di mon grand-pere/paypair.
- g. Discuss the effect of grammatical components to enhance communication, including:
- rich word choice;
 - complex prepositions (e.g., ahead of - avaan de, along with - avek de, because of - akous) and,
 - complex conjunctions (e.g., after we eat - apray konn maanzh, when it rains - kaan ill myoy).

CO30.2 Demonstrate, when speaking and writing, knowledge of Michif French language concepts including:

- oral and written phonemes;
- context-specific vocabulary;
- nouns;
- verbs;
- pronouns;
- prepositions;
- definite and indefinite articles;
- sentence structure; and,
- word choice.

Indicators

- a. Use oral and written phonemes in Michif French such as:
 - consonants (e.g., R sound; L sound; ZH sound);
 - double vowels (e.g., oo, ii, aa); and,
 - complex vowels (e.g., oi, aen, enn).
- b. Apply context-specific and common vocabulary, such as; (e.g., la rivyayr, l'ooovraazh, michii, lii goovernamaan, laarzhan).
- c. Interpret the use of present tense verbs, including;
 - vullay;
 - port;
 - rest;
 - vi;
 - apprand;
 - travye;
 - guard;
 - priserv;
 - risistaans;
 - aycree;
 - aankoorajii;
 - dikoorajii;
 - bat; and,
 - rawcounte.
- d. Demonstrate the use of plural proper pronouns (e.g., nou, vou, onn, i).
- e. Apply appropriate prepositions in context (e.g., annaryayr, annavaan, dissu, ennhou, akootii, didaan).
- f. Implement knowledge of definite (e.g., le, la, laay, lii) and indefinite articles (e.g., aen, de, day, dii).

- g. Summarize sentences in context such as:
- Traditionally, fall was a busy season for the Métis.- Daan lii taan cayoush, l'outonne itait aen sayson occupay pour lii Michif;
 - The two main Métis Resistances occurred in 1869-70 and 1885 - Li deu principal risistaans di Michif sontayann en mil whit sann swassanti nauf pi mil whit sann kaatra vaen seank; and,
 - Since I was young, I enjoyed my grandfathers' stories.- Dipi j'itais zhenn, jemay lii histouayrs di may grand-pere/paypair.
- h. Discuss the effect of grammatical components to enhance communication, including:
- rich word choice;
 - complex (e.g., ahead of- avaan de, along with - avek de, because of - akous) and,
 - complex conjunctions (e.g., after we eat - apray konn maanzh, when it rains - kaan ill mwoy).

Applications (AP)

AP30.1 Construct meaning, independently, of a variety of simple oral non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Listen to and view and personal selection of Michif oral texts (e.g., interviews, videos, podcasts, and storytelling, in-person visiting, speeches) that address big ideas such as:
 - elements of economic environment;
 - elements of personal growth; and,
 - elements of Michif/Métis governance.
- b. Discuss information presented in oral text in a variety of ways (e.g., informal conversation, class discussion, visual arts, graphs, and concept maps).
- c. Summarize viewpoints presented in oral texts (e.g., interviews, videos, podcasts, and storytelling, in-person visiting, speeches).
- d. Analyze the intended purpose and audience of oral texts.
- e. Respond appropriately in spontaneous conversations on familiar themes and daily activities (e.g., traditional and contemporary economic changes, personal goals and aspirations, Métis governance).
- f. Follow changes in subject during conversations on familiar topics.
- g. Determine if conversation participants agree or disagree on the topic of discussion. (e.g., economic elements, personal growth goals, Métis governance).

AP30.2 Construct meaning, independently, of a variety of simple written non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Read a personal variety of written Michif French texts (e.g., books, recipes, dictionaries, short autobiographies, speeches, historical texts, conversational guides, poetry, plays, student created texts) that address big ideas such as:
 - elements of economic environment;
 - elements of personal growth; and,
 - elements of Michif/Métis governance.
- b. Analyze the intended purpose and audience of written texts.
- c. Follow directions within historical sites and spaces (e.g., Batoche, Duck Lake, Fort Carlton, Tourond’s Coulee/Fish Creek).
- d. Recount stories, fiction and non-fiction written texts.
- e. Discuss the theme and supporting elements of written texts.
- f. Comprehend information related to details about travel and transportation (e.g., historical texts about modes of transportation).
- g. Follow multi-step directions to complete a task (e.g., following a recipe, engaging with natural resources, following local protocols, caring for the young and the old).
- h. Identify main ideas of persuasive print texts (e.g., speeches, historical newspaper articles, images) for bias.
- i. React to written texts with questions of elaboration and alternate points of view.
- j. Express emotional and personal reactions (e.g., empathy, surprise, appreciation, deference or dislike) to a variety of print texts.

AP30.3 Produce, independently, a variety of simple oral non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Produce a variety of oral Michif French texts related to big ideas such as:
 - elements of economic environment;
 - elements of personal growth; and,
 - elements of Michif/Métis governance.
- b. Contribute to spontaneous conversations on familiar topics with multiple participants.
- c. Participate in conversations by posing and responding to questions on a variety of topics, such as:
 - local infrastructure (stores, schools, amenities, past and present);
 - transportation (past and present);
 - personal strengths and areas for growth with language learning;
 - personal future aspirations; and,
 - local, regional, provincial, and national levels of Métis governance.
- d. Communicate emotions, opinions and advice.
- e. Translate informal situations by relaying basic information from English to short, simple Michif French and vice versa.
- f. Provide directions within historical sites and spaces (e.g., Batoche, Duck Lake, Fort Carlton, Fish Creek).
- g. Conduct an interview by posing, and responding to, direct questions.
- h. Defend opinions with supporting arguments in a debate.
- i. Persuade audience of a perspective using convincing details and supporting arguments.
- j. Produce oral presentations (e.g., short autobiographies, how-to instructions related to big ideas, dialogues about Métis governance) using a variety of visuals (e.g., illustrations, videos, maps and pictures) to support expression.
- k. Incorporate the following in oral productions:
 - evidence of planning (e.g., project strategy and timelines);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., introduction, development of ideas, conclusion and flow of ideas);
 - appropriate tone; and,
 - rich context-specific vocabulary.

Commented [FME1]: Are the students going to be able to do this entirely in Michif French by the 30 level?

AP30.4 Produce, independently, a variety of simple written non-fiction and fiction Michif French texts on familiar topics.

Indicators

- a. Produce a variety of written Michif French texts (e.g., letters of opinion, editorials, brochures, posters, social media posts, videos) related to big ideas such as:
 - elements of economic environment;
 - elements of personal growth; and,
 - elements of Michif/Métis governance.
- b. Write simple messages to convey the details (e.g., time and location) of an event.
- c. Compose simple emails requesting information on topics related to future plans (e.g., involvement in Métis governance, post-secondary education and career opportunities).
- d. Create visual representations (e.g., comic strips, word art, graphic organizers) with Michif French dialogue.
- e. Express personal opinions in a persuasive text (e.g., letters of opinion, editorials, brochures, posters, social media posts, videos) on a variety of topics such as economics, personal growth goals and Michif/Métis governance.
- f. Experiment with a variety of text types (e.g., letters, poems, songs, schedules, lists, questionnaires, reports and social media posts).
- g. Research, organize and present information in expository texts (e.g., biography on Michif French artist, ancestors, past and present Michif politicians).
- h. Incorporate the following in written productions:
 - evidence of planning (e.g., narrative writing organizers and bullet journals);
 - clear purpose;
 - consideration of audience;
 - organization (e.g., introduction, development of ideas, conclusion and flow of ideas);
 - appropriate tone;
 - rich context-specific vocabulary;
 - language suitable to text type.
- i. Apply the local written orthography of Michif French when producing written text.

Assessment and Evaluation of Student Learning

Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes and understandings that should be assessed.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting times.

Effective and authentic assessment and evaluation involves:

- designing performance tasks that align with curricular outcomes;
- involving students in determining how their learning will be demonstrated; and,
- planning for the three phases of assessment and evaluation indicated below.

| Formative Assessment | | Summative Assessment and Evaluation |
|---|---|--|
| <p>Assessment for Learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:</p> <ul style="list-style-type: none"> • is teacher-driven for student, teacher and parent use; • occurs throughout the teaching and learning process, using a variety of tools; and, • engages teachers in providing differentiated instruction, feedback to students to enhance their learning and information to parents in support of learning. | <p>Assessment as Learning involves student reflection on learning, monitoring of own progress, and:</p> <ul style="list-style-type: none"> • supports students in critically analyzing learning related to curricular outcomes; • is student-driven with teacher guidance; and, • occurs throughout the learning process. | <p>Assessment of Learning involves teachers' use of evidence of student learning to make judgements about student achievement, and:</p> <ul style="list-style-type: none"> • provides opportunity to report evidence of achievement related to curricular outcomes; • occurs at the end of a learning cycle, using a variety of tools; and, • provides the foundation for discussions on placement or promotion. |

There is a close relationship among outcomes, instructional approaches, learning activities, assessment and evaluation. Assessments need to be reflective of the cognitive processes and level(s) of knowledge indicated by the outcome. An authentic assessment will only collect data at the level for which it is designed.

Glossary

Michif/Métis – the terms Métis and Michif may be used interchangeably. In our shared experiences as Michif people, our language, culture, history and relationships are inseparable from one another.

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Appendix A

Types of oral and written texts per level

| Context | Big Ideas Level 10 | Big Ideas Level 20 | Big Ideas Level 30 |
|---|--|--|--|
| Land/ Where am I? | Elements of social environment (eg. the home, classroom, community, Treaty areas). | Elements of the natural environment (e.g., hunting, trapping, foraging, harvesting, flora, fauna, waterways, local historical spaces). | Elements of economic environment (e.g., local economy, local natural resources, local infrastructure, transportation, movement of people). |
| Identity/ Who am I? | Elements of personal identity (e.g., name, hometown, Treaty area, hobbies, sports, interests, greetings). | Elements of kinship (e.g., genealogy, immediate family, extended family, adopted family, community family, roles, responsibilities). | Elements of personal growth (e.g., strengths, weaknesses, hopes, dreams, passions & aspirations, the role of Michif French in your life) |
| Worldview/ Who are we? | Elements of Michif French culture (e.g., fashion, music, foods, festivals, celebrations). | Elements of Michif Language revitalization (e.g., variations of Michif language, resources, language programs, efforts to revitalize language, programs international mixed language and cultures). | Elements of Michif/Métis governance (e.g., local, regional, provincial, national governance both historically and contemporary). |
| Construct meaning or oral fiction and non-fiction texts | <ul style="list-style-type: none"> • how-to videos • storytelling; • videos, • in-person visiting; and, • songs. | <ul style="list-style-type: none"> • how-to videos • storytelling; • videos, • in-person visiting; and, • songs, and, • instructions (e.g., harvesting medicines, preserving foods). | <ul style="list-style-type: none"> • interviews; • videos; • podcasts; • stories; • in-person visiting; • speeches; and, • spontaneous conversations. |
| Construct meaning of written fiction and non-fiction texts | <ul style="list-style-type: none"> • children’s books; • recipes; • dictionaries; • calendars, • conversational sentences; • labels; • instructions; • recipes, and, • surveys. | <ul style="list-style-type: none"> • children’s books; • recipes; • dictionaries; • conversational sentences; • student created texts; • directions; • instructions; and, • mobile apps. | <ul style="list-style-type: none"> • books; • recipes; • dictionaries; • short autobiographies; • speeches; • newspaper articles; • historical texts; • directions; • instructions; • conversational guides; • poetry; • plays; and, • student created texts. |
| Produce oral texts | <ul style="list-style-type: none"> • personal greetings; • short sentence; • conversational sentences; • ask and answer a question in present tense; • interactions in familiar contexts (e.g., cooking, | <ul style="list-style-type: none"> • guided conversations (e.g., stewardship, genealogy); • instructions for perform a task (e.g., fire making, harvesting plants); • phone calls; and, • dialogues. | <ul style="list-style-type: none"> • spontaneous conversations; • posing and responding to questions (e.g., local infrastructure, governance); • interviews; • debates; • persuasive speech; and, |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none"> sewing, cleaning); • discuss emotions (e.g., friends, events); • general interactions about lived experiences; and, songs, jokes and stories. | | <ul style="list-style-type: none"> • autobiographies. |
| Produce written fiction and non-fiction texts | <ul style="list-style-type: none"> • autobiographical paragraph; • labels; • simple written expressions; • greeting cards; • simple social media posts; • written directions; and, • text messages. | <ul style="list-style-type: none"> • personal information in simple sentences; • opinion letters; • short stories; • skits; • poetry; • newspaper articles; • family histories; and, • first-person accounts. | <ul style="list-style-type: none"> • plans for an event; • simple emails; • social media posts and videos; • questionnaires; • comic strips; • posters; • persuasive texts (e.g., letters of opinion, editorials); • expository texts; • poems; • songs; and, • stories. |

*These types of written and oral texts are suggestions, they do not represent a list of mandatory types of texts.