

Public District School Board Writing Partnership

Course Profile Native Languages

Level 2

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

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Course Overview

Native Languages, Level 2, Open

Identifying Information

School/School District: Grand Erie District School Board

Department:

Department Head:

Course Developer(s)

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Development Date: July 1999

Course Title: Native Languages 2

Grade:

Course Type: Open

School Course Code: NL2

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

Ministry Course Code: NL2

Credit Value: 1

Prerequisite: NL1, 4 years of study, or demonstrated proficiency

Corequisite: None

Description/Rationale

The course applies language learning to a meaningful cultural context allowing students to apply language to its roots in culture. It is developed to be generic for use by all Native language groups across Ontario. The course profile builds on the previous experience of students in reading, writing, and oral communication skills in NL1 and for those who have successfully completed at least four years of Native language study. Students expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and to read and exchange information electronically. This course enables students to experience the unique respect for life that permeates Native language and culture. This generic course allows the instructor to employ local values, teachings, and ceremonies in the delivery of this course and the units can be interchanged to reflect the practices of the local community. Unit 5 is a summative evaluation exercise that accounts for application of skills and concepts of the previous four units. Planning for Unit 5 should be introduced at the beginning of the course and reviewed before each unit.

Figure 1



Figure 2

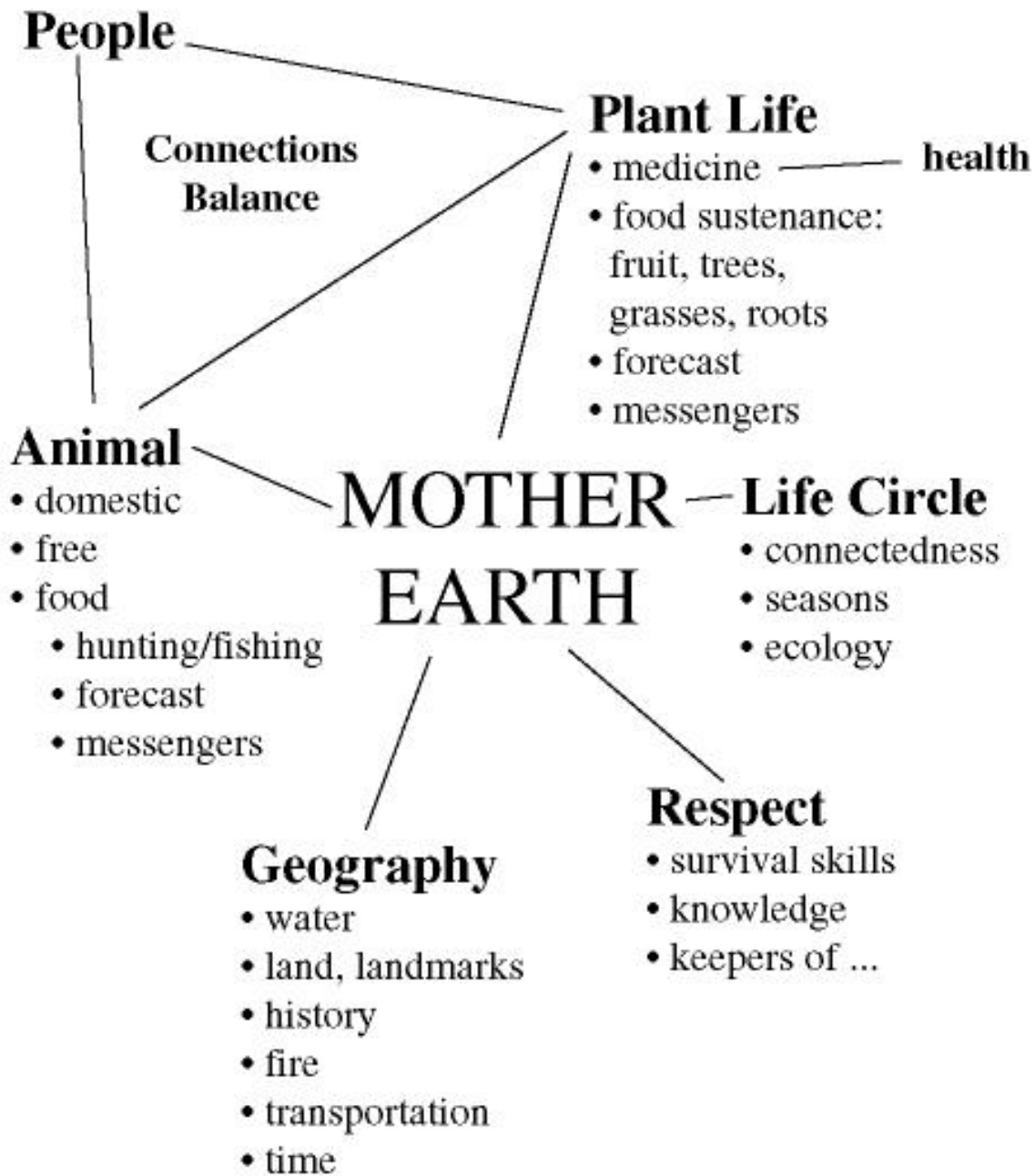
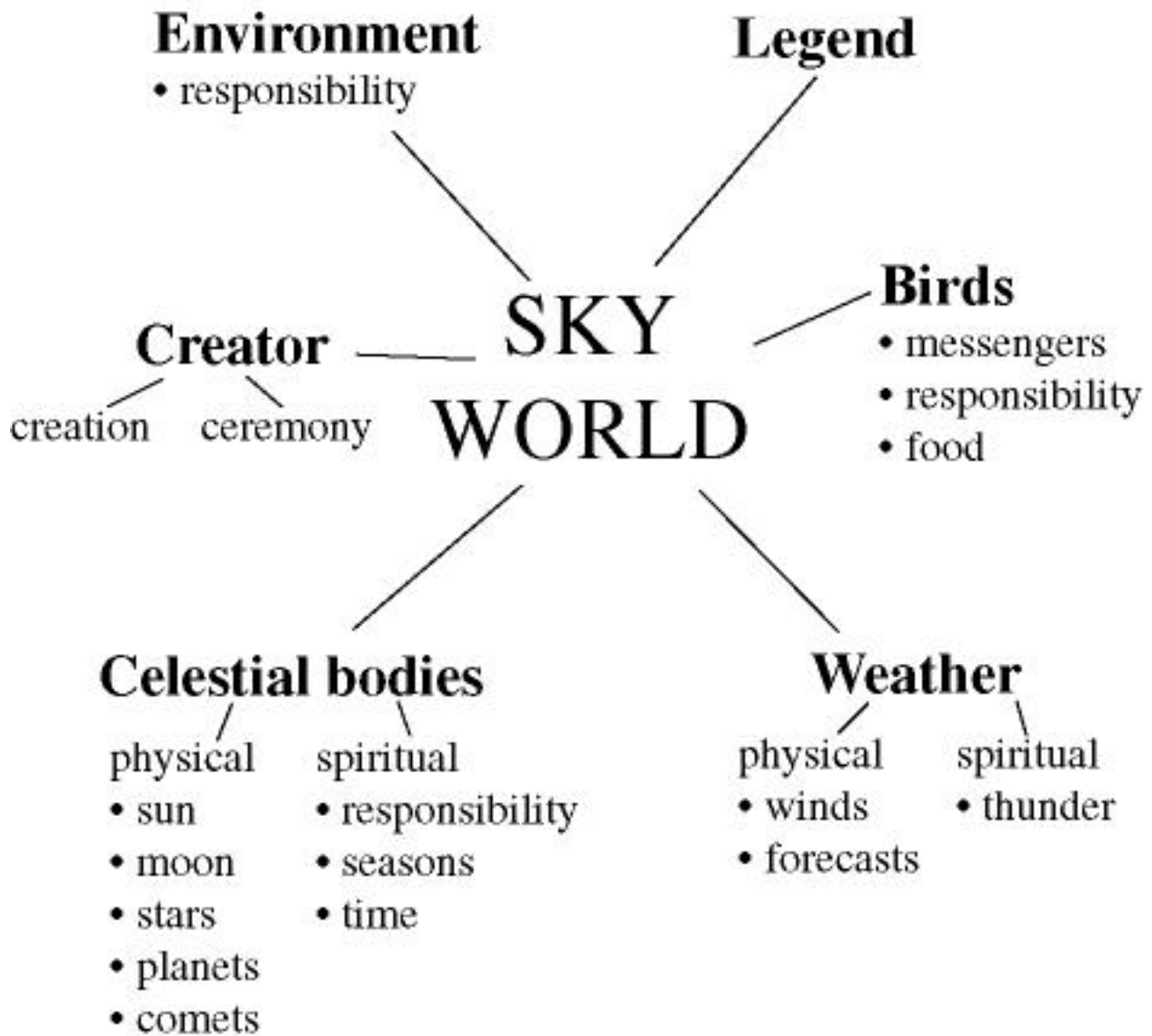


Figure 3



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 that 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. This course recognizes the diversity of Native cultures, values, traditional ceremonies, and local legends and is to be viewed as a suggested profile only.

Students use multimedia programs, design programs, and computer-assisted learning modules, and communicate electronically with peers locally and globally.

Unit Titles (Time + Sequence)

Unit 1	Review and Introduction	25 hours
Unit 2	People	20 hours
Unit 3	Sky World	20 hours
Unit 4	Geography	20 hours
Unit 5	Communication Project	25 hours

Unit Organization

Unit 1: Review and Introduction

Time: 25 hours

Description

Students expand their vocabulary through the review of daily 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 technology and production to communicate in the classroom and community.

Unit 5 is also introduced along with the Unit 1 and continues to be integrated with Units 2 - 4 during the course. In this way, the Communication Project is developed, completed, and presented for evaluation at the termination of the course or semester.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

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

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

Unit 2: People

Time: 20 hours

Description

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.

Strand(s) and Expectations

Strand(s): Oral Communications, Reading, Writing

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

Specific Expectations: OC1.01, OC1.02, OC1.03, OC2.01, OC2.02, OC2.03, OC2.04, OC2.07, OC2.08, OC2.09, OC2.10, OC2.11, OC3.01, OC3.02, OC3.03, RE1.01, RE1.04, RE2.01, RE2.04, RE2.03, RE2.05, RE2.07, RE2.08, RE3.01, RE3.04, WR1.01, WR1.02, WR1.03, WR2.01, WR2.03, WR2.04, WR2.07, WR2.08, WR3.01, WR3.03.

Unit 3: Sky World

Time: 20 hours

Description

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.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

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

Specific Expectations: OC1.04, OC1.105, OC2.10, OC2.11, OC2.12, OC3.04, RE1.03, RE2.06, RE3.02, RE3.03, WR1.04, WR2.01, WR2.02, WR2.04.

Unit 4: Geography

Time: 20 hours

Description

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 assists the students in using their acquired language in context.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

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

Specific Expectations: OC1.02, OC1.03, OC1.04, OC2.05, OC2.07, OC2.10, OC2.12, OC3.03, RE1.02, RE1.03, RE2.04, RE2.05, RE2.08, RE3.01, RE3.02, WRV1.02, WRV1.03, WRV1.04, WRV2.06, WRV3.02.

Unit 5: Communications Project

Time: 25 hours

Description

This unit is introduced at the beginning of the semester and is a major part of the student's summative evaluation. 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.

It is recommended that time be set aside in the Native Language class every week to allow the students to concentrate on the development of Unit 5. The teacher should monitor the project's development, have regular conferencing with the students and encourage homework on their selected projects to guarantee completion.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

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

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

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 its inclusiveness in the total curriculum. Classroom charts, hall displays, and bulletin board posters serve to connect language to experience beyond the language class. Often for Native students, 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 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 is often 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”. This can be done with input and approval from fluent speakers and the Native community as applicable. 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 with respect to familiarity of the cultural context of the language, connection with a fluent speaker, and an adequate supply of learning materials becomes significant.

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 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 KEN-TA-SOO-WIN, the Language Database published by ZA-GEH-DO-WIN which contains resources listed in the Course Overview summary and much more. The Native Language Data base 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.

- Bring and Brag
- class discussion
- collaborative work with elementary students
- computer posters
- conferencing
- conversation duos
- designing a calendar
- flash cards
- 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
- PA announcements
- personal word lists
- researching the Internet

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- skits/role play
 - storytelling
 - talking circle
 - translation exercises
 - triads, pairing
 - word games
 - word drills

Assessment/Evaluation

On the first day of classes, the teacher provides students with an overview of assessment and evaluation strategies that are used for the total course. In addition, at the start of each unit the teacher provides students with an outline of the assessment and evaluation strategies for that unit. The following is a summary of strategies that may be used for this course:

Personal Communication

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

Observation

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

Performance Assessment

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

Assessment Tools

- feedback tapes
- grammar checklists
- rubrics
- anecdotal comments

Accommodations

It is Ontario policy that special needs students be accommodated with individual learning strategies and special attention given to assessment for them 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 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 also review the curriculum documents for Native Languages Grades 6 to 8. Teachers are responsible to review necessary language structures based upon ongoing assessment.

Native Language 2 is an "open" course that comprises expectations suitable for students who have completed four years of previous study in a Native language or Native Language 1. This course provides students with skills and knowledge that enables continued 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 2 is designed so that some units can be infused in Grade 9 Native Studies, Expressing Aboriginal Cultures. In this way students 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 are to 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 are 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, are provided to students. Students see the relationship between the curriculum and opportunities for post-secondary education, apprenticeship, and the work place.

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 a credit(s) based on part-time or short-term study leading to a secondary school diploma.

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 are 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.

Course Evaluation

This course should be evaluated on an ongoing basis by teachers and students. A variety of student assessment strategies 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. 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 Level 2

Oral Communications

Overall Expectations

OCV.01

- demonstrate a range of listening skills;

OCV.02

- converse on familiar topics in structured and open-ended situations;

OCV.03

- demonstrate an understanding of language structures and vocabulary in a variety of texts;

OCV.04

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

OCV.05

- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking

OC1.01

- demonstrate an understanding of information presented orally;

OC1.02

- interpret a dialogue, conversation, narration or presentation;

OC1.03

- present simple ideas for class discussion;

OC1.04

- distinguish contrasts (e.g., singular/plural; negative/affirmative; assertive/interrogative; animate/inanimate; male/female/neuter);

OC1.05

- compare the creation stories of various Native communities.

Use of Words and Language Structures

OC2.01

- use refined pronunciation and intonation;

OC2.02

- express ideas (e.g., thoughts, feelings, experiences) using known language structures;

OC2.03

- converse using simple and compound sentences;

OC2.04

- use greetings related to various social events;

OC2.05

- follow instructions from precise oral descriptions;

OC2.06

- give other students directions for activities;

OC2.07

- respond to orally presented texts;

OC2.08

- ask and respond appropriately to questions in a variety of situations (e.g. collecting and presenting information, excursions, role playing);

OC2.09

- use story patterns to create short oral narratives;

OC2.10

- participate in word games using the Native language;

OC2.11

- represent and interpret a character in a Native legend or story;

OC2.12

- retell Native legends and stories.

Media Communication Skills**OC3.01**

- use information technology to record short dialogues 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 passages on familiar topics and infer the meaning of new words and language patterns in those passages;

REV.02

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

REV.03

- read for pleasure or information;

REV.04

- demonstrate comprehension of a variety of reading materials;

REV.05

- use information technology to communicate in a Native language.

Specific Expectations**Reasoning and Critical Thinking****RE1.01**

- demonstrate an understanding of ideas in a variety of written materials;

RE1.02

- extract information from a written passage;

RE1.03

- identify the main ideas and supporting details in familiar reading material;

RE1.04

- translate passages with the assistance of a dictionary or word list.

Use of Words and Language Structures

RE2.01

- read aloud familiar and new materials in a way that communicates meaning;

RE2.02

- demonstrate an understanding of basic vocabulary in basic texts;

RE2.03

- select, list and define new vocabulary in texts;

RE2.04

- read independently using several strategies (e.g. context, language patterns, form, graphic symbols) to determine the meaning of new vocabulary;

RE2.05

- identify different grammatical forms in text;

RE2.06

- follow detailed written instructions;

RE2.07

- read four to six texts of different forms (e.g. short essays, stories, legends, journals, media works) containing basic and new vocabulary;

RE2.08

- demonstrate an understanding of reading materials by participating in oral and written language activities (e.g. presenting dialogues and short narrations, asking and responding to questions, retelling the story in the student's own words).

Media Communication Skills

RE3.01

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

RE3.02

- use information technology to find factual information and the meaning of new vocabulary;

RE3.03

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

RE3.04

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

Writing

Overall Expectations

WRV.01

- use a variety of language patterns and vocabulary accurately;

WRV.02

- create a variety of written works, 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.

Specific Expectations

Reasoning and Critical Thinking

WR1.01

- distinguish between grammatical forms (e.g. part of speech, number, gender, tense);

WR1.02

- demonstrate an understanding of gender and subject-verb agreement;

WR1.03

- demonstrate an understanding of prefixes and suffixes;

WR1.04

- demonstrate an understanding of word order and its relation to a Native world view.

Use of Words and Language Structures

WR2.01

- write simple and compound sentences (unincorporated forms) using correct punctuation;

WR2.02

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

WR2.03

- communicate ideas (e.g., thoughts, feelings, experiences) for a variety of purposes;

WR2.04

- use correct spelling of basic and new vocabulary;

WR2.05

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

WR2.06

- produce various pieces of writing using a variety of forms;

WR2.07

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

WR2.08

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

Media Communications Skills

WR3.01

- use information technology to create visual material for a presentation on a Native topic;

WR3.02

- use information technology to edit with peers;

WR3.03

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