

## Course Outline

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

Ministry of Education Course Title: Native Languages: Oji-Cree

Grade Level: 10

Ministry Course Code: LNLBO

Teacher's Name: Kathleen Koostachin

Developed by: Kathleen Koostachin

Date: November 2011

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: Beardy, T. (1996). *Intermediate Ojibwe: Parts one and Two in Severn Dialect*. Thunder Bay, ON: Lakehead University.

Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval:



Approval Date: September 8, 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**

<b>Unit</b>	<b>Length</b>
<b>1. Introduction to Oji-Cree Severn River</b>	27 hours
<b>2. Learning the Oji-Cree Language</b>	26 hours
<b>3. Learning more about the Oji-Cree Language</b>	21 hours
<b>4. Arts</b>	27 hours
<b>5. Media Works Communications Project</b>	9 hours
<b>Total</b>	110 hours

## **Unit Descriptions**

### **Unit 1 – Introduction to Oji-Cree Severn River**

This unit introduces students to the basic concepts of the Oji-Cree Severn River Dialect Language. It is designed for beginner and entry-level speakers to further enhance their Oji-Cree Language development to feel the confidence within their community and culture. Students will begin to develop their understanding of Syllabics and Roman Orthography for confidence building and for growth with speaking, listening, thinking for knowledge, reading and writing. Each lesson has the linguistic teachings for students to be provided with a variety of communication strategies, reading strategies, and writing strategies using knowledge combined with parts of speech.

### **Unit 2 – Learning the Oji-Cree Language**

This unit gives students more practice with the phonics of the orthography throughout the unit activities. Students continue learning more about the parts of speech using visual cues and audio cues to gain more understanding of word comprehension and vocabulary. One part of teaching in this course is for the learner to be encouraged to “see, hear, and speak” by using their media communication skills and recording a short dialogue to share with other learners and with instructor. This overview unit will give the learner opportunities to further learn about the language patterns with spelling, basic vocabulary, and building simple sentence structures to use with the basic parts of speech.

### **Unit 3 – Learning more about the Oji-Cree Language**

This unit will further support the development of the basic language and linguistic skills through oral communication, reading, and writing. Learners will use a variety of strategies to construct dialogues and simple sentences and they will consolidate skills that have been learned throughout the course so far. This unit contains teachings and learnings about the transitive and intransitive verbs and gender concept, obviation, and paradigms from Level 1 course as background knowledge. This overview unit will give the learner the opportunities to further learn about the language patterns with spelling, basic vocabulary, building simple sentence structures and the use of basic parts of speech; specifically with the conjunctions and independent verbs, and further using obviation by creating simple sentence structures.

### **Unit 4 – Arts**

Students develop vocabulary and language skills through Native art forms while they acquire an appreciation for Indigenous culture, traditions, and history. Through the experience of hands-on activities, which may include painting, drawing, 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.

### **Unit 5 – Media Works Communications Project**

This unit encompasses all that is learned in Units 1-4. The final product takes a form that is unique to each student as they will individually create an audio/visual presentation. The final product will be an introduction to 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 (online lecture);
- descriptive feedback on Moodle and collaborating with on-site mentors;
- audio recordings with 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;
- vocabulary word development;
- online dictionaries (Internet links);
- student personal dictionary and list words for vocabulary development;
- instructor's links a block for student's resources;
- instructor's audio recordings;
- student sound recording (oral communication);
- structured discussion in student activities;
- KOBE Learning Language Apps.

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.

<b>Type of Assessment</b>	<b>Category</b>	<b>Details</b>	<b>Weighting (%)</b>
Term Work (70%)	Knowledge/ Understanding	Describe the various ways individuals meet their basic food needs. Explain the benefits of working for pay.	14
	Thinking	Analyse the impact of employment changes on personal finances.	10

		Compare the products and services offered by a variety of financial institutions.	
	Communication	Demonstrate the use of effective techniques for making consumer complaints. Clearly communicate the results of their inquiries.	23
	Application	Evaluate retail shopping opportunities available within their community as sources of basic products and services. Apply appropriate conflict-resolutions skills to resolve interpersonal conflicts.	23
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
<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 student to gain insight for areas of improvement;
- Observations during student processes;
- Conversations carried out throughout the course and upon student's submissions;
- Teacher and Mentor to help student learn to set individual goals to monitor their own progress (Checklist of review and reflect);
- Use of H5P interactives and KOBE Language Apps.

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

- Final exam;
- Culminating activity;
- Student performance tasks projects that includes, constructed dialogues, PowerPoint Presentations, voice recording.);
- 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**

Beardy, T. (1996). *Intermediate Ojibwe: Part 1 and 2 in Severn Dialect*. Thunder Bay, ON: Lakehead University.

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>

Thompson, N. (1983). *Narratives: Anishinaabemowin*. University of Wisconsin.  
<https://ojibwegrammar.langsci.wisc.edu/Stories/Stories.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>

White, L. (1988). *Explore Ojibwe: A practical reference workbook for teachers*. Lakehead University.

White, L. (1988). *Ojibwe structure reference booklet*. Lakehead University.

## **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.