

Course Outline

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

Ministry of Education Course Title:

Native Languages, Level 2, Open (NL2) (LNABO – LNOBO)

Grade Level: 10

Ministry Course Code: LNLBO

Teacher's Name: Kathleen Koostachin

Developed by: Kathleen Koostachin

Date: November 2011

Revision Date: September 2018

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: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 17, 2018

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 Communications

- 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	Name	Length
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
	Total	110 hours

Unit Descriptions

Unit 1: Review and Introduction

Students expand their vocabulary through the review of daily online routines and greetings and develop and use formal opening remarks for school activities and community functions.

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

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 have the opportunity to produce independent prayers/thanksgiving as they apply to their community. Knowledgeable community members continue to share while students continue to demonstrate their oral, writing, and reading skills through the use of creative projects such as reflective journals and multimedia productions for use by lower grades.

Unit 3: Sky World

Students explore the topic of Native cosmology through the use of creation stories that are connected to various First Nations. Extended research activities provide students with ample opportunity to explore and be familiar with elements of cosmology that are common to all Aboriginal cultures.

Unit 4: Geography

This unit gives students the opportunity to review time not related to a clock or calendar. Both actual time and measurement are compared to the native concept of natural time (e.g., time to plant, time to sleep). Seasons and travel are also examined through the use of various types of nouns, verbs, and pronouns. A field trip will assist the students in using their acquired language in context.

Unit 5: Communication Project

This project utilizes electronic format, such as a web page or a video presentation of a skit or a historical re-enactment. The student must ensure that all strands are included in the presentation and that a higher form of language structure is used.

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)
- Audio Recordings
- Discussion
- 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
- vocabulary word development
- online dictionaries (Internet links)
- student personal dictionary and list words for vocabulary development
- instructor's slide shows for student's resources
- instructor's audio recordings
- student sound recording(oral communication)
- structured discussion in student activities

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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Critical and creative thinking skills - Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions) 	10
	Communication	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - application of ideas and skills in familiar contexts - transfer of concepts, skills, and procedures to new contexts - application of procedures, equipment, and technology 	23
Final Assessment (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
TOTAL		100	

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)

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.

Little River Band of Ottawa Indians. "Learn Anishinaabemowin." Anishinaabemowin, Learn the Anishinaabe Language. Anishinaabemowin Program, Manistee, Michigan, 2011. Web. 21 Jan. 2012.
<<http://www.anishinaabemdaa.com/qa123.htm>>.

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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. (2017). *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.

Thompson, Nancy. "Narratives." Anishinaabemowin. University of Wisconsin, Madison. Web. 21 Jan. 2012.
<<http://imp.lss.wisc.edu/~jrvalent/ais301/Stories/Stories.html>>.

Venne, Charlie. "Interactive Learning." The Gift of Language and Culture Website. Ed. Minnie McKenzie. GLCW. Web. 21 Jan. 2012.
<<http://www.giftoflanguageandculture.ca/index.html>>.

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

White, Lena. *Ojibwe Struture 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.