

Public District School Board Writing Partnership

Native Languages

Course Profile

Native Languages, Level 5 (NL5)

Open
LNAEO–LNOEO

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 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

Public District School Board Writing Team – Native Languages, Level 5 (NL5)

Lead Board

Rainbow District School Board

Course Developer(s)

Jeanne Grubin, Wikwemikong Unceded Indian Reserve, Odawa/Ojibwe

Dawna Leblanc, Wikwemikong Board of Education, Odawa/Ojibwe

Gloria Thomas, Six Nations of the Grand River, Onondaga

Kathy Smith, Cultural Consultant, Grand Erie District School District, Mohawk

Course Overview

Native Languages, Level 5, LNAEO-LNOEO, Grade 12, Open

Policy Document: *The Ontario Curriculum, Native Languages, Grades 11 and 12, 2000.*

Prerequisite: NL4, or demonstrated proficiency

Course Description

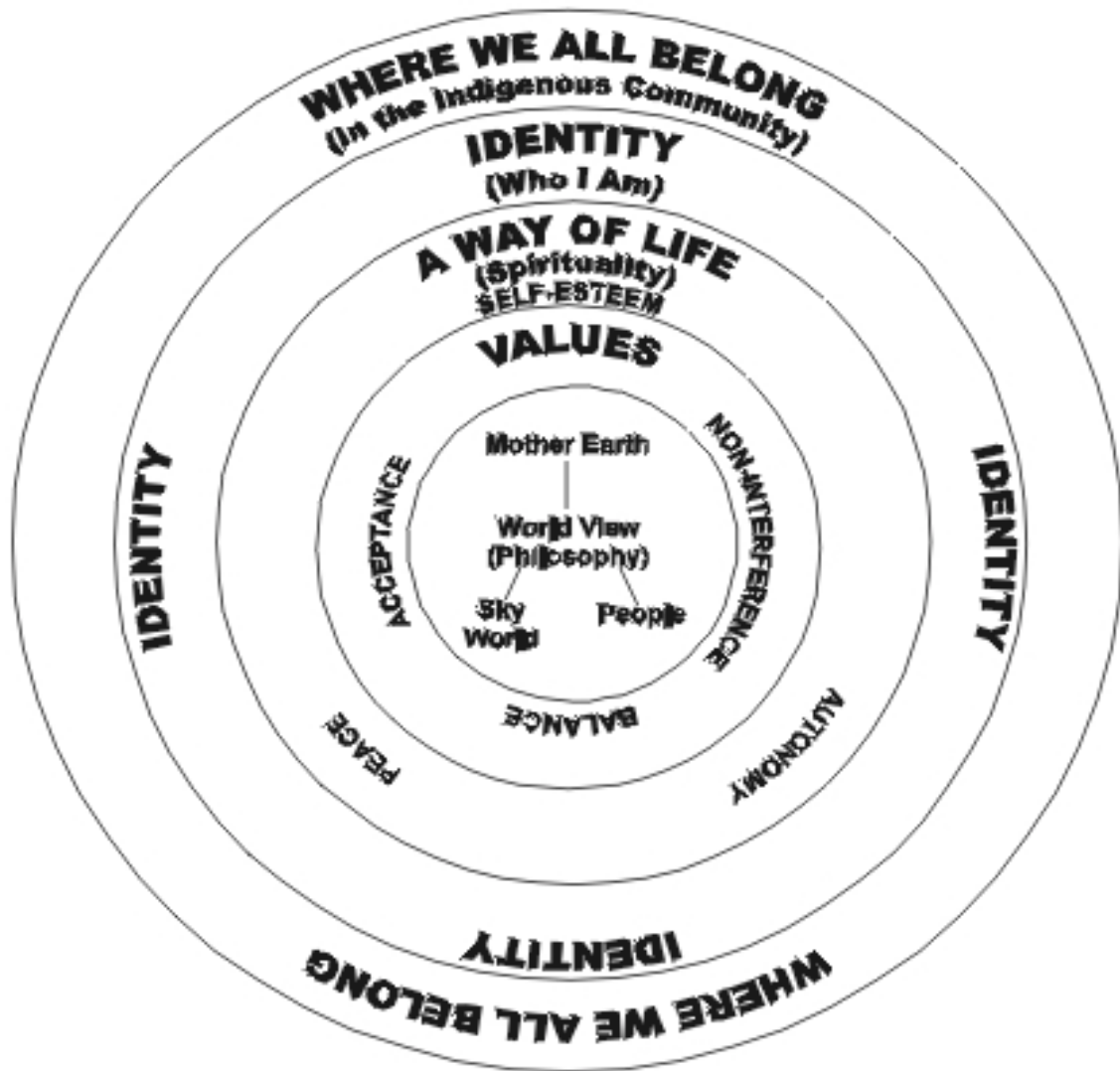
This course provides students with opportunities to increase their knowledge of a Native language and culture. Students will increase their vocabulary, use complex language patterns and formal language, and use the Native language to analyse literature, discuss issues, e.g., economic development, personal development, and study Native customs, traditions, and world views. They will examine differences in dialects while communicating with others electronically.

Course Profile Design

The planning framework, Figure 1, indicates that NL5 is grounded in the context of Native world view set in previous course profiles but is extended to include an emphasis on indigenous cultures outside of North America. NL5 provides students with an excellent opportunity to determine how common language and cultural values exist in the global indigenous community. Teachers are encouraged to reflect on “best practices” for effective teaching and learning strategies used in previous course profiles.

Unit 5 is a summative unit that incorporates the skills and knowledge learned in the previous four units. Unit 5 should be introduced at the beginning of the course and be reviewed before each subsequent unit.

Figure 1



Units: Titles and Time

* Unit 1	The Study of Other Indigenous Cultures	25 hours
Unit 2	Expressing A Point of View on an Aboriginal Contemporary Issue	20 hours
Unit 3	Fun With Words	20 hours
Unit 4	Specialized Language	20 hours
Unit 5	Cumulative Project: A Photo Essay	25 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: The Study of Other Indigenous Cultures

Time: 25 hours

Unit Description

Cluster 1 directs students to explore cultural perspectives, ways of life, and concepts of citizenship in indigenous cultures outside of North America. Cluster 2 allows students to demonstrate an understanding of the elements of an indigenous culture(s). Cluster 3 gives students the opportunity to use electronic technology to establish communication with students from other indigenous cultures or with peers of the same language group.

In the language under study, students explore traditional customs and world views of indigenous cultures outside North America. Students research social, economic, cultural, environmental, and political elements for the purpose of analysing, comparing, and contrasting values of specific indigenous cultures. To better understand the cultures under study, students contact other indigenous people (students) outside of North America using the Internet to share information about each others' culture and language. Students identify the location of their e-pal (net pal) on a map.

Prior to beginning Unit 1, the teacher explains Unit 5, Cumulative Project: A Photo Essay. Students begin work on this unit and continue until the presentations are due. The teacher monitors the progress of the cumulative project and is available for assistance.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.01, OCV.02, OC1.01, OC1.02, OC2.05, OC2.06, OC2.07, REV.02, RE1.03, RE1.04, RE2.03, WRV.01, WRV.02, WR1.01, WR1.02, WR1.03, WR2.01, WR2.02	Knowledge/ Understanding	Identification and an in depth study of indigenous cultures outside of North America
2	OCV.01, OCV.02, OC1.01, OC2.01, REV.03, REV.02, RE1.02, RE2.01, WRV.01, WR1.02, WR1.03, WR2.01, WR2.02, WR2.03	Thinking/ Inquiry	Research elements of indigenous cultures outside of North America
3	OCV.01, OCV.03, OCV.04, OC2.02, OC2.03, REV.01, REV.04, RE1.01, RE2.05, WRV.01, WRV.02, WRV.04, WRV.05, WR1.04, WR2.01, WR2.02, WR2.03	Communication Application	The use of technology to communicate with indigenous cultures outside of North America

Unit 2: Expressing a Point of View on an Aboriginal Contemporary Issue

Time: 20 hours

Unit Description

In the language under study, students select a peer to debate ideas and opinions about a contemporary issue, e.g., local issues, rural and urban lifestyles, substance abuse, the judicial system. During the research and preparation of the debate, students focus on the use of new words. Students examine various literary works to determine the source of new words and how to create them. Students extend their vocabulary and complex use of language patterns in oral and written work. As an addendum to the debate, students provide a written description on how the meaning of words has changed over time.

In Cluster 1, students read and understand a contemporary issue, in Cluster 2, students derive the meaning of words from context, and in Cluster 3, students apply the study of words to a presentation.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.03, OC1.04, REV.01, REV.03, RE1.04, WRV.04, WR1.06, WR2.03	Knowledge/Understanding	Aboriginal Contemporary Issues
2	OCV.04, OC1.03, REV. 01, RE1.04	Communication Thinking/Inquiry	Study of Words
3	OCV.01, OC2.02, REV.01, RE1.01, RE2.05	Application	Debate

Unit 3: Fun With Words

Time: 20 hours

Unit Description

In the language under study, students study the use of figurative speech with the assistance of fluent knowledgeable community members. The community members present a conversation using humour to communicate a message. The students complete a short poem or a short story using figurative speech after listening to the speakers. In addition, students demonstrate the use of enriched vocabulary, word patterns, and paragraph structure to write an autobiography/birth story for presentation to the class.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.04, OC2.05, WRV.03, WR1.01	Knowledge/Understanding	Introduction to figurative speech and “double talk”
2	OCV.04, OC1.03, OC2.02, REV.03, RE2.01, WRV.02, WRV.03, WR1.02, WR1.05, WR2.02	Thinking/Inquiry	Creative writing
3	OCV.01, OCV.04, OC1.03, OC2.02, REV.04, RE1.02, RE2.03, WRV.02, WRV.03, WRV.04, WRV.05, WR1.02, WR2.02	Communication Application	Writing an autobiography/birth story

Unit 4: Specialized Language

Time: 20 hours

Unit Description

Students explore the use of formal language used in ceremonies and the use of specialized language in explaining traditional skills, e.g., rice gathering, canoe making, goose hunting, maple syrup making, medicine preparation, making turtle rattles, drilling wampum beads. Students use language as spoken by fluent speakers and understand language patterns of older, knowledgeable community members. Incorporating specialized language gained through interviews, students research, and then write about a local, traditional skill. Students prepare a written and oral report.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.03, OC1.02, OC1.05, OC2.03, WRV.01, WR1.03, WR2.02	Thinking/Inquiry	Interview
2	OC2.01, OC2.04, REV.02, REV.03, RE2.03, RE2.04, WRV.02, WR2.02, WR2.03	Knowledge/Understanding Thinking/Inquiry	Research
3	OCV.03, OC2.04, REV.03, RE1.04, WRV.01, WRV.04, WR1.03, WR2.01, WR2.02, WR2.03	Communication Application	Written and oral presentation

Unit 5: Cumulative Project: A Photo Essay

Time: 25 hours

Unit Description

Students apply their knowledge of Native language and culture gained in the first four units and prior learning in Native Languages courses (NL1-NL4). Students choose a topic that represents significant learning in the language under study over four years then use all three language strands to create a photo essay. The project is designed to enhance the use of Native language in authentic, real-life situations beyond the classroom, e.g., a booklet of medicines, an illustrated family or community history, a traditional skills manual, a collage related to a cross-cultural issue, for use as a lasting reference or record of learning.

It is recommended that time be designated to the development of Unit 5 each week in the Native language class. The teacher should monitor the project's development, conference regularly with students, and encourage homework related to the project.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	OCV.03, OC1.02, REV.01, RE1.03, RE2.01, RE2.02, WRV.02, WR2.02	Communication Thinking/Inquiry	Review and research
2	OCV.04, OC1.02, REV.02, RE1.03, RE2.01, WRV.02, WRV.04, WR1.04, WR2.01, WR2.02	Knowledge/Understanding Thinking/Inquiry	Reflection and planning
3	OCV.01, OCV.04, OC2.02, REV.04, RE2.02, WRV.04, WR2.01	Communication Application	Celebration and presentation

Course Notes

The premise used to map out this course is based on the assumption that students are firmly grounded in oral communication, reading, and writing skills that enables them to function as competent speakers. The performance standards (Achievement Charts) are clear on this point. Unit organization and the design of teaching/learning strategies are aligned with this in mind. Expectations are clustered to encourage student use of accomplished language skills but to also explore language in interesting and extended use that nurture competency levels.

NL5 is a fitting course to complete the study of Native languages in secondary school. It provides students with the opportunity to review and increase their knowledge of Native language and culture. But more importantly, students celebrate their confidence in using language in “fun” and enriched expression. Teachers are encouraged to develop and instruct this course in the spirit of celebration by extending language use to the local and global community. By the time students reach NL5, they are competent speakers with a rich vocabulary and the ability to use complex language patterns. Students now turn their attention to closer analysis of words, their meaning and nuances, and how words change over time. Older, fluent speakers who use language uncommon to everyday speech, specialized language, or the formal language of ceremonies, are invaluable resources to enrich the language experience of the students.

NL5 provides an opportunity for students to apply language skills grounded in Native values of North America to indigenous cultures in the global society. In this unit, Native cultures of North America include Mexico and Central America as defined historically by cultural regions. It is recommended that teachers use a standard framework for cultural study that includes social, economic, and political customs. The study of concepts and relationships in Native world cultures presents endless opportunities for student activities related to research and inquiry, discussion, and presentation of issues. In planning and implementing NL5, teachers can feel confident in maximizing student ability to use language patterns in complex situations. Students can celebrate the results of four years of language learning. Use of information technology is an integral skill for NL5. Fostering technological skills can take many forms but this unit requires competent use of Internet skills for research purposes. Other uses of technology include computer-based reports and desktop publishing, photography, visual/audio recording, and various artistic media to compile or illustrate written/oral presentations.

Teaching/Learning Strategies

This course provides students with the opportunity to practise language in all skill areas through a variety of approaches that promote individual and cooperative learning, independent study, and teacher-directed inquiry. As established in previous course profiles, teachers use the communicative teaching method which aims to teach language in everyday speech. Grammatical accuracy is important. “Grammar, Language Conventions, and Vocabulary” in *The Ontario Curriculum, Grades 11 and 12, Native Languages, 2000*, p. 20, guides teachers to cultivate grammar skills through productive and enjoyable activities.

The following considerations guide teachers in the planning of the course.

- **Assessment:** At the beginning of each unit, review the learning expectations, strategies, and performance tasks (assignments) and how the tasks will be assessed. The teacher and students should share a clear understanding of how the learning expectations align to the achievement levels and evaluation methods. This is the opportune time to introduce a rubric if appropriate. It is highly recommended that the class develop the rubric together.
- **Grouping:** A variety of individual, pair, small group, and whole class activities allows students to practise language skills and to interact with peers and the teacher in different situations and contexts.

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- **Language Use:** To develop strong language skills, practice combined with opportunities to enrich and extend language is essential. In a variety of situations, students comprehend increasingly complex vocabulary and language structures through continued practice.
 - **Technology:** Information technology provides a variety of resources to facilitate and enrich language learning. Software programs and CD-ROMs offer students a rich variety of linguistic and cultural experiences otherwise not accessible to them. The Internet opens students to a wealth of information, news, and texts in the language of study. Through websites by organizations and individuals, students communicate with speakers of various Native languages and dialects from around the world.
 - **Research Skills:** Students develop and practise skills to acquire, organize, and present information. These skills are valuable for Native language use in courses at the postsecondary level and other life destinations.
 - **Cooperative Education and Career Education:** Knowledge and skills acquired by students in NL5 apply to practical situations beyond the classroom. Cooperative learning placements in Native language schools, day care centres, local radio stations, and situations that promote Native language usage, allow students to see the relationship between the curriculum and the workplace or higher education.
 - **Community Involvement:** Organizations and local agencies, cultural centres, Friendship Centres, knowledgeable community members, fluent speakers, and local historians are rich resources for students of Native languages. Community resources along with locally celebrated holidays, such as Aboriginal Languages Day, National Aboriginal Day, and Earth Day, should be integrated into the Native language course.

To develop the learning strategies for additional units in NL5, it is recommended that teachers use the *Ontario Curriculum Unit Planner* available through their school. The following strategies, which are listed in the Curriculum Unit Planner, relate directly to NL5 planning. The activities are suggestions only. Teachers can choose additional strategies.

Summary of Teaching and Learning Strategies

Activity-based Strategies

- Debate
- Field trip
- Oral presentation

Cooperative Learning Strategies

- Brainstorming
- Community involvement
- Discussion
- Interview

Direct Instruction Strategies

- Conferences
- Guest speaker
- Mnemonic devices
- Read aloud

Independent Learning Strategies

- Computer-assisted Learning
- Homework
- Independent reading
- Learning log/journal
- Portfolio
- Report

Inquiry and Research Models

- Research process
- Writing process

Technology/Applications

- CAD/CAM applications
- Computer-assisted instruction
- Email applications
- Graphic applications
- Internet technologies
- Multi-media applications

Thinking Skills Strategies

- Brainstorming
- Concept clarification
- Expressing another point of view
- Issue-based analysis
- Map making
- Oral explanation
- Writing to learn

Assessment & Evaluation of Student Achievement

The purpose of assessment and evaluation is to improve student learning. Instead of assuming that the purpose of assessment is to rank students, the new approach to assessment guides student achievement and provides valuable information to students and parents about progress and steps toward improvement.

Assessment is the process of gathering information from a variety of sources (written assignments, presentations, research projects, skits, tests, quizzes) that accurately reflect how well a student achieves the curriculum expectations. The main purpose of assessment is to provide students with descriptive feedback about how to improve learning.

Evaluation is the process of judging the quality of students' work on the basis of established criteria and assigning a value to represent that quality.

Teachers of the NL5 course should be familiar with the process of assessment and evaluation based on aligning the curriculum expectations to the achievement levels outlined in the policy document *The Ontario Curriculum Grades 11 and 12, Native Languages, 2000*. Teachers use the achievement levels to assess students at various learning stages. However, to determine the final grade, teachers should be guided by the Achievement Chart to determine the most consistent level of achievement of the student as reflected in his or her course work. Seventy per cent of the final grade is based on assessments and evaluation conducted throughout the course. Thirty per cent of the final grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation. Assessment and evaluation strategies must align to the principles outlined in the policy document *Program Planning and Assessment, 2000*.

All types of evaluation listed below are required.

Diagnostic Assessment: Diagnostic assessment is used to determine the status of a student, or a group of students, in relation to expectations which will be taught during the course. Diagnostic assessment tools include formal and informal observation, student/teacher conferencing, quizzes, tests, formal written assignments, creative writing assignments, role play, and simulations.

Formative Assessment: Formative assessment refers to the ongoing collection of information that occurs throughout the school year, course, or unit that enables teachers to track, support, and guide students' continuous progress and improvement towards achievement of expectations. Formative assessment tools are similar to diagnostic tools.

Summative Evaluation: Summative evaluation determines student achievement at the end of a unit, course, semester, or year. Summative evaluation is the process by which teachers make formal judgements about student achievement to be used in reporting results in relation to expectations. Summative assessment tools include formal written assignments, listening and reading comprehension tests, projects, oral presentations, and varied performance tasks.

This Course Profile includes a rubric for the writing assignment in Unit 1, Cluster 3. Use of the rubric as an assessment tool clarifies what is expected of students and how the teacher or their peers assess their performance. A common understanding of what is expected makes feedback to students more valuable. A diagnostic checklist for oral communication is also included, ready for use, with any Native language class.

Summary of Assessment/Evaluation Strategies

The following is a summary of strategies that may be used for the course.

Personal Communication

- interviewing
- peer evaluation
- pronunciation and usage
- learning and reflective journal
- oral quizzes
- paper and pencil tests
- portfolio
- probing questions
- question and answer
- self-assessment
- reading and listening response
- student/teacher conference
- summary quizzes
- unit tests

Observation

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

Performance Assessment

- class mural
- create a symbol
- conceptual map
- newsletter
- oral presentation
- poster production
- personal word journal
- research organizer

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- scrapbook
 - skits/role play
 - making an audiotape

Assessment Tools

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

Accommodations

Learning a Native language requires students to practise and participate in activities, and be assessed in the three strand areas of language use (oral communication, reading, and writing). Exceptional students may require support to increase their success in the course. NL5 requires students to read, understand and discuss issues in various documents, followed by increasingly complex writing assignments. Teachers should consult individual student IEPs for specific direction on accommodations for individuals. The accommodations specified below are suggestions only and are listed in the *Ontario Curriculum Unit Planner: Special Education Companion, 2001*.

(See Considerations for Program Planning, Education for Exceptional Students, Ministry of Education and Training document, *Program Planning and Assessment, 2000*. 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*).

Behaviour Exceptionalities

Assignment and Project Accommodations

To provide accommodations for students, the teacher should:

- make expectations explicit;
- establish time lines;
- make use of contracts, as appropriate;
- break down large tasks into small tasks, and provide reinforcement as each part is completed;
- simplify instructions, choices, and scheduling;
- provide models of completed tasks so students can visualize a completed project;
- provide checklists, outlines, and advance organizers, to assist in assignment completion;
- enable students to demonstrate understanding using a variety of media including oral presentations, audio or video taped assignments, bulletin board displays, dramatizations, and demonstrations;
- provide opportunities for students to word process rather than write assignments;
- encourage quality rather than quantity of work as sometimes an assignment may be too demanding.

Learning Disabilities

Presentation Accommodations

To provide accommodations for students, the teacher may:

- present information to as many modalities as possible, including oral presentation, board notes, overheads, diagrams, class discussion, activity-based learning;
- clarify definitions, terms, and vocabulary in assignments, and ensure understanding by asking students to retell or paraphrase instructions;
- allow students to tape lessons for more intense listening at a later time;

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- allow a significant response time when questioning to allow students time to process the request;
 - teach in small, incremental steps, moving from simple to more difficult;
 - provide instructional materials geared to students' instructional level, e.g., use of supplementary resource material;
 - provide review/reinforcement opportunities for new concepts and periodically summarize main points;
 - provide extra time to complete assignments that might otherwise be completed in class and/or reduce the quantity of the assignment;
 - allow students practice opportunities prior to tests, e.g., sample or practice test.

Physical Disability

Presentation and Instruction Accommodation

To provide accommodation for students, the teacher may:

- ensure appropriate seating - this may be near the board, near the front, near the door, or at a desk or table suitable for a wheelchair;
- provide more time to complete class work and assignments;
- expect the same standard of work, but the quantity may need to be reduced. Some students may be working under a great deal of pressure and reducing the workload will help to minimize this pressure without compromising the quality of work expected;
- make arrangements with students, if necessary, for alternative methods of being recognized other than raising their arm;
- consider alternatives to oral presentations, if needed. Oral presentations may be difficult for students with speech difficulties;
- when appropriate, encourage the use of computers, and other aids to increase speed and to overcome motor difficulties. Refer to support services personnel for assistance, where available;
- assist students in the development of organizational skills by keeping books and materials within easy reach, and by providing organizational strategies;
- accommodate absences from school for medical purposes by providing information and assistance for school liaison teachers and parents.

Resources

Units in this Course Profile make use of specific texts, magazines, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the materials on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without permission of the owner.

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CD-ROMs

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Morgan, John and Mario Rinvoluceri. *Once Upon A Time: Using Stories in the Language Classroom*. Avon, England: Cambridge University Press, 1990.

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Slavin, R. E. "When Does Cooperative Learning Increase Student Achievement?" *Psychological Bulletin*, 94, (1983), 429-445

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Woodland Indian Cultural Educational Centre. *Reserve Communities: A Six Nations History Unit*. Brantford, ON: 1983.

Websites

The URLs for websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

WebQuest – <http://edweb.sdsu.edu/webquest/>

SchoolNet – <http://www.schoolnet.ca/>

Nativeweb – <http://www.nativeweb.org>

Aboriginal Links – <http://www.bloorstreet.com/300block/aborcan.htm>

EPALS Classroom Exchange – <http://www.epals.com/>

EPal International – <http://www.happygold.com/>

International Pen Friends/Pen Pals – http://www.europa-pages.com/penpal_form.html

Teen.Com - The Place for Teens – Epals – <http://www.teen.com/penpal/penpal.html>

SchoolWorld Projects: ePALS and SchoolWorld - Keypal Project
– <http://www.schoolworld.asn.au/keypals.html>

The Best International Penpals site in the world – <http://www.epals.cjb.net/>

EPALS Classroom Exchange – <http://hermod.epals.com/in/O/un/en>

Building Skills in E-mailing – <http://www.lessons.k12.tn.us/tracks/f00300.html>

OSS Policy Application

Specific policies impact delivery of this course:

1. *The Ontario Curriculum, Grades 11 and 12, Native Languages, 2000.*
 - This policy document designates NL5 as an Open course and lists expectations that “provide students the opportunity to increase their knowledge of a Native language and culture.”
2. *The Ontario Curriculum, Grades 9 and 10, Native Languages, 1999.*
3. *The Ontario Curriculum, Native Languages Grades 1 to 8, 2000.*
 - Teachers should review and assess student skills based on policies leading to NL5.

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4. *Ontario Secondary Schools Grades 9 to 12, Program and Diploma Requirements, 1999.*
 - Native Languages, page 48:
 - Students placed in higher grades in Native language courses on the basis of their level of proficiency must not receive credits for Native language courses they have not taken.
(**Note:** Proficiency tests are not provided by the Ministry of Education but must be developed locally by the Native Language teacher in cooperation with the principal.)
 - NL1 or NL2 may be substituted for the compulsory credit in FSL.
 - Cooperative Education and Work Experience, page 52:
 - Native language learners require opportunities to apply learned skills to “real life” situations provided by cooperative and work placements.
 - Guidance and Career Education, page 45:
 - Exposure to career opportunities related to Native language in professions of telecommunications, education, creative arts, etc. will foster usage and applicability of a Native language to a chosen career.
 - Technology in Education, page 59:
 - NL5 is rich in learning experiences for students to become competent in using computers and various high and low technology.
 - Professional development for teachers that promotes use of technology can greatly benefit students.
 - Antidiscrimination Education, page 58.
 - Use of Native language in secondary schools through advertised activities and guest speakers, posters, school newsletters, and staff PD days promotes a school climate that reflects the identity of all students.
 5. *The Ontario Curriculum, Grades 9 and 10, Native Studies, 1999.*
 6. *The Ontario Curriculum, Grades 11 and 12, Native Studies, 2000.*

Course Evaluation

Teachers should use a variety of methods to evaluate the success of the NL5 course. Through surveys or interviews, students give direct feedback about course effectiveness. Summative, e.g., tests, exams, quizzes, and formative, e.g., debates, oral/written presentations, story telling, evaluations are valuable tools to assess whether the course is meeting the learner’s needs. Native language teachers can network with teachers of other languages, e.g., Spanish, French, to compare the effectiveness of NL5 learning strategies, activities, and assessment practices. The Native language teacher can liaise regularly with the language department head to discuss and make adjustments to course delivery on an on-going and year end basis.

In addition to assessing whether the course meets Ontario curriculum expectations and teacher-defined student needs, course evaluation should assist learners to meet self-defined goals for becoming competent language speakers.

Coded Expectations, Native Languages, Level 5, Open, LNAEO–LNOEO

Oral Communication

Overall Expectations

- OCV.01 · communicate fluently;
- OCV.02 · demonstrate an understanding of the concepts of citizenship and relationships (Aboriginal world view) in the context of an indigenous culture outside North America;
- OCV.03 · demonstrate a basic understanding of formal and specialized language;
- OCV.04 · understand and use complex language patterns.

Specific Expectations

Reasoning and Critical Thinking

- OC1.01 – demonstrate an understanding of the way of life of an indigenous culture outside North America;
- OC1.02 – interpret written and oral works with minimal assistance;
- OC1.03 – explain how the meaning of words (e.g., *milk*) has changed over time;
- OC1.04 – express a point of view on contemporary issues (e.g., environmental issues, political issues) from a Native perspective;
- OC1.05 – identify dialects from other regions.

Use of Words and Language Patterns

- OC2.01 – use specialized language to explain traditional skills (e.g., planting and harvesting, snowsnake making, canoe making);
- OC2.02 – use correct vocabulary in presentations;
- OC2.03 – demonstrate an understanding of the language patterns used in speech by a Native elder;
- OC2.04 – demonstrate an understanding of formal language used in ceremonies;
- OC2.05 – use language as spoken by a fluent speaker;
- OC2.06 – demonstrate an understanding of the concept of citizenship in an indigenous culture outside North America;
- OC2.07 – demonstrate an understanding of the concept of relationships (Aboriginal world view) in an indigenous culture outside North America.

Reading

Overall Expectations

- REV.01 · demonstrate comprehension of written works;
- REV.02 · read a variety of written works to gather information about cultural perspectives;
- REV.03 · demonstrate an understanding of an Aboriginal world view through an analysis of words;
- REV.04 · use electronic technology to communicate in a Native language with other students.

Specific Expectations

Reasoning and Critical Thinking

- RE1.01 – demonstrate comprehension of written works by participating in and producing a language project (e.g., debating, creating dialogues);
- RE1.02 – compare and contrast ideas, characters, and events in written works;
- RE1.03 – read a variety of written works (e.g., legends, short stories, Native language newspapers) for different purposes;
- RE1.04 – derive the meaning of new words from context.

Use of Words and Language Patterns

RE2.01 – read materials orally, using correct pronunciation and with fluency;

RE2.02 – demonstrate an ability to analyse language patterns in a variety of written works;

RE2.03 – translate passages in written works;

RE2.04 – demonstrate an ability to read written works that contain specialized vocabulary;

RE2.05 – communicate in a Native language to exchange ideas and feelings on social issues (e.g., rural and urban lifestyles, substance abuse, the judicial system) with other students, using electronic technology.

Writing

Overall Expectations

WRV.01 · use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.02 · demonstrate an understanding of language conventions in their writing;

WRV.03 · produce a variety of written works, such as short essays, letters, narratives, transcriptions of legends and oral prose, and biographies;

WRV.04 · independently revise and edit their writing for accuracy of language use;

WRV.05 · use electronic technology to communicate in a Native language with other students.

Specific Expectations

Reasoning and Critical Thinking

WR1.01 – demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article);

WR1.02 – demonstrate knowledge of different forms of writing (e.g., description, exposition, report, argument, dialogue, narrative, transcription, biography);

WR1.03 – use familiar expressions accurately and experiment with complex forms to express facts (e.g., prepare a news broadcast for the local radio station);

WR1.04 – use a variety of paragraph structures to organize text and create story lines (e.g., a dialogue to accompany a drawing or photograph);

WR1.05 – demonstrate an awareness of the potential of words and phrases to have multiple meanings (e.g., literal and figurative meanings);

WR1.06 – communicate in a Native language with other students on contemporary issues (e.g., substance abuse, urbanization, health) using electronic technology.

Use of Words and Language Patterns

WR2.01 – use language patterns correctly;

WR2.02 – demonstrate an understanding of the variety of sentence structures used in Native languages;

WR2.03 – use specialized vocabulary relating to familiar topics.

Unit 1: The Study of Other Indigenous Cultures

Time: 25 hours

Unit Description

Cluster 1 directs students to explore cultural perspectives, ways of life, and concepts of citizenship in indigenous cultures outside of North America. Cluster 2 allows the students to demonstrate an understanding of the elements of an indigenous culture(s). Cluster 3 gives students the opportunity to use electronic technology to establish communication with students from other indigenous cultures or with peers of the same language group.

In the language under study, students explore traditional customs and world views of indigenous cultures outside North America. Students research social, economic, cultural, environmental, and political customs for the purpose of analysing, comparing, and contrasting values of specific indigenous cultures. To better understand the cultures under study, students contact other indigenous people (students) outside of North America using the Internet to share information about each others' culture and language. Students identify the location of their e-pal (net pal) on a map.

Prior to beginning Unit 1, the teacher explains Unit 5, Cumulative Project. Students begin work on this unit and continue until the presentations are due. The teacher monitors the progress of the cumulative project and is available for assistance.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
1.1 Introduction 2.5 hours	OCV.01, OCV.04, OC1.02, OC2.05, REV.01, RE1.04, RE2.01, RE2.03, WRV.01, WRV.02, WR2.01	Knowledge/ Understanding	<ul style="list-style-type: none"> • diagnostic test • planning: Unit 5 - Cumulative Project
1.2 Exploring Indigenous Cultures 3.75 hours	OCV.02, OCV.04, OC1.01, OC1.02, OC2.06, OC2.07, REV.02, REV.03, RE1.03, WRV.01, WRV.02, WR1.03	Knowledge/ Understanding	<ul style="list-style-type: none"> • research
1.3 Elements of Indigenous Societies: Social, Cultural, and Environmental 2.5 hours	OCV.01, OCV.02, OC1.01, OC2.03, OC2.05, REV.02, REV.03, RE1.03, WRV.01, WRV.02, WR1.01, WR2.01	Thinking/ Inquiry	<ul style="list-style-type: none"> • research
1.4 Elements Indigenous Societies: Economic and Political 2.5 hours	OCV.01, OCV.02, OC1.01, OC2.06, OC2.07, REV.01, REV.02, RE1.03, WRV.01, WRV.02, WR1.01, WR1.02, WR2.01	Thinking/ Inquiry	<ul style="list-style-type: none"> • research • write an essay

Activity	Learning Expectations	Assessment Categories	Tasks
1.5 Analyse, Compare, and Contrast 3.75 hours	OCV.01, OCV.02, OC2.02, OC2.06, OC2.07, REV.01, REV.03, RE1.01, RE1.02, RE2.01, WRV.01, WRV.02, WR1.01, WR1.02	Thinking/ Inquiry Communication	<ul style="list-style-type: none"> • cross-cultural comparison • visual presentation
1.6 Select and Contact 2.5 hours	OCV.01, OC1.01, OC1.02, OC2.05, REV.02, REV.03, RE2.01, WRV.01, WRV.02, WR1.01, WR2.01, WR2.03	Knowledge/ Understanding Communication	<ul style="list-style-type: none"> • select e-pal • relay information • translate e-mail
1.7 Prepare a Cultural Exchange Package 2.5 hours	OCV.01, OC1.01, OC1.02, OC2.05, REV.02, REV.03, RE2.01, WRV.01, WRV.02, WR1.01, WR2.01, WR2.03	Knowledge/ Understanding	<ul style="list-style-type: none"> • Brainstorm • Discussion • prepare a cultural package • create a poster • use complex sentences
1.8 The Exchange and Presentation 2.5 hours	OCV.01, OCV.04, OC1.01, OC1.02, OC2.02, OC2.06, OC2.07, REV.04, RE1.01, RE2.05, WRV.01, WRV.05, WR1.01, WR2.01	Communication Application	<ul style="list-style-type: none"> • send cultural package • oral presentation
1.9 A Cultural Essay 2.5 hours	OCV.03, OCV.04, REV.03, WRV.01, WRV.02, WRV.04, OC2.02, OC2.05, RE1.01, RE1.02, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03	Communication Application	<ul style="list-style-type: none"> • write an essay

Unit Planning Notes

- Introduce the cumulative project Unit 5 to the students.
- Read Unit 5 and allocate time in the weekly schedule to assist students in preparing their choice of topics to be presented at the end of the course or semester.
- Collaborate with the computer teacher, if available, to ensure that the students know how to use the Internet search engine and the electronic mail system.
- Request a bulletin board to be used as a word wall.
- Create a portfolio system or maintain existing portfolios for each student, if available.
- Create a checklist for creating a personal word journal.
- Conduct a periodic review which should include language structures and language patterns, nouns, verbs, pronouns, particles, etc.
- Make copies of the rubric to be used in Activity 1.8 (Appendix 2).
- Make copies of the diagnostic checklist (Appendix 1) and allocate time for individual testing.
- Identify language structure to be used and practised throughout the unit.
- Research and gather reference books on indigenous cultures outside of North America.
- Gather *National Geographic* magazines or acquire the CD-ROM set.

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- Acquire and display a sound chart.
 - Identify all the audio-visual equipment available in the school and familiarize yourself with the operation and use.
 - Ensure that computers are in good working condition and available for use.
 - Meet with other teachers, especially the Native Studies, Computer, and Science teachers, and discuss areas of potential collaboration.
 - Be familiar with the use of computer technology and available software.

Prior Knowledge & Skills

- NL4 or demonstration of required proficiency
- Paragraph writing
- Research skills
- Computer research skills

Teaching/Learning Strategies

Activity-based Strategies

- Oral presentation

Cooperative Learning Strategies

- Brainstorming
- Community involvement
- Discussion
- Interview

Direct Instruction Strategies

- Conferences
- Read aloud

Independent Learning Strategies

- Computer-assisted Learning
- Homework
- Independent reading
- Portfolio
- Report

Inquiry and Research Models

- Research process
- Writing process

Technology/Applications

- CAD/CAM applications
- Computer-assisted instruction
- Email applications
- Graphic applications
- Internet technologies
- Multi-media applications

Thinking Skills Strategies

- Brainstorming
- Concept clarification
- Expressing another point of view
- Map making
- Oral explanation
- Writing to learn

Assessment & Evaluation of Student Achievement

Personal Communication

- interviewing
- pronunciation and usage
- portfolio
- probing questions
- question and answer
- reading and listening response
- student/teacher conference

Observation

- class discussion
- formal/informal observation
- presentation of media project

Performance Assessment

- oral presentation
- poster production
- personal word journal
- research organizer

Assessment Tools

- rubrics
- anecdotal comments
- teacher observation
- checklist

Resources

Websites

SchoolNet – <http://www.schoolnet.ca/>

Aboriginal Links – <http://www.bloorstreet.com/300block/aborcan.htm>

EPALS Classroom Exchange – <http://www.epals.com/>

ePal International – <http://www.happygold.com/>

International Pen Friends/Pen Pals – http://www.europa-pages.com/penpal_form.html

Teen.Com - The Place for Teens – Epals – <http://www.teen.com/penpal/penpal.html>

SchoolWorld Projects: ePALS and SchoolWorld - Keypal Project

– <http://www.schoolworld.asn.au/keypals.html>

The Best International Penpals site in the world – <http://www.epals.cjb.net/>

ePALS Classroom Exchange – <http://hermod.epals.com/in/O/un/en>

Building Skills in E-mailing – <http://www.lessons.k12.tn.us/tracks/f00300.html>

Activity 1.1: Introduction

Time: 2.5 hours

Description

The teacher introduces Unit 1 to the students and informs them of the expectations, diagnostic assessment, and assignments. The students review the requirements of Unit 5 and brainstorm potential activities. The requirements of the portfolio, personal word journal, and Word Wall are explained.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - communicate fluently;

OCV.04 - understand and use complex language patterns;

REV.01 - demonstrate a comprehension of written works;

WRV.01 - use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.02 - demonstrate an understanding of language conventions in their writing.

Specific Expectations

OC1.02 - interpret written and oral works with minimal assistance;

OC2.05 - use language as spoken by a fluent speaker;

RE1.04 - derive meaning of new words for context;

RE2.01 - read materials orally, using correct pronunciation and with fluency;

RE2.03 - translate passages in written works;

WR2.01 - use language patterns correctly.

Planning Notes

- Prepare course expectations and syllabus of Unit 1 for distribution to the students.
- Prepare and introduce the assignment in Unit 5 for distribution to the students.
- Develop a checklist for a personal word journal.
- Check IEPs.
- Prepare a modified program for special needs students.
- Ensure that each student has a personal word journal.
- Prepare a portfolio for each student and a description of its purpose and use.
- Remind the students of Unit 5 and enquire if assistance is needed.

Prior Knowledge & Skills

- NL4 or demonstrated proficiency
- Planning skills
- Familiarity with the research process

Teaching/Learning Strategies

1. In the language under study, the teacher distributes the course syllabus and explains the assessment requirements. In addition, the teacher explains the course outline and expectations of Unit 5. The teacher introduces the use and maintenance of the personal word journal and the students receive a checklist to assist them in meeting the requirements for the journal.
2. The teacher explains the purpose for exploring indigenous cultures, using available resources and discusses the definition of “indigenous.”
3. Students identify the resources that could be used to gather information on indigenous cultures.

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4. The teacher writes the resources on chart paper for future reference and displays it in a prominent position in the classroom.
 5. The teacher assists students in the development of a graphic organizer, e.g., mind map, to help them organize their research.
 6. Students submit a research plan to the teacher identifying timelines, activities, and tasks.
 7. The teacher reviews, comments and returns the graphic organizers to students by the end of the second class period.
 8. The diagnostic test is administered to students to assess their language skills.
 9. The teacher allows time at the end of each class for students to write new vocabulary into their personal word journals.

Assessment & Evaluation of Student Achievement

- Anecdotal notes
- Diagnostic checklist
- Oral language

Accommodations

- Allow the use of tape recorders.
- Organize a buddy system.

Resources

- Diagnostic test

Activity 1.2: Exploring Indigenous Societies

Time: 3.75 hours

Description

Students search various websites and reference books to identify indigenous societies outside of North America. Students identify a cultural group that is of personal interest to them, then they conference with the teacher in the language under study to ensure that their choice is accessible and relevant. Students use their graphic organizers to assist them in identifying websites and reference books that meet the requirements of their research.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.02 - demonstrate an understanding of the concepts of citizenship and relationships (Aboriginal world view) in the context of an indigenous culture outside North America;

OCV.04 - understand and use complex language patterns;

REV.02 - read a variety of written works to gather information about cultural perspectives;

REV.03 - demonstrate an understanding of an Aboriginal world view through an analysis of words;

WRV.01 - use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.02 - demonstrate an understanding of language conventions in their writing.

Specific Expectations

OC1.01 - demonstrate an understanding of the way of life of an indigenous culture outside North America;

OC1.02 - interpret written and oral works with minimal assistance;

OC2.06 - demonstrate an understanding of the concept of citizenship in an indigenous culture outside North America;

OC2.07 - demonstrate an understanding of the concept of relationships (Aboriginal world view) in an indigenous culture outside North America;

RE1.03 - read a variety of written works (e.g., legends, short stories, Native language newspapers) for different purposes;

WR1.03 - use familiar expressions accurately and experiment with complex forms to express facts (e.g., prepare a news broadcast for the local radio station).

Planning Notes

- Ensure that the computers are available for use.
- Collaborate with the computer teacher.
- Collect computer software and magazines for research activities.
- Ensure that students are maintaining their personal word journals.
- Contribute new words to the Word Wall.
- Remind students that completed work should be included in the portfolio.
- Remind students of Unit 5 and enquire if assistance is needed.

Prior Knowledge & Skills

- Research skills
- Planning skills
- Conference skills

Teaching/Learning Strategies

1. The teacher reviews the research process and proper use of computers, multi-media, and the library facilities.
2. Students identify an indigenous cultural group that is of specific interest to them and present their choice to the teacher. The teacher assures that this choice is accessible and relevant and instructs students to begin the research.
3. Students keep notes on the websites or photocopy reference pages on their chosen cultural group for future use. Students build an annotated bibliography on their particular choice.
4. Students conference with the teacher to ensure that they are searching and collecting relevant information on their chosen cultural group.
5. Students share and post new words on the Word Wall.
6. The teacher allows time at the end of each class for students to write new vocabulary into their personal word journals.

Assessment & Evaluation of Student Achievement

- Observation
- Conference
- Oral language

Resources

Suggested starting point

Aboriginal Links – <http://www.bloorstreet.com/300block/aborcan.htm>

Activity 1.3: Elements of Indigenous Societies: Social, Cultural, and Environmental

Time: 2.5 hours

Description

Students research their chosen indigenous group and make notes on social, cultural, and environmental elements pertaining to this group. Students download appropriate pictures depicting their selected cultural group. The information on the cultural elements is translated into the language under study and is kept in a binder for future reference. In the language under study, students interview knowledgeable community members for the translation of needed vocabulary to label the map and pictures. Students conference frequently with the teacher to ensure the appropriate use of language patterns and structures.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - communicate fluently;

OCV.02 - demonstrate an understanding of the concepts of citizenship and relationships (Aboriginal world view) in the context of an indigenous culture outside North America;

REV.02 - read a variety of written works to gather information about cultural perspectives;

REV.03 - demonstrate an understanding of an Aboriginal world view through an analysis of words;

WRV.01 - use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.02 - demonstrate an understanding of language conventions in their writing.

Specific Expectations

OC1.01 - demonstrate an understanding of the way of life of an indigenous culture outside North America;

OC2.03 - demonstrate an understanding of the language patterns used in speech by a Native elder;

OC2.05 - use language as spoken by a fluent speaker;

RE1.03 - read a variety of written works (e.g., legends, short stories, Native language newspapers) for different purposes;

WR1.01 - demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article);

WR2.01 - use language patterns correctly.

Planning Notes

- Reserve computers and/or library for research activities.
- Ensure that the Internet is online and that printers are available.
- Ensure that colour cartridges and quality photo paper is available.
- Make arrangements for the use of the photocopier.
- Remind students of Unit 5 and enquire if assistance is needed.

Prior Knowledge & Skills

- Research skills
- Internet search skills
- Note taking in the language under study

Teaching/Learning Strategies

1. The teacher explains the first three elements of indigenous societies (social, cultural, and environmental) that students will include in the first research activity.
2. The teacher defines the meaning of “culture” as the system of shared beliefs, values, customs, behaviours, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation.
3. Students begin researching using their annotated bibliography and a graphic organizer as guides.
4. Students download the information, including the website address, to a disk. Students print the images if time is available.
5. Students conference with the teacher frequently to ensure that the suggested elements are included in the research.
6. Students save the information in a binder until the end of the next activity.
7. The teacher monitors the information contained in the binder.
8. Students take the information for homework and in the language of study interview knowledgeable community members for the translation of needed vocabulary to label the map and pictures.
9. The teacher cautions students to stay focussed on the research and not “surf” for irrelevant information.
10. Students share and post new words on the Word Wall.
11. The teacher allows time at the end of each class for students to write new vocabulary in their personal word journals.

Assessment & Evaluation of Student Achievement

- Teacher observation
- Review of binder contents
- Oral language

Accommodations

- Allow extra time for completion.
- Peer support.
- Adapt the activity.

Resources

Disks
Printers

Activity 1.4: Elements of Indigenous Societies: Economic and Political

Time: 2.5 hours

Description

In this activity, students continue researching the economic and political elements of their chosen indigenous group. Students compile all the information on the five cultural elements, three from the previous activity researched on the indigenous cultures outside North America and write an essay and include a paragraph for each element in the language under study.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - communicate fluently;

OCV.02 - demonstrate an understanding of the concepts of citizenship and relationships (Aboriginal world view) in the context of an indigenous culture outside North America;

REV.01 - demonstrate a comprehension of written works;

REV.02 - read a variety of written works to gather information about cultural perspectives;

WRV.01 - use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.02 - demonstrate an understanding of language conventions in their writing.

Specific Expectations

OC1.01 - demonstrate an understanding of the way of life of an indigenous culture outside North America;

OC2.06 - demonstrate an understanding of the concept of citizenship in an indigenous culture outside North America;

OC2.07 - demonstrate an understanding of the concept of relationships (Aboriginal world view) in an indigenous culture outside North America;

RE1.03 - read a variety of written works (e.g., legends, short stories, Native language newspapers) for different purposes;

WR1.01 - demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article);

WR1.02 - demonstrate knowledge of different forms of writing (e.g., description, exposition, report, argument, dialogue, narrative, transcription, biography);

WR2.01 - use language patterns correctly.

Planning Notes

- Reserve computers and/or library for research.
- Ensure that the Internet is online and that printers are available.
- Ensure that colour cartridges and quality photo paper is available.
- Prepare a checklist for the paragraph.
- Ensure that students are maintaining their personal word journals.
- Contribute new words to the Word Wall.
- Remind students that completed work should be included in the portfolio.
- Review with students their progress of Unit 5 and provide assistance if needed.

Prior Knowledge & Skills

- Note taking skills
- Knowledge of the writing process
- Essay writing skills

Teaching/Learning Strategies

1. The teacher directs students to begin their last activity and to focus their research on the political and economic elements of their chosen indigenous group.
2. Students download the information, including the website address, to a disk. Students print the images if time is available.
3. Students conference with the teacher frequently to ensure that these elements are included in the research.
4. The teacher cautions students to stay focussed on the research and not to “surf” for irrelevant information.
5. Students take the information for homework and in the language of study interview knowledgeable community members for the translation of needed vocabulary to label the map and pictures.
6. The teacher reviews the writing process with students.
7. Students collect the research information on all cultural elements and plan an essay for assessment.
8. Students hand in a draft of the essay to ensure that proper vocabulary and language structures are used. Then revise and edit accordingly.
9. Students share and post new words on the Word Wall.
10. The teacher reminds students of their responsibility to write in the word journal, especially for new words and names of countries, and to include work in the portfolio.
11. The final draft is handed in and marked by the teacher.

Assessment & Evaluation of Student Achievement

- Checklist
- Teacher observations
- Conferencing
- Written assignment
- Oral language

Accommodations

- Adapt the journal writing requirements.

Resources

Knowledgeable community members

Activity 1.5: Analyse, Compare, and Contrast

Time: 3.75 hours

Description

In the language under study, students complete a cross-cultural comparison between their own culture and their selected indigenous cultural group. Students use a chart or a Venn diagram to compare and contrast common cultural elements. Students give a visual and an oral presentation to their class.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - communicate fluently;

OCV.02 - demonstrate an understanding of the concepts of citizenship and relationships (Aboriginal world view) in the context of an indigenous culture outside North America;

REV.01 - demonstrate a comprehension of written works;

REV.03 - demonstrate an understanding of an Aboriginal world view through an analysis of words;

WRV.01 - use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.02 - demonstrate an understanding of language conventions in their writing.

Specific Expectations

OC2.02 - use correct vocabulary in presentations;

OC2.06 - demonstrate an understanding of the concept of citizenship in an indigenous culture outside North America;

OC2.07 - demonstrate an understanding of the concept of relationships (Aboriginal world view) in an indigenous culture outside North America;

RE1.01 - demonstrate comprehension of written works by participating in and producing a language project (e.g., debating, creating dialogues);

RE1.02 - compare and contrast ideas, characters, and events in written works;

RE2.01 - read materials orally, using correct pronunciation and with fluency;

WR1.01 - demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article);

WR1.02 - demonstrate knowledge of different forms of writing (e.g., description, exposition, report, argument, dialogue, narrative, transcription, biography).

Planning Notes

- Prepare a sample presentation.
- Ensure that students identify a knowledgeable community member who could assist them in translation.
- Ensure that students are maintaining their personal word journals.
- Contribute new words to the Word Wall.
- Remind students that completed work should be included in the portfolio.
- Review with students their progress of Unit 5 and provide assistance if needed.

Prior Knowledge & Skills

- Presentation skills
- Knowledge of own culture

Teaching/Learning Strategies

1. Students brainstorm to define “culture” and create a mind map on chart paper.
2. The teacher reviews the process of comparing and contrasting topics with students.
3. Students conference with the teacher to ensure that their comparative assignment is progressing.
4. Students make a visual and oral presentation to the class.
5. After the end of each presentation, students share new vocabulary with their peers.
6. Students share and post new words on the Word Wall.
7. The teacher allows time at the end of each class for students to write new vocabulary in their personal word journals.

Assessment & Evaluation of Student Achievement

- Conference
- Oral presentation
- Language development
- Written essay
- Oral language

Accommodations

- Peer assistance.
- Frequent monitoring and conferencing for exceptional students.
- Adapt the activity.

Resources

Student resource binder

Activity 1.6: Select and Contact

Time: 2.5 hours

Description

Students establish contact with potential indigenous e-pals who are willing to exchange cultural information. As students select their e-pal, they identify their e-pal’s location on a map and relay the information in the language under study to the class. Students translate incoming and outgoing e-mail in the language under study and retain this information in a diary format.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - communicate fluently;

REV.02 - read a variety of written works to gather information about cultural perspectives;

REV.03 - demonstrate an understanding of an Aboriginal world view through an analysis of words;

WRV.01 - use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.02 - demonstrate an understanding of language conventions in their writing.

Specific Expectations

OC1.01 - demonstrate an understanding of the way of life of an indigenous culture outside North America;

OC1.02 - interpret written and oral works with minimal assistance;

OC2.05 - use language as spoken by a fluent speaker;

RE2.01 - read materials orally, using correct pronunciation and with fluency;

WR1.01 - demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article);

WR2.01 - use language patterns correctly;

WR2.03 - use specialized vocabulary relating to familiar topics.

Planning Notes

- The teacher needs to be aware of different time zones.
- Provide the list of websites for contacting e-pals.
- Ensure that computers are available.
- Develop a protocol for contacting students outside of North America.
- Develop a language list that students share with their e-pals.
- Prepare and display a world map that can support label pins.
- Ensure that students are maintaining their personal word journals.
- Contribute new words to the Word Wall.
- Review the diaries for language structure and grammar.
- Remind students that completed work should be included in the portfolio.
- Review with students their progress of Unit 5 and provide assistance if needed.

Prior Knowledge & Skills

- Internet search skills
- E-mail skills

Teaching/Learning Strategies

1. Students brainstorm and discuss the purpose of establishing e-pals in countries outside of North America and the impact of contacting another indigenous culture.
2. The teacher emphasizes the responsibility of committing one's personal time in contacting e-pals, and students must realize that this could become a long term commitment.
3. Students decide the indigenous cultural group on which they would like to focus.
4. Using the web addresses provided, students proceed to establish contact.
5. As contacts are made, students indicate the location of their e-pal on the map.
6. Students translate incoming and outgoing e-mail in the language under study.
7. Students share diary entries with the class.
8. Students share and post new words on the Word Wall.
9. The teacher allows time at the end of each class for students to write new vocabulary in their personal word journals.

Assessment & Evaluation of Student Achievement

- Observation
- Adapt diary entries
- Oral language

Accommodations

- Peer assistance.
- Adapt the activity.
- Allow sufficient time for searching on the Internet.

Resources

E-pals Classroom Exchange – <http://www.e-pals.com/>

e-Pal International – <http://www.happygold.com/>

International Pen Friends/Pen Pals – http://www.europa-pages.com/penpal_form.html

Teen.Com - The Place for Teens - E-pals – <http://www.teen.com/penpal/penpal.html>

SchoolWorld Projects: e-pals and SchoolWorld - Keypal Project

– <http://www.schoolworld.asn.au/keypals.html>

The Best International Penpals site in the world – <http://www.e-pals.cjb.net/>

e-pals Classroom Exchange – <http://hermod.e-pals.com/in/O/un/en>

Building Skills in E-mailing – <http://www.lessons.k12.tn.us/tracks/f00300.html>

Activity 1.7: Prepare a Cultural Exchange Package

Time: 2.5 hours

Description

Students brainstorm, discuss, and prepare a cultural exchange package that they share with their e-pals. The package should include information on some of the elements focussed on charts in Activities 1.3 and 1.4, and include language and digital images of their own cultural artifacts. As students prepare their cultural exchange package, they create a poster display to describe each image that will be presented to the class.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - communicate fluently;

OCV.03 - demonstrate a basic understanding of formal and specialized language;

OCV.04 - understand and use complex language patterns;

REV.01 - demonstrate a comprehension of written works;

REV.03 - demonstrate an understanding of an Aboriginal world view through an analysis of words;

WRV.01 - use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.02 - demonstrate an understanding of language conventions in their writing.

Specific Expectations

OC1.01 - demonstrate an understanding of the way of life of an indigenous culture outside North America;

OC1.02 - interpret written and oral works with minimal assistance;

OC2.02 - use correct vocabulary in presentations;

OC2.05 - use language as spoken by a fluent speaker;

RE1.01 - demonstrate comprehension of written works by participating in and producing a language project (e.g., debating, creating dialogues);

RE1.02 - compare and contrast ideas, characters, and events in written works;

-
- RE2.01 - read materials orally, using correct pronunciation and with fluency;
RE2.02 - demonstrate an ability to analyse language patterns in a variety of written works;
WR1.01 - demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article);
WR1.02 - demonstrate knowledge of different forms of writing (e.g., description, exposition, report, argument, dialogue, narrative, transcription, biography);
WR1.03 - use familiar expressions accurately and experiment with complex forms to express facts (e.g., prepare a news broadcast for the local radio station);
WR2.01 - use language patterns correctly;
WR2.03 - use specialized vocabulary relating to familiar topics.

Planning Notes

- Prepare a checklist of topics that could be included in the exchange package.
- Make copies of the rubric to be used in Activity 1.8 (Appendix 2).
- Check with the computer studies teacher as to the size of the files that could be sent.
- If a web page is presently available of the school, it may be prudent to post cultural information.
- Ensure that a digital camera(s) is (are) available for student use and that students know how to use it.
- Ensure that students are maintaining their personal word journals.
- Contribute new words to the Word Wall.
- Remind students that completed work should be included in the portfolio.
- Review with students their progress of Unit 5 and provide assistance if needed.

Prior Knowledge & Skills

- Computer skills
- Ability to use a digital camera

Teaching/Learning Strategies

- 1 Students brainstorm, discuss, and select the most important information that could be included in the cultural exchange package.
- 2 The teacher explains the rubric (Appendix 2) to be used in the presentation of the cultural exchange package in Activity 1.8.
- 3 The teacher emphasizes the importance of limiting the size of the files to be transferred over the Internet.
- 4 Students research their information, scan, or take pictures that represent a positive image of their culture.
- 5 With the assistance of knowledgeable community members, students prepare sentences to describe their pictures in the language of study. Since the most utilized international language is English, students should provide translations for to their sentences.
- 6 The teacher conferences frequently and monitors the development of the packages.
- 7 As students complete their work, they begin developing their presentations to be shared with their peers in the poster display.
- 8 Students share and post new words on the Word Wall.
- 9 The teacher allows time at the end of each class for students to write new vocabulary in their personal word journals.

Assessment & Evaluation of Student Achievement

- Student/teacher conference
- Class discussion
- Observation

Accommodations

- Peer assistance.
- Modify the program.

Activity 1.8: The Exchange and Presentation

Time: 2.5 hours

Description

During a class period, students e-mail the cultural exchange packages to their e-pals. In the language under study, students orally present the exchange cultural package that they compiled for their e-pals. Students share their information with their peers, along with the vocabulary that applies to the indigenous culture of their choosing.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.01 - communicate fluently;

OCV.04 - understand and use complex language patterns;

REV.04 - use electronic technology to communicate in a Native language with other students;

WRV.01 - use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.05 - use electronic technology to communicate in a Native language with other students.

Specific Expectations

OC1.01 - demonstrate an understanding of the way of life of an indigenous culture outside North America;

OC1.02 - interpret written and oral works with minimal assistance;

OC2.02 - use correct vocabulary in presentations;

OC2.06 - demonstrate an understanding of the concept of citizenship in an indigenous culture outside North America;

OC2.07 - demonstrate an understanding of the concept of relationships (Aboriginal world view) in an indigenous culture outside North America;

RE1.01 - demonstrate comprehension of written works by participating in and producing a language project (e.g., debating, creating dialogues);

RE2.05 - communicate in a Native language to exchange ideas and feelings on social issues (e.g., rural and urban lifestyles, substance abuse, the judicial system) with other students, using technology;

WR1.01 - demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article);

WR2.01 - use language patterns correctly.

Planning Notes

- The teacher needs to be aware of different time zones.
- Make arrangements with the Computer teacher for assistance in e-mailing.
- Ensure that students are maintaining their personal word journals.
- Remind students that completed work should be included in the portfolio.
- Contribute new words to the Word Wall.
- Prepare a schedule for presentation of the exchange to the class.
- Ensure the rubric is available for assessing the cultural package.
- Review with students their progress of Unit 5 and provide assistance if needed.

Prior Knowledge & Skills

- Computer skills, especially using e-mail
- Writing skills
- Presentation skills

Teaching/Learning Strategies

1. During the class period, students send their cultural exchange packages over the Internet.
2. The teacher monitors the exchange by making anecdotal notes on each student's success.
3. Students select a time for their in-class presentation of their cultural package.
4. In the language under study, students present and explain their choice of inclusions in their exchange package.
5. After each presentation, students share new vocabulary through a question and answer format.
6. Students share and post new words on the Word Wall.
7. The teacher allows time at the end of each class for students to write new vocabulary in their personal word journals.

Assessment & Evaluation of Student Achievement

- Observation
- Anecdotal notes
- Rubric

Accommodations

- Peer assistance
- Frequent conferencing
- Allow the use of a pre-taped presentation

Activity 1.9: A Cultural Essay

Time: 2.5 hours

Description

In the language under study, students write an essay on their own culture using the five cultural elements used in the research of indigenous societies. When completed, students hand in their essays for evaluation.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OCV.03 - demonstrate a basic understanding of formal and specialized language;

OCV.04 - understand and use complex language patterns;

REV.03 - demonstrate an understanding of an Aboriginal world view through an analysis of words;

WRV.01 - use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;

WRV.02 - demonstrate an understanding of language conventions in their writing;

WRV.04 - independently revise and edit their writing for accuracy of language use.

Specific Expectations

OC2.02 - use correct vocabulary in presentations;

OC2.05 - use language as spoken by a fluent speaker;

RE1.01 - demonstrate comprehension of written works by participating in and producing a language project (e.g., debating, creating dialogues);

RE1.02 - compare and contrast ideas, characters, and events in written works;

WR1.01 - demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article);

WR1.02 - demonstrate knowledge of different forms of writing (e.g., description, exposition, report, argument, dialogue, narrative, transcription, biography);

WR1.03 - use familiar expressions accurately and experiment with complex forms to express facts (e.g., prepare a news broadcast for the local radio station);

WR1.04 - use a variety of paragraph structures to organize text and create story lines (e.g., a dialogue to accompany a drawing or photograph);

WR2.01 - use language patterns correctly;

WR2.02 - demonstrate an understanding of the variety of sentence structures used in Native languages;

WR2.03 - use specialized vocabulary relating to familiar topics.

Planning Notes

- Prepare a marking scheme for the essay

Prior Knowledge & Skills

- Knowledge of the writing process
- Essay writing skills

Teaching/Learning Strategies

1. Students list aspects of their culture and create a mind map on chart paper.
2. Students write the first draft of their essay and conference with the teacher.
3. Students revise and edit their work.
4. Students complete the essay for homework.
5. At the end of the second class period, students hand in their essays for evaluation.
6. Students share and post new words on the Word Wall.
7. The teacher allows time at the end of each class for students to write new vocabulary in their personal word journals.

Assessment & Evaluation of Student Achievement

- Rating scale

Accommodations

- Frequent conferencing
- Allowing the use of a tape recorder

Resources

Reference books

Personal word journals

Pictionaries or lexicon

Appendix 1

Diagnostic Checklist

Name: _____

Date: _____

	Yes	with assistance	No
1. Can communicate spontaneously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses figurative language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Uses compound and complex sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Can paraphrase written works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reads printed material orally using correct pronunciation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates comprehension of written works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Can use appropriate punctuation or diacritical marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Spells correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Uses correct language patterns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Has knowledge of technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 2

Activity 1.8: Exchange and Presentation Evaluation

Student: _____

Expectations	Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding OC2.02 – use correct vocabulary in presentations	- speaks with confidence using appropriate vocabulary to relay information in a presentation	- demonstrates limited use of appropriate vocabulary to relay information in a presentation	- demonstrates some use of appropriate vocabulary to relay information in a presentation	- demonstrates considerable use of appropriate vocabulary to relay information in a presentation	- demonstrates thorough use of appropriate vocabulary to relay information in a presentation
Thinking/ Inquiry OC1.01 - demonstrate an understanding of the way of life of an indigenous culture outside North America	- ability to find similarities in all five cultural elements between their own culture and the indigenous culture outside North America	- demonstrates limited ability to find similarities in all five cultural elements between their own culture and the indigenous culture outside North America	- demonstrates some ability to find similarities in all five cultural elements between their own culture and the indigenous culture outside North America	- demonstrates considerable ability to find similarities in all five cultural elements between their own culture and the indigenous culture outside North America	- demonstrates a high degree of ability to find similarities in all five cultural elements between their own culture and the indigenous culture outside North America
Communication RE2.05 - communicate in a Native language to exchange ideas and feelings on social issues with other students, using technology	- use of technology to communicate concise and accurate information	- demonstrates limited use of technological skills to communicate information	- demonstrates some use of technological skills to communicate accurate information	- demonstrates considerable use of technological skills to communicate concise and accurate information	- demonstrates a high degree of technology to communicate concise and accurate information
Application WR2.01 - use language patterns correctly	- use of appropriate vocabulary, language structure and pronunciation	- applies limited use of vocabulary, language structure and pronunciation	- applies some skills in the use of vocabulary, language structure and pronunciation	- applies most of the skills in the use of vocabulary, language structure and pronunciation	- applies a high degree of vocabulary, language structure and pronunciation

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.