

## Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	Native Languages
Ministry of Education Course Title:	Native Languages, Level 1, Open (NL1) (LNAAO – LNOAO)
Grade Level:	9
Ministry Course Code:	LNLAO

Teacher's Name: Kathleen Koostachin

Developed by: Sarah Johnson

Date: September 2004

Revision Date: September 2019

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

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

Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Angela Batsford-Mermans

Principal's Approval: 

Approval Date: September 5, 2019

## **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 practise 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.
- communicate in a Native language with other students.

## **Course Content**

<b>Unit</b>	<b>Name</b>	<b>Length</b>
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
	<b>Total</b>	<b>110 hours</b>

## ***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***

This course is organized into an eight-week series of lessons and activities that will be presented to students in remote northern communities via the internet. The eighth week will be used for course consolidation, review and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and 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

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, checklists, and exemplars.

- 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

# 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 per cent 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.

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 materials read Understanding of relationships between the Native culture and the language	24%
	Thinking	Critical and creative thinking skills Inquiry skills	11%
	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	13%
	Application	Application of ideas and skills in familiar contexts Transfer of concepts, skills, and procedures to new contexts Application of procedures, equipment, and technology	22%
Final Evaluation (30%)	Culminating Activity (15%)	Knowledge/Understanding	3
		Thinking	2
		Communication	5
		Application	5
	Final Examination (15%)	Knowledge/Understanding	3
		Thinking	2
		Communication	5
		Application	5
<b>TOTAL</b>			<b>100</b>

# ***Assessment/Evaluation Strategies***

A variety of means 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 information is obtained through a variety of means, including the following:**

- Assessment for learning that includes Diagnostic and Formative assessment:
- Teacher will provide descriptive feedback for student to gain insight in area of improvement.
- Observations during student progress with product.
- Conversations carried throughout courses upon student's submission.

**Assessment as Learning:**

- 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

**Assessment of learning:**

- A summative assessment with Teacher's observation with culminating tasks to assess student have learned and achieved learning goals.

Evidence of student achievement is collected from various sources, including the following:

- Final exam
- Culminating activity
- Student performance tasks projects that includes, constructed dialogues, PowerPoint Presentations, voice recording.
- Rubrics
- Student proficiency in oral, reading, and written responses and dialogues
- demonstrations in written and oral dialogues with pronunciation and usage

## ***Resources***

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

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

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

Ontario Ministry of Education. (2018). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal>

Ontario Ministry of Education. (2016). *Ontario Schools. Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://www.edu.on.ca/eng/document/policy/os/index.html>

Profile: Native Languages, Level 1, Grade 9 Open Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools. 2010

White, Lena. *Explore Ojibwe: A Practical Reference Workbook for Teachers*. Thunder Bay, Ontario: Lakehead University, 1988. Print.

White, Lena. *Ojibwe Structure Reference Booklet*. Thunder Bay: Lakehead University, 1988. Print.

## ***Program Planning***

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment, or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student centred semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness. Students are presented with instruction/activity via the internet. All lessons, assignments, questions and course material is presented in this manner with approved print materials available as a student resource. 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 tutoring as required.

Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet student's learning needs. Consideration are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.