

Public District School Board Writing Partnership

Course Profile Native Languages

Level 1

Open

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

Course Profile Writing Team:

Jeanne Grubin, Wikwemikong Board of Education, Odawa/Ojibwe
Alfred Keye, Grand Erie District School Board, Cayuga
Dawna LeBlanc, Wikwemikong Board of Education, Odawa/Ojibwe
Frank Miller, Federal School System, Brantford District, Mohawk
Gloria Thomas, Grand Erie District School Board, Onondaga

Course Overview

Native Languages Level 1, Open

Identifying Information

School/School District: Grand Erie District School Board

Department:

Department Head:

Course Developer(s):

Jeanne Grubin, Wikwemikong Board of Education, Odawa/Ojibwe

Alfred Keye, Grand Erie District School Board, Cayuga

Dawna LeBlanc, Wikwemikong Board of Education, Odawa/Ojibwe

Frank Miller, Federal School System, Brantford District, Mohawk

Gloria Thomas, Grand Erie District School Board, Onondaga

Development Date: July 1999

Course Title: Native Languages 1

Grade:

Course Type: Open

School Course Code: NL1

Curriculum Policy Document: *The Ontario Curriculum Native Languages Grades 9 and 10, 1999*

Ministry Course Code: NL1

Credit Value: 1

Prerequisite: None

Corequisite: None

Description/Rationale

This course allows students with little or no prior experience in a Native language to develop an appreciation for Native culture and values through language. Students will develop basic oral skills and learn how to read and write in the presently accepted orthography. They will memorize, mimic, and manipulate basic vocabulary and phrases through the exchange of greetings, daily routines, and topics of personal interest. Hands-on activities in Native arts and sciences will allow students to experience the spiritual and physical connections that express a unique world view. Through the use of technology, students connect and exchange this experience with their peers locally and globally.

To set language learning in a cultural context, the planning framework for this course is based upon values and beliefs that are common to all Aboriginal peoples. Figures 1, 2, and 3 (see pages 4 - 6) represent elements of the Native world view that acknowledge interconnectedness between all forces of the universe and contribute to individual and collective well being. It is intended that the principles of harmony and interdependence form tenets by which to approach this course. These principles translate well into holistic planning since the cultural elements of Native world view can be integrated across activities and units. The framework can be expanded and, in its present form, can be used to plan additional courses.

Figure 1



Figure 2

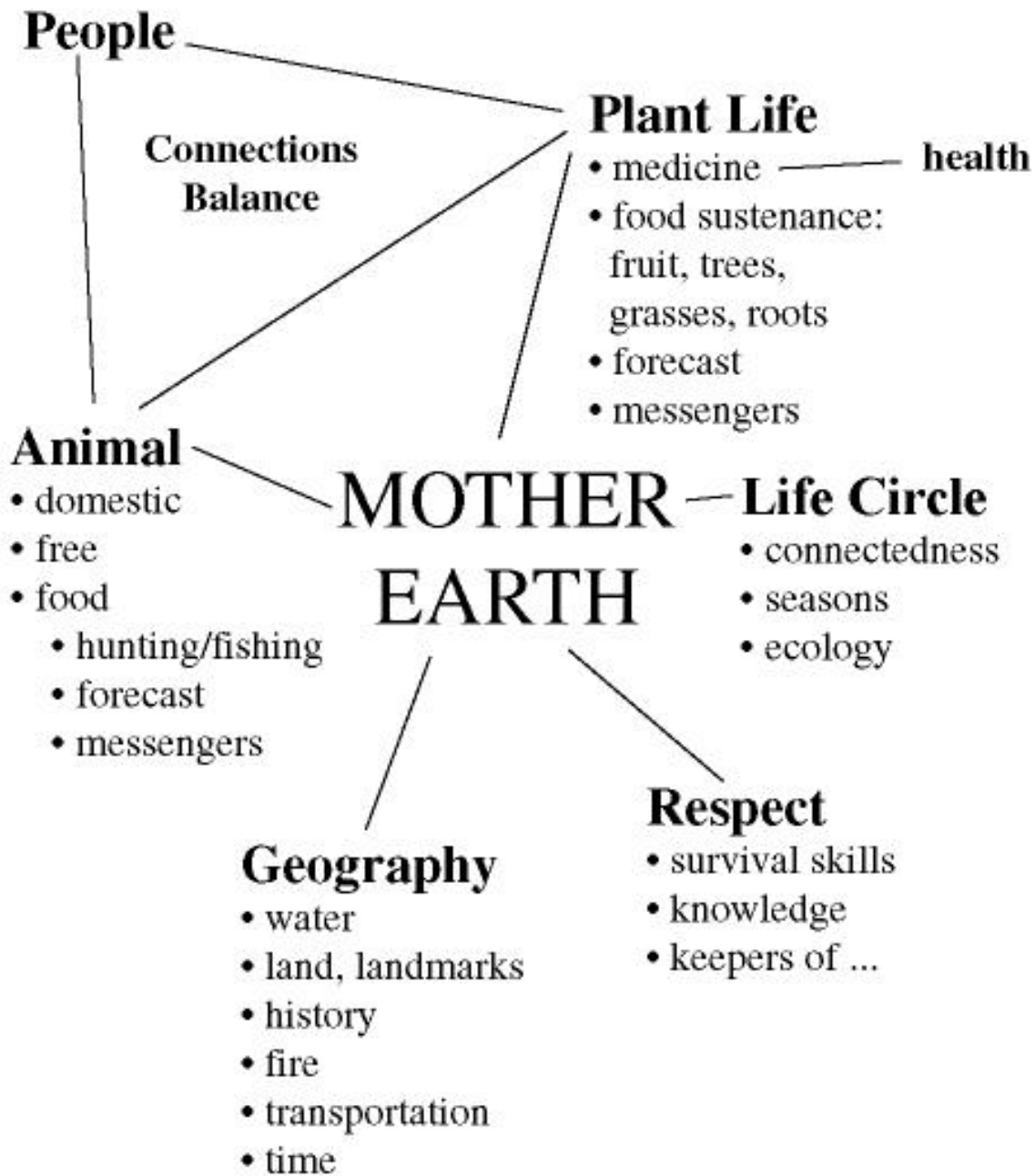
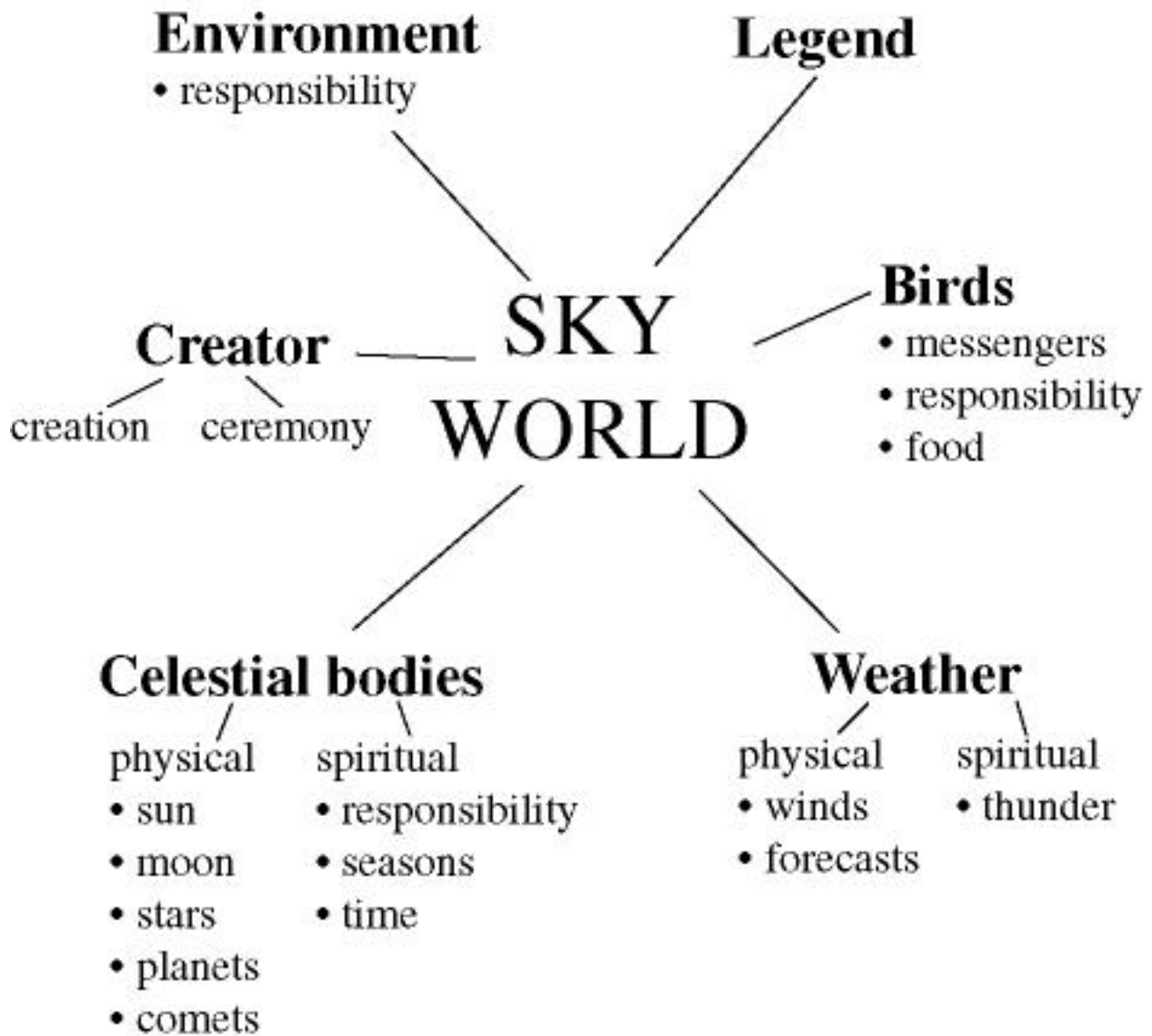


Figure 3



Unit Titles

Unit 1	Introduction to Native Language	25 hours
Unit 2	People	20 hours
Unit 3	Arts	27 hours
Unit 4	Mother Earth	20 hours
Unit 5	Media Works Communications Project	25 hours

Unit Organization

Unit 1: Introduction to Native Language

Time: 25 hours

Description

This unit gives students an overview of goals and expectations that they are striving for in this course. They practise 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.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, and Writing

Overall Expectations: OCV.01, OCV.02, OCV.05, REV.01, REV.02, REV.04, WRV.02.

Specific Expectations: OC1.03, OC1.04, OC1.06, OC2.01, OC2.02, OC2.03, OC2.05, OC2.06, OC2.07, OC2.08, RE1.01, RE1.03, RE2.01, RE2.02, RE2.05, RE2.06, RE2.07, RE2.08, RE3.01, WR2.05, WR2.09, WR3.02, WR3.03.

Unit 2: People

Time: 20 hours

Description

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.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, and Writing

Overall Expectations: OCV.02, OCV.03, REV.01, WRV.01, WRV.02.

Specific Expectations: OC1.04, OC2.02, OC2.04, OC2.05, OC2.08, OC3.02, OC3.03, OC3.04, RE1.01, RE1.02, RE1.04, RE2.02, RE2.03, RE2.04, RE2.06, RE2.07, RE2.08, WR1.01, WR1.02, WR1.03, WR2.01, WR2.02, WR2.05, WR2.08, WR2.09, WR3.02, WR3.03.

Unit 3: Arts

Time: 27 hours

Description

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.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, and Writing

Overall Expectations: OCV.01, OCV.02, OCV.03, OCV.04, WRV.02, WRV.03.

Specific Expectations: OC2.05, OC2.06, OC2.08, OC2.10, OC3.03, RE1.01, RE1.03, RE2.02, RE2.04, RE2.06, WR2.05, WR2.06, WR2.07, WR2.08, WR2.09.

Unit 4: Mother Earth

Time: 20 hours

Description

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.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, and Writing

Overall Expectations: OCV.01, OCV.03, OCV.05, REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04.

Specific Expectations: OC1.01, OC1.02, OC1.04, OC1.05, OC1.06, OC2.03, OC2.04, OC2.05, OC2.06, OC2.08, OC2.09, OC3.03, RE1.01, RE1.02, RE1.03, RE1.04, RE2.01, RE2.02, RE2.03, RE2.04, RE2.05, RE2.06, RE2.07, RE2.08, RE3.01, RE3.02, RE3.03, WR1.01, WR1.02, WR1.03, WR2.01, WR2.02, WR2.03, WR2.04, WR2.05, WR2.06, WR2.07, WR2.08, WR2.09, WR3.01, WR3.02, WR3.03.

Unit 5: Media Works/Communications Project

Time: 25 hours

Description

This unit parallels Units 1-4. Introduce Activity 1 in the first week of the semester, as it is a major part of student summative assessment. The final product takes a form that students elect and feel comfortable with (e.g., drama, skit, puppetry, song, poem, chant, historical re-enactment). The project utilizes language in a way that satisfies all strand requirements, including a component of media communication.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, and Writing

Overall Expectations: OCV.03, OCV.05, REV.02, REV.05, WRV.01, WRV.02, WRV.03, WRV.04.

Specific Expectations: OC1.03, OC1.05, OC1.06, OC2.03, OC2.04, OC2.05, OC2.06, OC2.07, OC2.08, OC2.09, OC2.10, OC3.01, OC3.02, OC3.03, OC3.04, RE1.01, RE2.01, RE2.02, RE2.04, RE2.05, RE2.06, RE3.02, RE3.03, WR1.01, WR1.03, WR2.01, WR2.02, WR2.03, WR2.04, WR2.05, WR2.06, WR2.07, WR2.08, WR2.09, WR3.01, WR3.02, WR3.03.

Course Notes

Native world view is expressed through Native language. This course is designed to demonstrate to students that a purpose for learning Native language is its application to cultural celebrations. In a similar way, a Native language course cannot be taught without specific consideration for the learning environment and the role of the teacher. Students' awareness of written language and cultural themes in their school and classrooms reinforces the course's inclusiveness in the total curriculum. Classroom charts, hall displays, and bulletin board posters serve to connect language to experience beyond the language class. Often, the language teacher may serve as the only Native role model in the school. Therefore, affirmation of the value of language learning, study habits, and organization should be conveyed by the teacher. Classes that include Native and non-Native students provide an excellent opportunity for teachers to model and nurture interpersonal skills development.

For the most successful delivery of this course, the teacher should be familiar with the history and cultural background from which the language originates. Due to the shortage of instructional materials published in Native languages, it is recommended that the teacher prepare well in advance to accommodate this need. An abundance of quality materials for English language arts is adaptable to Native language until such time that publishing meets this demand. Resource acquisition will often be the responsibility of the local teacher. The specialty of Native language teaching is growing continuously, therefore ongoing professional development for the teacher to successfully deliver this course is a necessity. Similarly, the teacher should be prepared to research and develop new words in the Native language that apply to living in the world today, such as words for "computer" or "kilometre," with input and approval from fluent speakers and the Native community. It is ideal that the teacher for this course be a fluent speaker. However, it is recognized that in some instances where no fluent speakers are available, the teacher may be a beginning speaker. In this case, advance preparation becomes significant with respect to familiarity with the cultural context of the language, connection with a fluent speaker, and an adequate supply of learning materials.

Locally celebrated holidays, such as Aboriginal Languages Day, Solidarity Day, and Earth Day can be observed in teaching the course, but it should be stressed with students that in a Native world view many of the celebrated principles are observed every day.

Native language teachers in provincial schools should account for transition issues of Native students who leave a familiar culture, community, and social environment to attend large multi-cultural schools off reserve. Advanced planning should account for transition issues, as well as issues relating to the social development of all students in the teen years. Urban Native students may benefit from experiences that will connect learning directly to the culture, history, and traditions of their home communities. Social issues for all Native students may include those specific to losses around language, traditional family structures, and community practices. For non-Native students, the teacher can consider pairing or mentoring strategies with Native students thereby ensuring that all pupils benefit from learning a Native language set within the context of Native world view.

In this course outline, specific expectations are repeated numerous times since the nature of language learning is to reinforce, review, and practise language skills repeatedly. Therefore, a specific expectation is

introduced in some lessons and reinforced in others. In addition, the activities far exceed the number that is sufficient to teach and reinforce language skills. A large variety of activities is included here so that teachers can choose and combine several strategies across classes to retain student interest and enthusiasm. Teachers should be mindful that new and review lessons for language structures, for example, grammar, are key to building a firm base for learning the language. These teacher-directed lessons are included across all units and activities, and not confined to one specific lesson or activity. It is important to note that student achievement of course expectations can be assisted by a sound foundation in English language skills. Where necessary, unit accommodations can be made to reinforce skills that will foster understanding of Native language patterns.

Wherever possible, teaching strategies should be “whole group” activities as opposed to performance tasks by individual students, as Grade 9 students may require time and experience to accomplish individual tasks such as expressing thoughts orally in a Native language. As well, it should be noted that time requirements for all activities in this course can be flexible to the teacher’s curriculum planning. For example, a teacher may decide to expand an activity to three lessons instead of one as stated in the activity overview. Teachers may also accelerate activities by assigning portions of the activity for homework or independent study.

The listing of required resources for this course is organized to be teacher friendly. The resource list included in the Course Overview summarizes at a glance specific resources required to teach the total course. Teacher preparation is better facilitated through use of the summary list thereby eliminating the task of searching the document activity by activity to determine resource requirements. Unit and activity resource lists reference *KTSW*, the language database published by ZGDW which contains resources listed in the Course Overview summary and much more. The Native language database references publications and materials for all Native languages in Ontario.

Formative evaluation occurs daily as teacher and peers listen for correct intonation and enunciation of the spoken language. Unit 5 is intended as the final summative evaluation exercise; it should be introduced in the first week of the semester with specific deadlines given for the completion of each activity, including an overview of the project, so students will know what is required in each phase. This unit is the central theme for the entire semester.

Teaching/Learning Strategies

The following strategies are suggestions only. Teachers can choose additional strategies.

- brainstorm
- Bring and Brag
- class discussion
- collaborative work with elementary students
- computer posters
- conferencing
- conversation duos
- creating a storyboard
- designing a calendar
- flash cards
- field trips
- grammar exercises
- graphing
- group work
- illustrating a story

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- independent study
 - interviewing
 - journal writing
 - knowledgeable community people
 - lexicon chart
 - lexicon/word list development
 - listening centre and activities
 - local radio or TV presentations
 - map making
 - opening a meeting or social
 - oral presentation
 - PA announcements
 - personal word lists
 - photography
 - poster making
 - research using various sources (reference materials, the Internet)
 - skits/role play
 - storytelling
 - story writing
 - talking circle
 - team building
 - translation exercises
 - triads, pairing
 - vocabulary lists
 - vowel sound chart
 - wheel chart
 - word games
 - word drill
 - writing a script

Assessment/Evaluation

At the beginning of each unit students should be given an outline of the assessment methods that will be used to determine their marks. Students must know what is expected of them and what they must do to achieve a given mark. “Competence is what one knows and performance is what one does. However, only performance is observable, and it is only through performance that competence can be developed, maintained, and evaluated.”¹

¹ Sandra J. Savignon. *Communicative Competence Theory and Classroom Practice Texts and Second Language Learning*. New York: The McGraw-Hill Companies Inc., 1997.

Personal Communication

- peer evaluation
- prayer/thanksgiving development
- pronunciation and usage
- learning and reflective journal
- portfolio
- oral quizzes
- self-assessment
- reading and listening response
- student/teacher conference

Paper and Pencil Tests

- unit tests
- summary quizzes
- midterm exam

Observation

- class discussion
- observe work in groups
- formal/informal observation
- presentation of media project

Performance Assessment

- oral presentation
- reading syllable separations
- skits/role play
- making an audiotape
- poster production
- personal word journal

Assessment Tools

- student contracts
- feedback tapes
- grammar checklists
- rubrics
- anecdotal comments

Accommodations

It is Ontario policy that special needs students need also to be accommodated with individual learning strategies and special attention given to assessment to facilitate their learning experience. (See “Considerations for Program Planning, Education for Exceptional Students,” Ministry of Education and Training document, *Program Planning and Assessment*. See also section 5.4.3; 5.4.4; 5.4.4.2; and 5.5 of Ministry of Education and Training document, *Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements, 1999*).

Resource Summary

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OSS Policy Applications

Teachers should refer to *The Ontario Curriculum Grades 9 and 10 Native Languages* (MET 1999). To review expectations for this course and prior knowledge required for student success, teachers will also need to review the curriculum documents for Native Languages Grades 6 to 8. Teachers are responsible for reviewing necessary language structures based upon ongoing assessment.

Native Language 1 is an "open" course that comprises expectations suitable for students who have no previous study of Native language. This course will provide students with skills and knowledge to advance to NL2, and then to advanced study in Grades 11 and 12.

Due to scarcity of trained teachers for Native language, some schools cannot offer a Native language program. For this reason, Native Language 1 is designed so that some units can be infused in Grade 9 Native Studies, Expressing Aboriginal Cultures. In this way, students will have an opportunity to learn language even if in a limited way.

It is the responsibility of teachers to ensure that the principles of antidiscrimination cited in the OSS Policy are adhered to for this course. All students have equal opportunity to achieve their full potential in a safe learning environment that fosters self worth and positive self-image.

Knowledge and skills acquired by students in this course will be applicable to practical learning situations within and beyond the school. Where possible, opportunities for co-operative education and work experience, such as placements in Native language schools, day cares, radio stations, and other work places that promote Native language usage, will be provided to students. Students will see the relationship between the curriculum and opportunities for post secondary education, apprenticeship, and the work place.

The expectation for technological literacy by secondary school graduation can be daunting to grade 9 students. This course is designed so that teaching and learning strategies allow students to understand the impact of technology and gradually introduces use of computers and other technological tools, such as video cameras and tape recorders, in various applications. Guidance for students to critically examine the contents of technological information and its safe and ethical use will be the responsibility of the teacher. Participation in technological applications can be of particular importance for exceptional students, and teachers should account for it in course planning. If schools are not equipped with required technological tools, it may be necessary to build school-community partnerships into the curriculum or substitute with tools that are readily on hand.

This course can be offered to adult learners who wish to acquire facility in a Native language of their choice. In addition, this opportunity for continuing education allows adult learners to acquire credit(s) based on part-time or short-term study leading to a secondary school diploma.

Course Evaluation

This course should be evaluated on an ongoing basis by teachers and students. A variety of student assessment strategies will direct the teacher to think critically about what and how the students are learning. Course content, instructional strategies, and assessment procedures can be periodically reviewed based on results from formative assessment such as immediate feedback; language pronunciation; and ability to communicate in the Native language only. Summative evaluation of students such as vocabulary checklists; word games; and unit quizzes can also be used to indicate the effectiveness of the course.

Coded Expectations: Native Languages 1 (NL1)

Oral Communication

Overall Expectations

OCV.01

- demonstrate basic listening skills

OCV.02

- converse on familiar topics in structured situations

OCV.03

- demonstrate an understanding of language structures and vocabulary in context

OCV.04

- demonstrate an awareness of Native oral traditions (e.g., Native legends, stories, songs)

OCV.05

- use information technology to communicate in a Native language

Specific Expectations

Reasoning and Critical Thinking

OC1.01

- demonstrate an understanding of information from illustrated stories or dialogues

OC1.02

- arrange a set of illustrations in appropriate sequence after listening to a story read aloud

OC1.03

- reconstruct dialogues, conversations, narrations, and presentations in sequence through artwork or oral expression

OC1.04

- talk about basic oral texts, asking and responding to specific questions

OC1.05

- distinguish contrasts (e.g., singular/plural, negative/affirmative, assertive/interrogative)

OC1.06

- demonstrate an understanding of Native legends and stories enacted or told with visual support

Use of Words and Language Structures

OC2.01

- recite vowel and consonant sounds

OC2.02

- use the sounds of the language to build words to do with familiar topics

OC2.03

- express ideas, feelings, and opinions using known language structures

OC2.04

- converse using simple and compound sentences

OC2.05

- use basic greetings

OC2.06

- respond to statements, questions, and directives given orally by the teacher

OC2.07

- recite or sing simple rhymes and songs

OC2.08

- participate in language games

OC2.09

- represent and interpret a character in a skit set in a Native community

OC2.10

- retell simple Native legends and stories

Media Communications Skills**OC3.01**

- use information technology to record a short dialogue to share with other students

OC3.02

- use information technology to listen to tapes of Native elders telling stories

OC3.03

- use information technology to produce media works for listening or viewing

OC3.04

- use information technology to communicate in a Native language with other students

Reading**Overall Expectations****REV.01**

- read simple material on familiar topics in structured situations

REV.02

- recognize language patterns and vocabulary that have been learned through oral work

REV.03

- read for comprehension of ideas

REV.04

- demonstrate an understanding of language conventions and vocabulary in simple texts

REV.05

- use information technology to communicate in a Native language

Reasoning and Critical Thinking**RE1.01**

- demonstrate an understanding of simple texts

RE1.02

- extract information from a written passage

RE1.03

- identify the theme and supporting details of a story or poem

RE1.04

- translate simple texts with the assistance of a dictionary or word list

Use of Words and Language Structures**RE2.01**

- read aloud, enunciating words clearly and using proper intonation

RE2.02

- demonstrate an understanding of basic vocabulary in simple sentences

RE2.03

- select, list, and define new vocabulary in texts

RE2.04

- use all available cues (e.g., context, language patterns, form, graphic symbols) to determine the meaning of new vocabulary

RE2.05

- determine appropriate titles for passages or stories

RE2.06

- follow simple written instructions

RE2.07

- read a variety of simple texts

RE2.08

- respond appropriately to written questions

Media Communication Skills**RE3.01**

- use information technology to locate reading material in the Native language

RE3.02

- use information technology to build a knowledge base on a Native topic

RE3.03

- use information technology to communicate in a Native language with other students

Writing**Overall Expectations****WRV.0**

- use a variety of simple and compound sentences

WRV.02

- write on familiar topics, expressing ideas clearly

WRV.03

- demonstrate accuracy in writing and a knowledge of linguistic conventions

WRV.04

- use information technology to communicate in a Native language

Reasoning and Critical Thinking**WR1.01**

- distinguish between grammatical forms (e.g., number, gender, tense)

WR1.02

- identify word classifications (e.g., nouns, pronouns, verbs)

WR1.03

- demonstrate an understanding of word order in simple sentences

Use of Words and Language Structures**WR2.01**

- write short sentences using correct punctuation

WR2.02

- use a variety of familiar expressions and vocabulary correctly in written works

WR2.03

- use new words accurately in sentences

WR2.04

- communicate ideas (e.g., thoughts, feelings, experiences) clearly for specific purposes

WR2.05

- use correct spelling of basic and new vocabulary

WR2.06

- organize information into short paragraphs that contain a main idea and related details

WR2.07

- write short pieces using a variety of forms

WR2.08

- revise written work with the assistance of classmates and the teacher

WR2.09

- use grammar, language conventions, and vocabulary appropriate to this course

Media Communication Skills**WR3.01**

- use information technology to write and record a short dialogue

WR3.02

- use information technology to edit with peers

WR3.03

- use information technology to communicate in a Native language with other students