

Course Profile

School Name: Keewaytinook Internet High School

Department Name: Native Languages

Ministry of Education Course Title: *Native Languages
Level 2*

Grade Level: 10

Ministry Course Code: LNLBO

Teacher's Name: Kathleen Koostachin

Developed by: Kathleen Koostachin Date: November 2011

Revision Date: September 1, 2015

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

Text: Beardy, Tom, ed. *Intermediate Ojibwe*. Thunder Bay: Native
Language Instructor's Program, Lakehead University, 1996.
Print. Parts One and Two in Severn Dialect.

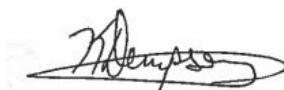
Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 14, 2015

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

- Brainstorming
- class discussion use of media videos
- Constructing dialogues
- conversation duos
- Online dictionaries (Internet links)
- Student personal dictionary and list words for vocabulary development
- independent study
- instructor's slide shows for student's resources
- instructor's audio recordings
- interviewing (Student and Teacher conference)
- journal writing
- knowledgeable community people
- lexicon chart
- lexicon/word list development
- word lists
- researching the Internet
- Student sound recording(oral communication)
- storytelling
- Story board illustration
- Structured Discussion in student activities
- Syllabic(vowel) sound chart
- translation exercises
- grammar exercises
- Feedback on student editors
- Audio recording
- word drills
- Reading
- Teacher Analysis
-
- Practical Exercise
- Games
- Self Analysis
-

Evaluation

The final grade will be determined as follows:

- 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.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools.
Ontario Ministry of Education Publication, 2010 p.41

Type of assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	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 /Inquiry	Critical and creative thinking skills. Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions)	10%
	Communication	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 audience and purposes use of various forms of communication.	23%

	Application	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%)	Students will create a PowerPoint presentation using the knowledge and language skills learned throughout the course.	K/ U	3%	
			T/ I	2%	
			C	5%	
			A	5%	
	Final Examination (15%)	A series of teacher made questions covering the overall expectations of the course.	K/ U	3%	
			T/ I	2%	
			C	5%	
			A	5%	
	TOTAL				100%

Assessment/Evaluation Strategies

- tests
- Student Audio Recording
- power point presentation
- quizzes
- examinations

Performance Assessment

- media projects
- student proficiency in oral, reading, and written responses
- oral dialogues -writing dialogues
- demonstrations in written and oral dialogues
- presentations
- reading dialogues
- journals

Personal Communication

- self- evaluation
 - Audio voice recordings
 - self assessment
 - rubrics
 - teacher anecdotal comments
- pronunciation and usage
 - online quizzes
 - reading and listening response
 - rating scales

Resources

A Consise Dictionary of Minnesota Ojibwe - John D Nichols , Earl Nyholm
University of Minnesota Press 1995

A Dictionary of the Ojibwe Language - Frederic Barga with Foreward by John D.
Nichols MHS Press 1992

Beardy, Tom, ed. *Parts One and Two in Severn Dialect*. Thunder Bay: Lakehead
University, 1996. Print.

Buswa, Ernestine, and Jean Shawana. *Nishnaabe Bimaadziwin Kinoomaadwinan:
Teachings of the Medicine Wheel*. S.l.: S.n., 199-. Print

Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, First
Edition Covering Grades 1 to 12. Ontario Ministry of Education, June 2010.

Public Profile, Native Languages, Level 2, Grade 10, Open

Kwayaciiwin." *Kwayaciiwin Education Resource Centre*. Kwayaciiwin. Web. 21
Jan. 2012. <<http://kwayaciiwin.com/>>.

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>>.

"Native Languages." *Ministry of Education* 6 June 2011. Web. 21 Jan. 2012.

Techniques & Principles in Language Teaching 2nd Edition - Diane Larsen-
Freeman- Oxford University Press - 2000

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>>.

Program Planning

This course is offered to students living in isolated northern Canadian communities which do not have access to the usual high school facilities, equipment or teachers associated with secondary education. The course uses the global connections of the Internet for some instruction, direction, online field trips and research. It is a student-centered semi-virtual classroom which capitalizes on the strengths of Internet program delivery to minimize the realities of geographical remoteness.

The course is organized with a eight-week series of lessons delivered to students via the Internet through computers located in a KIHS community campus classroom. The nine week is used for topic consolidation, review, and the final examination. The student attends school full days similar to traditional face-to-face programming. The classroom is similar to a computer classroom with student:computers on a 1:1 ratio.

The delivery of lessons, assignments, questions and course material uses the Internet connection. Most communication between students and the teacher instructor is done using an Internet connection. Support is enhanced by **the teacher mentor**, a trained teacher present in the classroom for the full day. The mentor assists the student in completing tasks on a timely basis, and providing tutoring where required.