




# Browning Public Schools and NAL


- 1) Staff were given summer contracts to help refine Blackfeet Studies curriculum and receive intense PD in Blackfoot language that included ASLA (Accelerated Second Language Acquisition) and a Blackfoot writing system developed by a Blackfoot Speaker
- 2) Purchased classroom equipment
- 3) Sent staff to workshop concerning Class 7 license in Montana where we reviewed our tribe's relationship with the state with respect to education and networked with other people working within their tribal language
- 4) Paid a fluent speaker to help our school with language materials
- 5) Develop an assessment to help determine the progress, status, and success of our language program


## Writing system


**ăa** = call, saw, 


**ă** = sofa, mama 


**āa** = hat, laugh 


**āi** = met, again, many 


**ay/ai** = play, state, paint 


**īy** = cry, light, pie, bike 



**i** = kit, busy 


**ii** = feet, city, beat 


**ū** = fun, but, does, enough 


**oō** = blue, two, new 


**oö** = look, put, foot 


**ō** = row, toe, no  


**p̣** ≈ B 


**ṭ** ≈ D 


**k** ≈ G 


**īī** = hard [ii] sound 


**īĩ** = soft [āi] sound 

**ʼ** = guttural tone 

**ˀ** = aspirate tone / tonal shift 

**•** = glottal stop 





Blackfoot has never had an official writing system but our school has adopted the 'Big Bull writing system' and our staff has been trained in recognizes it strength on Blackfoot phonology, how to read it, and how to type it.

This has given students a consistency they needed so they develop literacy within our language

## ASLA

(Accelerated Second Language Acquisition)

- Developed by Dr. Neyooxet Greymorning (Arapaho) out of the University of Montana
- Complete immersive and oral method of teaching language



Students use what they know in the target language to learn what they don't know, for instance, in this picture above, say a student doesn't know the word for horse, boy, nor the verbs, but knows all the other nouns. Through using words the student knows we can 'weave' the language into them through logical deduction.

## Class 7

Class 7 License was created by Montana's Office of Public Instruction for each tribe to award to someone who is able to teach that tribe's language and culture

Through work shops offered through inter-tribal summits we were able to network with other tribes and also understand the importance of the license more clearly

After these workshops, and sharing what we learned from them, schools within our district give more freedom to our teacher within their classroom, allowing for more language and culture to be taught

## Assessment

our final assessments covers

- blessings
- introductions
  - nouns
  - verbs
- places and names
- seasons and directions
  - weather
- flora and fauna
  - body parts
  - kinship
- months and days of the week
  - colors
- mathematics
  - geometry
  - commands
- terms associated with spirituality and ceremony
  - adjectives
  - prepositions

## niitoōksskăa assessment ASLA

Student:

P = performance, C = cognition

### Assessment example

Students are first assessed on their ability to say these words using ASLA pictures (performance). After they are done, if they skipped words/pictures they are assessed on whether they can hear and recognize the words (cognition).

This is the first assessment. Final assessments include long phrases, tongue twister words, blessings, and stories

| Date: |                 |           |   |   |   |   |
|-------|-----------------|-----------|---|---|---|---|
| #     | Blackfoot       | English   | P | C | P | C |
| 1     | ninnă           | Man       |   |   |   |   |
| 2     | ăakii           | Woman     |   |   |   |   |
| 3     | ăakiiġō'ăn      | Girl      |   |   |   |   |
| 4     | su'ġkō'măapii   | Boy       |   |   |   |   |
| 5     | imiită          | Dog       |   |   |   |   |
| 6     | ġō'ss           | Cat       |   |   |   |   |
| 7     | sisstsi         | Bird      |   |   |   |   |
| 8     | ġăanissġiină    | Mouse     |   |   |   |   |
| 9     | ăisoōġăatsis    | Chair     |   |   |   |   |
| 10    | ō'ġko'ttio'ġkii | Rock      |   |   |   |   |
| 11    | ġoōġwo'n        | Ball      |   |   |   |   |
| 12    | ġoō•s           | Cup/dish  |   |   |   |   |
| 13    | ġō'nōġăamiită   | Horse     |   |   |   |   |
| 14    | ăapoōtsġină     | Cow       |   |   |   |   |
| 15    | ăatsisstăa      | Rabbit    |   |   |   |   |
| 16    | ăaksinii        | Pig       |   |   |   |   |
| 17    | ġyiyō           | Bear      |   |   |   |   |
| 18    | ăġunnii         | Butterfly |   |   |   |   |
| 19    | ġiităa          | Eagle     |   |   |   |   |
| 20    | iiinnii         | Buffalo   |   |   |   |   |