

Course Outline

School Name: Keewaytinook Internet High School

Department Name: Native Languages

Ministry of Education Course Title: *Native Languages
Level 1*

Grade Level: 9

Ministry Course Code: *LN_A0*

Teacher's Name: Sarah Johnson

Developed by: Sarah Johnson

Date: November 2004

Revision Date: March 2010

Developed from: The Ontario Curriculum Native Languages Grades 9 and 10,
1999

Profile Name: Public Profile, Native Languages, Level 1, Grade 9, Open

Text: Introductory Ojibwe , Parts One and Two In Severn Dialect
- Tom Beardy (1996)

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Darrin Potter

Principal's Approval (signature) _____

Approval Date:

Course Description/rationale

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practice basic vocabulary and phrases. Students will also use information technology during course-related activities.

Overall Curriculum Expectations

By the end of Level 1 students will :

Oral Communication

- demonstrate basic listening skills;
- converse on familiar topics in structured situations;
- demonstrate an understanding of language structures and vocabulary in context;
- demonstrate an awareness of Native oral traditions (e.g., Native legends, stories, songs);
- use information technology to communicate in a Native language

Reading

- read simple material on familiar topics in structured situations;
- recognize language patterns and vocabulary that have been learned through oral work;
- read for comprehension of ideas;
- demonstrate an understanding of language conventions and vocabulary in simple texts;
- use information technology to communicate in a Native language

Writing

- use a variety of simple and compound sentences;
- write on familiar topics, expressing ideas clearly;
- demonstrate accuracy in writing and a knowledge of linguistic conventions;
- use information technology to communicate in a Native language.

Course Content

Unit	Name	Length
Unit 1	Introduction to Native Language	27 hours
Unit 2	People	26 hours
Unit 3	Arts	21 hours
Unit 4	Mother Earth	27 hours
Unit 5	Media Works Communications Project	9 hours
	Total	110 hours

Unit Descriptions

Unit 1: Introduction to Native Language

This unit gives students an overview of goals and expectations that they are striving for in this course. They practice phonics of the orthography through activities and games. They discover the Native values of respect and world view as they participate in opening exercises. Students participate in basic greeting exchanges and use key vocabulary to understand classroom routines, such as responding to questions and directives in a friendly atmosphere. Students develop media communication skills by recording a short dialogue to share with other students.

Unit 2: People

In this unit, students become familiar with vocabulary of immediate family members. They learn about clan systems and the relationships within clans. Students practise “Good Mind” activities that demonstrate appreciation of other cultures and employ coping mechanisms for self and others.

Unit 3: Arts

This unit allows students to develop vocabulary and language skills through Native art forms while acquiring an appreciation of Native culture and history. Through the experience of hands-on activities, which may include painting, drawing, sculpting, or storytelling, students make connections to Native culture, values, and philosophies. A sense of identity emerges as students interact and communicate with others in a Native language.

Unit 4: Mother Earth

This unit introduces students to stewardship of the natural world from a Native perspective. Experiential and tactile activities provide students with a unique understanding of all peoples' connection to Mother Earth. Students study basic vocabulary related to edible and medicinal plants and their locations.

Unit 5: Media Works/Communications Project

This unit encompasses all that is learned in Units 1-4. The final product takes a form that students will individually select and feel comfortable with (e.g., video presentation, song, poem, or slideshow presentation). The final product will be an introduction of their community, and lifestyle. It will include all of the overall curriculum expectations, in written works, and oral communication.. All of the steps in creating the project including the final product will be evaluated. The project will utilize language in a way that satisfies all strand requirements, including a component of media communication.

Teaching/Learning Strategies

Teaching/Learning Strategies

- brainstorm
- Bring and Brag
- class discussion
- computer posters
- conferencing
- conversation duos
- creating a storyboard
- grammar exercises
- graphing
- group work
- illustrating a story
- independent study
- interviewing
- journal writing
- knowledgeable community people

- lexicon chart
- lexicon/word list development
- listening centre and activities

local radio or TV presentations

- map making
- oral presentation
- personal word lists
- photography
- poster making
- researching the internet
- skits/role play
- storytelling

- story writing
- talking circle
- team building
- translation exercises
- vocabulary lists
- vowel sound chart
- word games
- word drill
- writing a script

Evaluation

The student's final grade for this course will be determined as outlined in Program Planning and Assessment 2000 (p.15).

Seventy per cent (70%) of the grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' ***most consistent level of achievement*** throughout the course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay and / or other method of evaluation suitable to the course content and administered towards the end of the course.

Type of assessment	Category	Details	Weighting (%)
Formative (70%)	Knowledge/ Understanding	<ul style="list-style-type: none"> • Knowledge of the required linguistic elements (grammar, vocabulary, spelling, derivatives) • Understanding of materials read (e.g., passages, texts, resource materials) • Understanding of relationships between the Native culture and the language 	14%
	Thinking/Inquiry	<ul style="list-style-type: none"> • Critical and creative thinking skills • Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions) 	10%
	Communication	<ul style="list-style-type: none"> • communication of information and ideas (orally and in writing) • use of symbols and visual images • use of language (grammar, vocabulary, including special terminology) • communication for different audiences and purposes • use of various forms of communication 	23%
	Application	<ul style="list-style-type: none"> • application of ideas and skills in familiar contexts • transfer of concepts, skills, and procedures to new contexts • application of procedures, equipment, and technology 	23%
Summative	Culminating Activity (15%)	Knowledge/Understanding	3%
		Thinking/Inquiry	2%
		Communication	5%
		Application	5%
	Final Examination (15%)	Knowledge/Understanding	3%
		Thinking/Inquiry	2%
		Communication	5%
		Application	5%
		TOTAL	100%

Assessment/Evaluation Strategies

Paper and Pencil

- tests
- quizzes
- work sheets
- examinations

Other

- teacher anecdotal comments
- grammar checklists
- rubrics
- rating scales

Performance Assessment

- projects
- portfolios
- presentations
- essays
- recitals
- role playing
- demonstrations
- diagrams
- constructions
- journals

Personal Communication

- peer evaluation
- pronunciation and useage
- journals
- oral quizzes
- self assessment
- reading and listening response
- student / teacher conference

Resources listed in Bibliographical style

Introductory Ojibwe , Parts One and Two In Severn Dialect , - Tom Beardy (1996)

<http://languages.knet.ca>

<http://www.kstrom.net/isk/stories/words.html>

A Consise Dictionary of Minnesota Ojibwe - John D Nichols , Earl Nyholm University of Minnesota Press 1995

A Dictionary of the Ojibwe Language - Frederic Barga with Foreward by John D. Nichols MHS Press 1992

Cree Legends & Narratives - C. Douglas Ellis - The University of Manitoba Press 1995

Ninoontaan / I Can Hear it (Objibwe stories from Lansdowne House) written by Cecilia Sugarhead translated by John O' Meara Algonquian and Iriquoian Linguistics, 1996

Nishanaabemwin Reference Grammar- J Randolf Valentine - University of Toronto Press - 2001

Spoken Cree - C. Douglas Ellis - The University of Alberta Press 2004

Techniques & Principles in Language Teaching 2nd Edition - Diane Larsen-Freeman- Oxford University Press - 2000

Program Planning

This course is offered to students living in isolated northern Canadian communities which do not have access to the usual high school facilities, equipment or teachers associated with secondary education. The course uses the global connections of the Internet for some instruction, direction, online field trips and research. It is a student-centered semi-virtual classroom which capitalizes on the strengths of Internet program delivery to minimize the realities of geographical remoteness.

The course is organized with a twelve -week series of lessons delivered to students via the Internet through computers located in a KIHS community campus classroom. The twelfth week is used for topic consolidation, review, and the final examination. The student attends school full days similar to traditional face-to-face programming. The classroom is similar to a computer classroom with student:computers on a 1:1 ratio.

The delivery of lessons, assignments, questions and course material uses the Internet connection. Most communication between students and the teacher instructor is done using an Internet connection. Support is enhanced by **the teacher mentor**, a trained teacher present in the classroom for the full day. The mentor assists the student in completing tasks on a timely basis, and providing tutoring where required.