Course Outline

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

Ministry of Education Course Title: Native Languages: Cree

Grade Level: 10

Ministry Course Code: LNCBO

Teacher's Name: Kathleen Koostachin

Developed by: Kathleen Koostachin   Date: September 2021

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 18, 2022

Course Description/Rationale

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully completed NL1, or demonstrates the required proficiency.

Overall Curriculum Expectations

Oral Communication
- Demonstrate a range of listening skills;
- Converse on familiar topics in structured and open-ended situations;
- Demonstrate an understanding of language structures and vocabulary in a variety of texts;
- Demonstrate an understanding of Native oral traditions (e.g., Native legends, stories, songs, histories);
- Use information technology to communicate in a Native language.

Reading
- Read passages on familiar topics and infer the meaning of new words and language patterns in those passages;
- Identify language patterns and vocabulary that have been learned through oral work;
- Read for pleasure or information;
- Demonstrate comprehension of a variety of reading materials;
- Use information technology to communicate in a Native language.

Writing
- Use a variety of language patterns and vocabulary accurately;
- Create a variety of written works, 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	Length
1. **Introduction to Cree Language**	27 hours
2. **People**	26 hours
3. **Arts**	21 hours
4. **Land and Animals**	27 hours
5. **Media Works / Communications Project**	9 hours
Total	110 hours

Unit Descriptions

Unit 1 – Introduction to Cree Language
In this unit, Students expand their vocabulary through the review of syllabic and roman orthography and use of basic Cree greetings. Throughout this course, the language structure (e.g., verbs, nouns, pronouns, particles, sentences) is used in a progressively more difficult format. Students are encouraged to use several forms of computer technology and production to communicate in the classroom and community.

Unit 2 – People
In this unit, students become familiar with the local vocabulary that is related to the community. They learn about "all in relation". Students learn about the Good Mind and Leading the Good Life

activities that demonstrate appreciation of other cultures and employ coping mechanisms for self and others. Students focus on values, traditional teachings, and the traditional life circle and how these connect to the development of a balanced lifestyle, both in personal growth and relationships. Students continue to demonstrate their oral, writing, and reading skills through the use of creative projects such as actively participating with land-based activities or creating multimedia. Throughout this course, the language structure (e.g., verbs, nouns, pronouns, particles, sentences) is used in a progressively more difficult format.

Unit 3 – Art
In this unit, students develop vocabulary and language skills through Native art forms while they acquire 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 personal identity emerges as students interact and communicate with others in their Native language while using art to make connections to their values and beliefs such as how to respect the land and respecting animals, and stewardship.

Unit 4 – Land and Animals
In this unit, students learn about the stewardship of the natural world from a Native perspective. Experiential and tactile activities provide students with a unique understanding of all peoples' connection to land and its relations. Students study basic vocabulary related to land and animals and how they are used locally and in their community.

Unit 5 – Communication Project
This unit encompasses all that is learned in Units 1-4. The final product is a presentation that is individual and unique to each student. 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
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:

- Direct instruction (on-line lecture)
- Descriptive feedback on Moodle and collaborating with on-site mentors.
- Audio Recordings with given feedback
- Discussion with students and on-site mentors
- Cooperative learning
- Guided-learning
- Constructing dialogues
- Word vocabulary sound clips
- Conversation duos
- Creating a storyboard
- Feedback comments
- Grammar exercises
- Illustrating constructed dialogues
- Independent study
- Knowledgeable community people
- Lexicon chart

- Lexicon/word list development
- Media videos (legends)
- Word games
- Online dictionaries
- Oral presentation-audio recording
- Personal word lists
- Practical exercises
- Researching the internet
- Reading
- Storytelling and story writing
- Syllabic (vowel) sound chart
- Translation exercises
- Vocabulary lists for word development
- Instructor's audio recordings
- Student sound recording (oral communication)
- Structured discussion in student activities
- KOBE Learning Language Apps
- Students have the option to incorporate Land-based and cultural activities.
- Students have the option to do their oral recordings with fluent language speakers or members of their community.
- HP5 interactive lessons to enhance student learning engagement

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 (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	Critical and creative thinking skills Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions)	10

	Communication	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	Application of ideas and skills in familiar contexts Transfer of concepts, skills, and procedures to new contexts Application of procedures, equipment, and technology	24
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	2
		Communication	5
		Application	5
	Exam (15%)	Knowledge/Understanding	3
		Thinking	2
		Communication	5
		Application	5
		TOTAL	**100**

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:
- Ongoing descriptive feedback
- Self-assessment (eg. individual goal setting)
- Mentor observations
- Conversations with student on a regular basis to verbalize observations, ask questions, and clarify understanding
- Use of H5P interactives and KOBE Languages Apps

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
- Performance tasks (e.g. constructed dialogues, presentations, voice recordings, demonstrations, written and oral dialogues with pronunciation and usage)
- Summative unit activities
- Student proficiency in oral, reading, and written responses and dialogues demonstrations in written and oral dialogues with pronunciation and usage
- Culminating activity
- Exam.

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

MacKenzie, M. (2007). *Wasaho ininîwimowin masinahikan / Wasaho Ininîwimowin dictionary (Fort Severn cree)*. Kwayaciiwin Education Resource Centre.

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

Ontario Ministry of Education. (1997). Omushkego Cree syllabic project: Final report.
http://resources.atlas-ling.ca/media/Omushkego_Cree_Syllabic_Project_Final_Report_1996.pdf

Ontario Ministry of Education. (1999). *The Ontario curriculum, grade 9 and 10: Native languages.*
http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang910curr.pdf

Ontario Ministry of Education. (2002). Native languages: A support document for teaching of language patterns. http://www.edu.gov.on.ca/eng/document/curricul/ojibwe.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. (2014). *Achieving excellence: A renewed vision for education in Ontario.* Toronto ON: Queen's Printer for Ontario.

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.M. (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

Weesk, A. (2003). *I speak Omushkego Cree.* Ojibway and Cree Cultural 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.