

# Course Outline

**School Name:** Keewaytinook Internet High School

**Department Name:** Native Language

**Ministry of Education Course Title:** Introductory to Cree

**Grade Level:** 9

**Ministry Course Code:** LNCOAC

**Teacher's Name:** Judy Barratt

**Developed by:** Judy Barratt

**Date:** December 2017

**Revision Date:** September 2018

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

**Text:** None

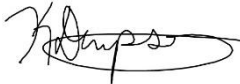
**Prerequisite:** None

**Credits:** 1.0

**Length:** 100 hours

**Principal's Name:** Kevin Dempsey

**Principal's Approval (signature)**



**Approval Date:** September 7, 2018

## **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**

### **Developing Listening and Oral Communication Skills**

- 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.

### **Developing Reading and Viewing Skills**

- 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.

### **Developing Writing Skills**

- 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	Length
Unit 1. Syllabic and Roman Orthography in Basic Cree and Parts of Speech	35
Unit 2. Takwakin- Hunting, Fishing and Harvesting	31
Unit 3. Siigwan and Niipin	31
Unit 4. Dialogue and Vocabulary	13
	110 hours

## Unit Descriptions

### Unit 1 – Syllabics and Roman Orthography in Basic Cree and Part of Speech

This unit introduces students the basic concepts of the Cree language and how it can apply to their everyday life. 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 – Takwakin: 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 an audio to record vocabulary learned and apply skills their have learned from each activity.

### Unit 3 – Siigwan and Niipin

Throughout this unit, students will explore various culture teachings based on the 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 on different legends.

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

The theme for this unit will focus on vocabulary development and deepen their understanding of concepts, vocabulary, and writing/translating strategies. Students will conduct an interview with an elder who can speak their language. Students will orally or have a written report on the results of their interview on Moodle. For the culminating activity, students will develop a PowerPoint of 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**

### **Instructional Strategies:**

Throughout this course, students will be participating in online learning activities that are broken down into parts: reading, thinking, speaking and writing. The learning activities are broken down into manageable tasks, so students can extend their focus of the lesson. Students will also get a better grasp of the language they are learning. In each unit, students are expected to focus on oral, reading and writing. Teacher and students will communicate over the internet while mentors in the classrooms will assume the role of liaison between the teacher and student.

As mentioned earlier, teacher will encourage students to engage in voice recording of language learned in each activity, match vocabulary words learned, translate sentences to Cree or vice versa, research on various legends, translating into their own dialect by listening to different Cree dialects, and critiquing on a game, etc.

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

- Direct instruction (on-line lecture)
- Audio/video recording (both option to listen and create)
- Discussion
- Cooperative learning
- Guided learning

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

- Constructing dialogue
- Word vocabulary
- 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)

## **Evaluation**

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

- Seventy percent 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.

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

## **Assessment/Evaluation Strategies**

Assessment and evaluation strategies in this course are in three parts: Assessment for learning, assessment as learning, and assessment of learning.

### **Assessment for learning includes the following:**

- Teacher will provide descriptive feedback for students to gain insight in areas of improvement.
- Observations during student progress with 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.

### **Assessment as learning:**

- Teacher and mentor to help student 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.
- Moreover, students keeping a folder will encourage to keep vocabulary words they have learned, writing tasks and other assignments they choose to keep for review, etc.

### **Assessment of learning:**

- At the end of each unit, students are informed whether they have completed the expected learning expectations for the course.

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

- 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

## **Resources**

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

Mackenzie, Marguerite. "Wasaho Ininiwimowin Dictionary." Keewayaciiwin Education Resource Centre, 2007

KiHS Elders Videos. Retrieved from <http://kihs1.knet.ca/videos/>

## **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 centered 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 resources in each classroom. The student and instructor communicate via the internet while the 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 Special Education Program.

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