

Course Outline

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

Ministry of Education Course Title: Native Languages: Ojibway

Grade Level: 9

Ministry Course Code: LNOAO

Teacher's Name: Kathleen Koostachin

Developed by: Kathleen Koostachin Date: September 2021

Revision Date: September 2021

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 28, 2021

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 practice 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

Unit	Length
1. Introduction to Ojibway	27 hours
2. Learning the Ojibway Language	26 hours
3. Learning more about the Language	21 hours
4. Arts	27 hours
5. Media Works / Communications Project	9 hours
Total	110 hours

Unit Descriptions

Unit 1 – Introduction to Ojibway

This unit introduces students to the basic concepts of the Ojibway language. It is designed for beginner non-speakers to encourage learners to apply language skills in their everyday life, 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 the knowledge with the Parts of Speech.

Unit 2 – Learning the Ojibway Language

This unit gives students more practice with the phonics of the orthography. Students work on learning more with the parts of speech using visual cues and audio to gain more understanding for word comprehension with vocabulary introduced and learned. A part of learning is for the learner to be encouraged to “see, hear, and speak” by using the media communication skills and recording a short dialogue to share with other learners and with instructors.

Unit 3 – Learning more about the Language

This unit will further learn the basic language linguistics through oral communication, reading, and writing using a variety of strategies to construct dialogues, simple sentences, using developed skills that have been learned throughout the course. This unit will cover transitive and intransitive verbs with gender concept, obviation, and paradigms to gain more basic Ojibway Language development.

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 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	Describe the various ways individuals meet their basic food needs. Explain the benefits of working for pay.	24
	Thinking	Analyse the impact of employment changes on personal finances. Compare the products and services offered by a variety of financial institutions.	11
	Communication	Demonstrate the use of effective techniques for making consumer complaints. Clearly communicate the results of their inquiries.	13
	Application	Evaluate retail shopping opportunities available within their community as sources of basic products and services.	22

		Apply appropriate conflict-resolutions skills to resolve interpersonal conflicts.	
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
- 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

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

<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*. Toronto ON: Queen's Printer for Ontario.

<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>

Ontario Ministry of Education. (2017). *Indigenous education strategy*.

<http://www.edu.gov.on.ca/eng/aboriginal/>

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>

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.