

## Course Outline

School Name: Keewaytinook Internet High School

Department Name: Native Languages

Ministry of Education Course Title: *Native Languages  
Level 1*

Grade Level: 9

Ministry Course Code: *LNLAO*

Teacher's Name: Kathleen Koostachin

Developed by: Sarah Johnson

Date: November 2004

Revision Date: September 1, 2015

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)

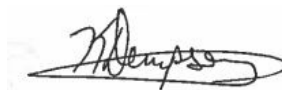
Prerequisite: None

Credits: 1.0

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 14, 2015

### ***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.

### ***Course Content***

<b>Unit</b>	<b>Name</b>	<b>Length</b>
<b>Unit 1</b>	Introduction to Native Language	27 hours
<b>Unit 2</b>	People	26 hours
<b>Unit 3</b>	Arts	21 hours
<b>Unit 4</b>	Mother Earth	27 hours
<b>Unit 5</b>	Media Works Communications Project	9 hours
	<b>Total</b>	110 hours

## ***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***

### **Teaching/Learning Strategies**

- word drill
- brainstorm
- constructing dialogues
- class discussion
- conversation duos
- creating a storyboard
- feed back comments
- grammar exercises
- illustrating a story
- 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
- story writing
- syllabic(vowel) sound chart
- translation exercises
- vocabulary lists
- vocabulary word development
- word list
- vowel sound chart

### ***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	<ul style="list-style-type: none"> <li>- Knowledge of the required linguistic elements (grammar, vocabulary, spelling, derivatives)</li> <li>- Understanding of materials read (e.g., passages, texts, resource materials)</li> <li>- Understanding of relationships between the Native culture and the language</li> </ul>	24%
	Thinking/ Inquiry	<ul style="list-style-type: none"> <li>- Critical and creative thinking skills</li> <li>- Inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions)</li> </ul>	11%
	Communication	<ul style="list-style-type: none"> <li>- communication of information and ideas (orally and in writing)</li> <li>- use of symbols and visual images</li> <li>- use of language (grammar, vocabulary, including special terminology)</li> <li>- communication for different audiences and purposes</li> <li>- use of various forms of communication</li> </ul>	13%
	Application	<ul style="list-style-type: none"> <li>- application of ideas and skills in familiar contexts</li> <li>- transfer of concepts, skills, and procedures to new contexts</li> <li>- application of procedures, equipment, and technology</li> </ul>	22%

Final Assessment 30%	Culminating Activity (15%)	- create a presentation about your own community using your Native Dialect both in oral communication and written. This can be in roman othography.	K/ U	3%
			T/I	2%
			C	5%
			A	5%
	Final Examination (15%)	- a series of teacher made questions	K/ U	3%
			T/I	2%
			C	5%
			A	5%
	<b>TOTAL</b>			<b>100%</b>

### *Assessment/Evaluation Strategies*

#### **Computer**

- tests
- quizzes
- examinations

#### **Other**

- teacher anecdotal comments
- grammar checklists
- rubrics
- rating scales

#### **Performance Assessment**

- projects
- presentations
- essays
- Written dialogues
- Oral dialogues
- demonstrations
- constructions
- audio recording
- writing dialogue
- reading dialogues

#### **Personal Communication**

- pronunciation and usage
- Teacher's and student's audio feedback
- self assessment
- reading and listening response
- student / teacher conference

## **Resources**

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

Profile Name: Public Profile, Native Languages, Level 1, Grade 9, Open

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

<http://languages.knet.ca>

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

Cree Legends & Narratives - C. Douglas Ellis - The University of Manitoba Press 1995

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

Ninoontaan / I Can Hear it ( Objibwe stories from Lansdowne House) written by Cecilia Sugarhead translated by John O' Meara Algonquian and Iriquoian Linguistics, 1996

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.

"Youtube." *YouTube - Broadcast Yourself*. Youtube. Web. 21 Jan. 2012.

<http://www.youtube.com>>.

## **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 delivered to students via the Internet through computers located in a KIHS community campus classroom. 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.

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