

## Course Outline

School Name: KEEWAYTINOOK INTERNET HIGH SCHOOL  
Department Name: Native Languages

Ministry of Education Course Title: Native Languages: Cree

Grade Level: 9

Ministry Course Code: LNCAO

Teacher's Name: Kathleen Koostachin

Developed by: Judy Barratt Date: December 2017

Revision Date: September 2022

Developed from:

Ontario Ministry of Education. (1999). *The Ontario curriculum, grades 9 and 10: Native Languages*. Toronto ON: Queen's Printer for Ontario.

Text: None

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 21, 2022

## **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 the Cree language and culture, to explore and experience a unique world view, and to learn to speak the Cree language. Students will use the language being studied for basic greetings and commands, 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**

### **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**

<b>Unit</b>	<b>Length</b>
<b>1. Syllabic and Roman Orthography in Basic Cree / Parts of Speech</b>	35 hours
<b>2. Takwakin: Hunting, Fishing, and Harvesting</b>	25 hours
<b>3. Siigwan and Niipin</b>	25 hours
<b>4. Dialogue and Vocabulary</b>	25 hours
<b>5. Media Works / Communications Project</b>	25 hours
<b>Total</b>	110 hours

## **Unit Descriptions**

### **Unit 1 – Syllabics and Roman Orthography in Basic Cree / Parts of Speech**

This unit introduces students to the basic concepts of the Cree language and how it can be applied in their everyday life, within their community and culture. Students will begin to develop their understanding of Syllabics and Roman Orthography as well as next steps for growth in talking, listening, thinking, reading and writing. Each lesson teaches students a variety of reading and writing strategies as well as Parts of Speech. Students are provided an opportunity to record the vocabulary they have learned, listening to vocabulary words in Cree and writing responses. These activities will help develop the language, themes and recordings and/or practices of language speaking in order to succeed in each unit.

### **Unit 2 – Tawakin: Hunting, Fishing and Harvesting**

Students are expected to observe and apply their active listening and oral communication skills by building upon the skills and knowledge from the first unit. Students will practice using strategies for speaking, reading and writing as well as learning the vocabulary learned in each thematic unit that correlates to their culture and daily lives. Students will use audio to record vocabulary learned and apply the skills they have learned from each activity.

### **Unit 3 – Siigwan and Niipin**

Throughout this unit, students will explore various culture teachings based on Cree and traditional land base teachings, such as spring hunting, preparing and cooking goose as well as learning the months and seasons of the year. Students will also learn about telling time and some of the summer vocabulary used in Fort Severn during the summer. Students will practice translating sentences, writing short dialogues and researching different local and regional legends.

### **Unit 4 – Dialogue and Vocabulary**

The theme for this unit will focus on vocabulary development and deepen the students' understanding of concepts, vocabulary, and writing/translating strategies. Students will conduct an interview with an Elder who can speak their language. Students will present and oral or a written report on the results of their interview on Moodle.

### **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 be unique to each student as they individually create an audio/visual presentation. The final product will be an introduction of their community, culture, 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. For the culminating activity, students will develop a presentation about their community and present it on Moodle. Students will use the Cree language they have learned throughout the course. Students also get an opportunity to research their community and make authentic connections with their learning and real life. Students will also have the opportunity to reflect upon the growth and accomplishments they have made throughout the course.

## ***Teaching/Learning Strategies***

This course is organized into an eight-week series of lessons and activities that is presented to students in remote northern communities via the internet. The eighth week is used for course consolidation, review, and the final examination. Teacher and students communicate over the internet through timely activity feedback, emails, messages, video and audio calls. Classroom mentors assume the role of liaison between the teacher and student while also supporting a holistic approach to motivate, engage and support each individual student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Constructing dialogue;
- Word vocabulary;
- Discussion;
- Cooperative learning;
- Guided learning;
- Conversation duos;
- Creating storyboard;
- Feedback comments;
- Parts of speech;
- Illustrating constructed dialogues;
- Independent study;
- Knowledgeable community people;
- Media videos (legends);
- Word games;

- Oral presentation – audio recording;
- Personal word lists;
- Practical exercises;
- Researching the internet;
- Reading;
- Storytelling ;
- Summarizing;
- Syllabic (vowel) sound chart;
- Translating exercises;
- Vocabulary lists of word development;
- Instructor’s audio recordings;
- Student sound recording (oral communication).

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

## Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 41).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen’s Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	Knowledge of the required linguistic elements. Understanding of relationships between the Native culture and the language.	17.5
	Thinking	Critical and creative thinking skills. Inquiry skills.	12
	Communication	Communication of information and ideas (orally and in writing). Use of symbols and visual images. Use of language. Communication for different audiences and purposes. Use of various forms of communication.	23
	Application	Application of ideas and skills in familiar context. Transfer of concepts, skills and procedures to new contexts. Application of procedures, equipment and technology.	17.5
		Knowledge/Understanding	4

Final Evaluation (30%)	Culminating Activity (15%)	Thinking	2
		Communication	5
		Application	4
	Exam (15%)	Knowledge/Understanding	4
		Thinking	2
		Communication	5
		Application	4
<b>TOTAL</b>			<b>100</b>

## ***Assessment/Evaluation Strategies***

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Teacher will provide descriptive feedback for students to gain insight in areas of improvement.
- Observations during student progress with the product.
- Students are fully aware of their learning objectives and expected learning outcomes.
- Students play an important role in managing their own learning.
- Students are provided plenty of practice opportunities and resubmit work to work towards the learning goals.
- Teacher meets learners at their level of knowledge.
- Students have to be actively involved in their learning.
- Students are clear in their learning goals they are working towards, so they know the criteria they are evaluated against and how to improve their work.
- Teacher designs lessons to focus on one learning target at a time.
- Teacher encourages students to keep track of their own learning. For example, students will keep a folder of vocabulary words from each activity and are encouraged to review syllabics chart, etc.
- Teacher and mentor to help students learn to set individual goals to monitor their own progress (Checklist of review and reflect and FN my progress).
- Students get ongoing and are provided with feedback to help them monitor their own progress towards achieving their goal and make adjustments in their learning.
- Students will keep a folder and will be encouraged to keep vocabulary words they have learned, writing tasks and other assignments they choose to keep for review, etc.

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Ongoing observations of most consistent work, with consideration given to most recent work
- Conversations with students
- Culminating Activity
- Exam
- Student performance tasks projects that include constructed dialogues, PowerPoint and voice recording)
- Rubric
- Student proficiency in oral, reading, and written responses and dialogues
- Demonstrations in written and oral dialogues with pronunciation and usage

The Ministry of Education's 2010 document, *Growing Success*, outlines the seven fundamental principles that guide best practice in the assessment and evaluation of students. KiHS teachers use practices that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the course and at other points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (p.6).

## Resources

Ontario Ministry of Education. (n.d.). *Indigenous education strategy*.  
<http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (1999). The Ontario curriculum, grades 9 and 10: Native Languages.  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang910curr.pdf>

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Ontario Ministry of Education. (2016). *Ontario schools, kindergarten to grade 12: Policy and program requirements*. <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Toulouse, P.R. (2016). What matters in Indigenous education: Implementing a vision committed to holism, diversity and engagement. <https://peopleforeducation.ca/wp-content/uploads/2017/07/MWM-What-Matters-in-Indigenous-Education.pdf>

Mackenzie, M. (2007). *Wasaho Ininiwimowin dictionary*. Keewayaciiwin Education Resource Centre.

## Program Planning

This course is offered to Indigenous students living in isolated, northern Ontario communities. It is offered by qualified teachers in a blended classroom with a balance of academic, wellness, land-based learning, local language and culture to support the success of the whole student. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides support as required.

Indigenous and local content is used throughout the course to meet students' learning needs. Opportunities for outdoor activities and land-based learning are also incorporated and students are encouraged to use local knowledge in their products. Considerations are made to the learning

preferences of the student population and lessons can be adjusted for individual students as required. Opportunities have been provided for students to apply ideas and concepts encountered in this course to their lives as an individual and as a member of a First Nations community. Teachers consult the Ontario Ministry of Education policies, guidelines and important initiatives when planning a comprehensive program in this area.