

The Ontario Curriculum
Grades 11 and 12

Native Languages

2000



Contents

Introduction	2
The Place of Native Languages in the Curriculum	2
The Program in Native Languages	3
Overview	3
Teaching Approaches	5
Curriculum Expectations	6
Strands	6
Courses	
Native Languages, Level 4, Open (LNADO–LNODO)	9
Native Languages, Level 5, Open (LNAEO–LNOEO)	16
Some Considerations for Program Planning in Native Languages	23
The Achievement Chart for Native Languages	26

Une publication équivalente est disponible en français sous le titre suivant : *Le curriculum de l'Ontario, 11^e et 12^e année – Langues autochtones, 2000*.

This publication is available on the Ministry of Education's website at <http://www.edu.gov.on.ca>.

Introduction

The Ontario Curriculum, Grades 11 and 12: Native Languages, 2000 will be implemented in Ontario secondary schools starting in September 2001 for students in Grade 11 and in September 2002 for students in Grade 12. This document replaces the parts of the curriculum guideline entitled *Native Languages, Part A: Policy and Program Considerations, Primary, Junior, Intermediate, and Senior Divisions, 1987* that relate to the senior grades.

This document is designed for use in conjunction with *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at <http://www.edu.gov.on.ca>.

The Place of Native Languages in the Curriculum

Research on Native education confirms that when students develop the ability to communicate in a Native language, learning that language will reinforce, not interfere with, the learning of English, French, or other languages. In those First Nation communities where no Native language is spoken, the Native language program will serve to introduce the Native language. In those communities where a Native language is spoken to some extent, the Native language program will assist in the development and maintenance of that Native language. In communities where people speak a Native language fluently, the Native language program will support the use of that language as the language of instruction in subjects in which students would benefit from an understanding of the close relationship between language and culture.

For all students, learning a people's language leads to a greater understanding and appreciation of that people's view of the world and their way of classifying various aspects of the world.

The Native language program is not intended to make students fully bilingual; rather, the program offers students the opportunity to develop a functional command of a Native language, which can be expanded through further study or through contact with other speakers of the language.

Subject matter from any course in the Native language program can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. The policies and procedures regarding the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

The Program in Native Languages

Overview

All courses in the Native language program cover oral communication, reading, and writing; vocabulary, language conventions, and grammar; and use of information technology. Students also become familiar with the writing and sound systems of the language under study, and develop an appreciation of Native language and culture. All courses in the Native language program provide an opportunity for students to enhance their sense of cultural identity and self-worth. The Native languages that are recognized in the Native language program are the following: Cayuga, Cree, Delaware, Mohawk, Ojibwe, Oji-Cree, and Oneida. Students may study one or more of these languages in the program. Any course developed in a Native language must adhere to a course outlined in this document, giving students the opportunity to achieve all the expectations described for that course.

The courses in Native languages are not restricted to specific grades, so that students may begin the study of one or more of the languages in any grade of secondary school. For this reason, progression is indicated by levels rather than grades. Five levels of courses in Native languages are offered in the Native language program in Grades 9 through 12. The courses offered are Native Languages, Levels 1, 2, 3, 4, and 5 (NL1, NL2, NL3, NL4, and NL5). NL1 is offered to students who have little or no background in a Native language. Students who begin the Native language program with NL1 would normally complete the courses up to NL4. NL2 is offered to students who have studied a Native language for at least four years in elementary school, or who have successfully completed NL1 or a test indicating proficiency at the NL1 level. Students who begin the program with NL2 would normally complete their studies with NL5. NL3 is offered to students who have successfully completed NL2 or a proficiency test. NL4 is offered to students who have successfully completed NL3 or a proficiency test. NL5 is offered to students who have successfully completed NL4 or a proficiency test.

This document contains the curriculum expectations for NL4 and NL5. In NL4 and NL5, emphasis is placed on developing students' ability to communicate in increasingly complex ways and on integrating Native philosophy, spirituality, and values with the study of language.

As outlined in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*, the new curriculum for secondary school is organized into several types of courses. (See the document mentioned for a description of the different types of secondary school courses.) However, not all types of courses are available in every discipline. In the Native language program, there is only one type of course – the “open” course.

The chart below lists the range of course codes for the courses at Levels 4 and 5 in the Native language program. The course codes consist of five characters, as follows: the first three characters identify the language, the fourth character identifies the course level (i.e., *D* and *E* refer to Level 4 and Level 5, respectively), and the fifth character identifies the type of course (i.e., *O* refers to “open”). The first three characters for the Native language courses are as follows:

LNA – Cayuga	LNM – Mohawk
LNC – Cree	LNN – Oneida
LND – Delaware	LNO – Ojibwe
LNL – Oji-Cree	

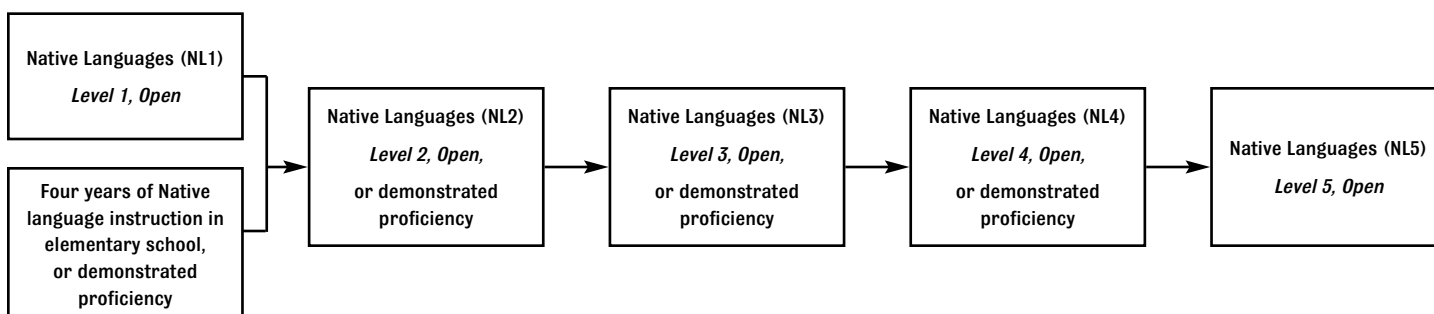
The appropriate course code should be used to identify each course. For example, the code LNNDO identifies a Level 4 open course in the Oneida language, and LNDEO identifies a Level 5 open course in Delaware.

Courses in Native Languages, Levels 4 and 5

Level	Course Name	Course Type	Course Code	Prerequisites
4	Native Languages (NL4)	Open	LNADO– LNODO	NL3, or demonstrated proficiency
5	Native Languages (NL4)	Open	LNAEO– LNOEO	NL4, or demonstrated proficiency

Note: Each of the courses listed above is worth one credit.

Prerequisite Chart for Native Languages



A Note About Credits. Students may earn more than one credit for each level in Native languages by studying more than one Native language (e.g., Cree, Level 4, and Mohawk, Level 4).

Courses at Levels 4 and 5 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, as long as the original course is not designated as a requirement for entry into a university program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

At Levels 1–5, half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course, drawn from all of the strands of that course and divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course that they wish to take.)
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School September Report.

Teaching Approaches

Students need to be able to do more than use memorized expressions in order to communicate in a language they are learning. They need to be able to use the vocabulary and language structures in a variety of contexts, and they must become familiar with some of the idiosyncrasies of the language and appreciate its subtleties of expression.

All of the necessary language skills can be taught using the communicative method. In this approach to teaching a language, emphasis is placed on extensive use of the language in the classroom. Students use the language both in ordinary conversation and in the discussion of issues. Their speaking practice is thus realistic and informal, providing the opportunities they need to learn to express themselves naturally. In this approach, grammatical accuracy is emphasized, and students are taught to aim for accuracy and clarity of expression.

It is important that students have opportunities to learn in a variety of ways: individually and cooperatively; independently and with teacher direction; through hands-on activities; and through the study of examples followed by practice. There is no single correct way to teach or to learn. The nature of the Native language curriculum calls for a variety of strategies for learning. The strategies should vary according to the curriculum expectations and the needs of the students.

Communicative language teaching can take many forms, depending on the emphasis favoured by the teacher. These include student-directed activities and multidisciplinary strategies, in which language learning is related to other subject areas, such as geography and history.

In Native language programs, teachers must work with the principal and the community to establish realistic goals, choose the dialect and orthography, develop long-range plans, and take part in the ongoing review of the program. It is also important for teachers to take part in organizing special school-wide events, such as Language Week. They should also encourage students in the Native language program to use the Native language they are studying in school projects, drama nights, and school clubs.

Teachers of languages such as English, French, and international languages make use of techniques and activities that are similar to those used by teachers of Native languages. For this reason, regular meetings to discuss strategies and activities can be very helpful. In particular, teachers of Native languages can adapt the activities and modify the materials used in other language classes for use in their program.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are organized under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students. The organization of expectations in strands and subgroupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Some expectations for the Native language courses have been repeated in successive courses, thus reflecting both the complex and progressive nature of skills development and the fact that students may be entering these courses with different previous experience in Native languages.

The expectations outlined for NL4 and NL5 apply to courses in all seven of the Native languages recognized in the Native language program: Cayuga, Cree, Delaware, Mohawk, Ojibwe, Oji-Cree, and Oneida.

Strands

The expectations for Native language courses at the secondary level are organized into three strands, which correspond to the three main areas of language use. The three strands are: Oral Communication, Reading, and Writing. The overall expectations in each strand provide a broad picture of what students will know and be able to do at the end of each course. All the knowledge and skills outlined in the expectations for each course support the objectives of the Native language program, which includes controlled and unstructured language practice and makes students aware of both the structural and functional workings of the Native language being studied. The curriculum in all courses is designed to develop a range of essential skills in oral language, reading, and writing, including a foundation in spelling and grammar. The skills needed to use oral language accurately are emphasized. Students will be expected to develop language skills using print and electronic media as learning resources.

The requirements for grammar, language conventions, and vocabulary are listed for each course in a section following the Writing strand. The specific skills and knowledge in these areas should be developed in the context of oral communication, reading, and writing activities.

Oral Communication. The new Ontario Native language curriculum places a strong emphasis on developing oral communication skills in order to help students understand and interact with others, express themselves clearly and with confidence, and use various media to communicate their own ideas. Development of oral language provides the foundation that enables students to learn to read and write. Because listening and speaking are inseparable in real-life situations, these skills should be developed together in the classroom.

Students should have numerous opportunities to participate in activities that allow them to use a Native language for real purposes and in real situations; for example:

- listening to a Native language spoken by live and recorded voices, by people of different ages speaking at different rates and in different dialects;
- discussing subject matter, reading materials, and personal concerns and interests;
- preparing and giving oral presentations;
- playing roles in dramatizations and simulations;
- conducting surveys and interviews.

Reading. Reading in a Native language is a complex process that provides a bridge between speech and writing. In learning to read texts, students build on the knowledge and skills developed through oral communication in order to understand and respond to written materials. Reading skills and knowledge should be developed after language has been introduced orally in a meaningful context that encourages students to think about what they are reading. Oral pre-reading activities build a bank of vocabulary, set the context for the topic, and relate texts to the students' experience or prior knowledge of a topic. These oral activities play an important role in making written texts accessible to students.

A well-balanced reading program will provide students with opportunities to read for comprehension, consolidation of language learned orally, vocabulary building, information, and enjoyment. Reading aloud allows students to practise correct pronunciation and intonation.

Students need to read a variety of materials representing different forms, genres, and styles. These materials must include works by Native authors, and must be appropriate for students' age and suited to their interests and level of proficiency in the Native language. Materials should include signs, charts, menus, song lyrics, legends, poems, books, and selections from magazines, newspapers, and electronic sources.

Students will use all the basic reading strategies (e.g., using visual and verbal cues, information from context, and knowledge of language patterns, conventions, and linguistic codes) to understand and derive meaning from written texts.

Although the lists of expectations might suggest that the skills involved in reading are discrete skills, they are, in fact, aspects of an integrated process that is best applied in a context that students see as meaningful and that encourages them to think about what they are reading.

Teachers of Native languages must be prepared to be innovative in creating materials, making use of available resources, and adapting materials at hand for a variety of purposes. Teachers of various languages – Native languages, English, French, and international languages – are encouraged to work together and share materials whenever possible.

Writing. The Native language curriculum emphasizes the basic skills related to the conventions of written language – grammar, spelling, and vocabulary – that must be acquired if students are to produce clear writing. Writing activities serve to support and reinforce the language components introduced orally. Pre-writing activities promote vocabulary expansion, set the context for the topic, and draw on the students' experience or prior knowledge of a topic.

As students read a variety of written texts, they increase their vocabulary and learn to vary sentence structure, organizational approach, and voice. To become good writers who are able to communicate ideas with ease and clarity, students need frequent opportunities to write for a variety of purposes and audiences.

Writing activities that students see as meaningful and that challenge them to think creatively will also help them achieve a fuller and more lasting mastery of the basic skills. Teachers will find it necessary and even desirable at times to focus on a particular aspect of grammar, vocabulary, or spelling.

Writing is a complex process that involves a range of skills and tasks. Students need frequent opportunities to write and to apply the stages of the writing process, each of which focuses on specific tasks. The main stages of the writing process are as follows: generating ideas through discussion and brainstorming; choosing a topic and determining the purpose for writing and the audience to be addressed; developing a plan for writing; writing a first draft; reviewing and revising the draft to ensure ideas are presented clearly and coherently; editing to improve writing style and to correct errors in grammar, spelling, and punctuation; and producing a final copy using knowledge of the visual elements of published texts to enhance the presentation.

Throughout the writing process, teachers should demonstrate specific aspects of writing, and guide, facilitate, monitor, and evaluate students' development in writing.

The Native language program should give students opportunities to use information technology to create media works and videos; to publish (using desktop publishing) newsletters, drawings, cartoons, posters, and skits; and to communicate with other students learning a Native language elsewhere in the province or in another province or country.

This document provides a framework in English that each Native community can use to teach vocabulary and language patterns in the local dialect and writing system. Since various Native languages are used in Ontario and some have several dialects and different writing systems, it is the responsibility of each community to choose a dialect and an orthography for the local Native language program.

Native Languages, Level 4, Open (NL4)

(LNADO–LNODO)

This course will provide students with opportunities to further develop their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their sense of identity and self-worth. Students will increase their vocabulary and improve their facility in using idioms, and will use the Native language to analyse literature, discuss various issues that affect the local community, and exchange information electronically.

Prerequisite: Native Languages, Level 3, Open, or demonstrated proficiency

Oral Communication

Overall Expectations

By the end of this course, students will:

- communicate spontaneously and in a variety of new situations;
- demonstrate an understanding of the vitality of a Native language;
- use specific vocabulary for specific topics;
- understand and use complex language patterns;
- demonstrate an understanding of the concept of citizenship in Native North American culture.

Specific Expectations

Reasoning and Critical Thinking

By the end of this course, students will:

- demonstrate an understanding of and respect for Native cultural traditions and arts;
- describe events in literary works;
- interpret written and oral work, with assistance;
- analyse a short story;
- describe the feelings of characters in stories;
- demonstrate an understanding of specific types of figurative language (metaphors);
- demonstrate an understanding of citizenship as it applies to the local community.

Use of Words and Language Patterns

By the end of this course, students will:

- use simple, compound, and compound-complex sentences to express concepts and ideas;
- use intonations as spoken by a fluent speaker;
- speak confidently and persuasively on a range of topics, both familiar and new;
- describe the concept of citizenship in Native North American culture;
- describe the concept of relationships in Native North American culture (Aboriginal world view).

Reading

Overall Expectations

By the end of this course, students will:

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

Specific Expectations

Reasoning and Critical Thinking

By the end of this course, students will:

- demonstrate comprehension of written works (e.g., using alternative words or phrases, breaking a message into smaller parts) by participating in and producing a language project;
- compare and contrast ideas, characters, and events in written works;
- read a variety of written works for different purposes (e.g., leisure, knowledge, news, facts);
- demonstrate an understanding of Native historical writing (e.g., The Great Law, works by Peter Jones);
- demonstrate an understanding of cosmology (e.g., family, spiritual kinships) through word analysis.

Use of Words and Language Patterns

By the end of this course, students will:

- read materials orally, using correct pronunciation and with confidence;
- demonstrate an understanding of language patterns after reading a variety of written works;
- demonstrate an understanding of written works by participating in oral language activities (e.g., skits, paraphrasing);
- demonstrate an understanding of new combinations of known language patterns and vocabulary after reading a variety of written works;
- communicate in a Native language to exchange ideas and feelings on social issues (e.g., issues in health, sports; issues from history) with other students, using electronic technology.

Writing

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of language patterns and spelling strategies;
- communicate ideas, feelings, and information;
- produce a variety of written works (e.g., story books, comic strips);
- use appropriate punctuation and appropriate diacritical marks on unfamiliar words;
- use electronic technology to communicate in a Native language with other students.

Specific Expectations

Reasoning and Critical Thinking

By the end of this course, students will:

- demonstrate an understanding of Native cultural traditions and arts through the use of new words and phrases;
- demonstrate their knowledge of different forms of writing (e.g., description, exposition, report, argument, dialogue);
- use varied vocabulary and expressions in conveying facts, opinions, emotions, and ideas electronically to students in other communities;
- demonstrate an awareness of the potential of certain words and phrases to have multiple meanings (e.g., literal and figurative meanings);
- communicate in a Native language to exchange ideas and feelings on social issues (e.g., health issues, the judicial system, rural and urban lifestyles) with other students, using electronic technology.

Use of Words and Language Patterns

By the end of this course, students will:

- produce a variety of written materials (e.g., short stories, notes, lists, poems, newspaper columns, advertisements);
- produce a script (e.g., dialogue, comic strip);
- demonstrate an understanding of the correct use of language patterns in their writing.

Grammar, Language Conventions, and Vocabulary

Languages reflect the culture and philosophy of the people who speak them. Grammar, which is the framework of language, reveals the ways in which each language defines the relationships between concepts. An understanding of these relationships enhances a speaker's ability to formulate ideas, to communicate, and to understand the communication of others.

In Native languages, individual words carry a great deal of information, much more than is the case in English or French. Effective communication in Native languages, therefore, requires grammatical accuracy.

The learning of grammar can be a productive and enjoyable activity for students. It is not necessary for students to memorize rules of grammar. A knowledge of the structure of a language allows students to analyse and reflect on its use, thereby stimulating their interest in language itself, deepening their understanding of the language being learned, and helping them to develop their writing skills and to analyse the writing of others.

This section supports all three strands in the course. Students should develop and apply the language knowledge through communicative activities in all three strands.

Language elements for the two Native language families in Ontario, Algonquian and Iroquoian, differ and are therefore listed separately.

Sentence Structure

In Native languages, sentences are structured in a variety of ways that may include one or more of the following parts of speech: verbs, nouns, pronouns, particles, and conjunctions.

A verb and its affixes, used to convey such grammatical information as person, number, and tense, can represent a complete sentence. Sometimes a particle can express a complete thought. Sentences may also consist of one or more clauses that in English would be parallel to simple, compound, complex, or compound-complex constructions.

Spelling Strategies

Use of:

- cluster and syllable recognition
- capitalization
- punctuation
- diacritical marks
- contractions as they occur in rapid speech (Iroquoian)
- resources to confirm spelling (e.g., classroom-displayed lists, texts, dictionaries, lexicons, information technology)

Vocabulary

Use of:

- basic vocabulary (*sample list*: numbers from 1 to 10 000; simple mathematical operations; kinship as it applies to ecology (Mother Earth); occupations; the arts – music, film, dance, theatre, painting; seasonal activities; social events; weather; government; community activities)
- new words from units of study and personal and class word lists
- a Native-English dictionary or lexicon to build vocabulary

Language Elements

Algonquian Language Family

Verbs

- *Type*
 - animate intransitive
 - inanimate intransitive
 - animate transitive
 - inanimate transitive
- *Tense*
 - present
 - simple past
 - intentional future
 - definite future
 - changed-form conjunct
 - dual
- *Person*
 - first, second, third
 - regular, irregular
 - proximate
 - obviative
 - animate intransitive
 - animate transitive
 - inanimate intransitive
 - inanimate transitive
- *Number*
 - singular
 - plural
- *Order*
 - imperative
 - simple direct commands
 - delayed
 - independent
 - simple statements
 - conjunct
 - interrogative
 - compound sentences
 - complex sentences
 - compound-complex sentences
 - conditional sentences
 - dubitative

• *Negation*

- yes/no questions
- simple negation
- prohibition

• *Voice*

- active
- passive

Nouns

• *Type*

- locative
- diminutive
- possessive
- dependent
- pejorative
- vocative
- preterit

• *Gender*

- animate
- inanimate

• *Case*

- subject
- object

• *Number*

- singular
- plural

• *Person*

- third
- proximate
- obviative

Pronouns

• *Type*

- personal
 - dependent
 - independent
- interrogative
- demonstrative
- possessive
- indefinite
- reflexive
- dubitative

• *Number*

- singular
- plural

• *Person*

- first, second, third
- proximate
- obviative

Particles

• *Type*

- question particles
- conjunctions
- quantifiers
- adverbs indicating time, place, manner, degree

Language Elements

Iroquoian Language Family

Verbs

- *Classification*
 - subjective
 - stem classifications
 - objective
 - stem classifications
 - transitive
 - intransitive
 - irregular
- *Conjugations*
 - pronouns
 - first, second, third person
 - personal
 - singular
 - dual
 - plural
 - tense and aspect
 - imperatives
 - interactives
- *Incorporation*
 - prefixes, infixes, suffixes
 - with noun
 - in adjectival construction
 - in quantitative construction
 - pre-pronominal prefixes
 - cislocative
 - translocative
 - pre-pronominal prefix combinations
 - *te-* verbs (Mohawk)
 - *de-* verbs (Cayuga)
 - negation
 - contrastive construction
- *Irregular verbs*

Nouns

- *Classification*
 - formal
 - functional
 - animate
 - inanimate
- *Independent possessives*
 - singular, dual, plural
 - use with locatives
 - use to indicate kinship
- *Independent pronouns*
- *Independent numeration*
- *Independent locatives*
- *Independent adjectives*
- *Incorporation*
 - numeration
 - possessives
 - with a verb
 - in adjectival construction
 - pluralizers
 - locatives
 - quantitatives
 - qualitatives
 - incorporation combinations

Sentences

- *Types*
 - simple
 - compound
 - complex
 - compound-complex
- *Gender agreement*
- *Creation of negatives*
- *Creation of questions*
- *Creation of comparatives*
- *Independent quantity statements*
- *Adverbial phrases*

Particles

- *Types*
 - question particles
 - conjunctions
 - quantifiers
 - adverbs indicating time, place, manner, degree

Native Languages, Level 5, Open (NL5)**(LNAEO–LNOEO)**

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.

Prerequisite: Native Languages, Level 4, Open, or demonstrated proficiency

Oral Communication

Overall Expectations

By the end of this course, students will:

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

Specific Expectations

Reasoning and Critical Thinking

By the end of this course, students will:

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

Use of Words and Language Patterns

By the end of this course, students will:

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

Reading

Overall Expectations

By the end of this course, students will:

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

Specific Expectations

Reasoning and Critical Thinking

By the end of this course, students will:

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

Use of Words and Language Patterns

By the end of this course, students will:

- read materials orally, using correct pronunciation and with fluency;
- demonstrate an ability to analyse language patterns in a variety of written works;
- translate passages in written works;
- demonstrate an ability to read written works that contain specialized vocabulary;
- 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

By the end of this course, students will:

- use an expanded vocabulary and varied language patterns correctly and apply spelling strategies effectively;
- demonstrate an understanding of language conventions in their writing;
- produce a variety of written works, such as short essays, letters, narratives, transcriptions of legends and oral prose, and biographies;
- independently revise and edit their writing for accuracy of language use;
- use electronic technology to communicate in a Native language with other students.

Specific Expectations

Reasoning and Critical Thinking

By the end of this course, students will:

- demonstrate sensitivity to Native cultural values in their writing (e.g., in a short story, journal, essay, or article);
- demonstrate a knowledge of different forms of writing (e.g., description, exposition, report, argument, dialogue, narrative, transcription, biography);
- use familiar expressions accurately and experiment with complex forms to express facts (e.g., prepare a news broadcast for the local radio station);
- use a variety of paragraph structures to organize text and create story lines (e.g., a dialogue to accompany a drawing or photograph);
- demonstrate an awareness of the potential of words and phrases to have multiple meanings (e.g., literal and figurative meanings);
- 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

By the end of this course, students will:

- use language patterns correctly;
- demonstrate an understanding of the variety of sentence structures used in Native languages;
- use specialized vocabulary relating to familiar topics.

Grammar, Language Conventions, and Vocabulary

Languages reflect the culture and philosophy of the people who speak them. Grammar, which is the framework of language, reveals the ways in which each language defines relationships between concepts. An understanding of these relationships enhances a speaker's ability to formulate ideas, to communicate, and to understand the communication of others.

In Native languages, individual words carry a great deal of information, much more than is the case in English or French. Effective communication in Native languages, therefore, requires grammatical accuracy.

The learning of grammar can be a productive and enjoyable activity for students. It is not necessary for students to memorize rules of grammar. A knowledge of the structure of a language allows students to analyse and reflect on its use, thereby stimulating their interest in language itself, deepening their understanding of the language being learned, and helping them to develop their writing skills and to analyse the writing of others.

This section supports all three strands in the course. Students should develop and apply the language knowledge through communicative activities in all three strands.

Language elements for the two Native language families in Ontario, Algonquian and Iroquoian, differ and are therefore listed separately.

Sentence Structure

In Native languages, sentences are structured in a variety of ways that may include one or more of the following parts of speech: verbs, nouns, pronouns, particles, and conjunctions.

A verb and its affixes, used to convey such grammatical information as person, number, and tense, can represent a complete sentence. Sometimes a particle can express a complete thought. Sentences may also consist of one or more clauses that in English would be parallel to simple, compound, complex, or compound-complex constructions.

Spelling Strategies

Use of:

- cluster and syllable recognition
- capitalization
- punctuation
- diacritical marks
- contractions as they occur in rapid speech (Iroquoian)
- resources to confirm spelling (e.g., classroom-displayed lists, texts, dictionaries, lexicons, information technology)

Vocabulary

Use of:

- basic vocabulary (*sample list*: numbers from 1 to 1 000 000 plus; mathematical operations; kinship as it applies to cosmology; seasonal activities; social events; weather; community activities; government; the arts – music, film, dance, theatre, painting; formal oratory)
- new words from units of study and personal and class word lists
- a Native-English dictionary or lexicon to build vocabulary

Language Elements

Algonquian Language Family

Verbs

- *Type*
 - animate intransitive
 - inanimate intransitive
 - animate transitive
 - inanimate transitive
- *Tense*
 - present
 - simple past
 - intentional future
 - definite future
 - changed-form conjunct
 - dual
 - conjunct suffix
- *Person*
 - first, second, third
 - regular, irregular
 - proximate
 - obviative
 - animate intransitive
 - inanimate intransitive
 - animate transitive
 - inanimate transitive
- *Number*
 - singular
 - plural
- *Order*
 - imperative
 - simple direct commands
 - delayed
 - independent
 - simple statements
 - conjunct
 - interrogative
 - compound sentences
 - complex sentences
 - compound-complex sentences
 - conditional sentences
 - dubitative

Negation

- yes/no questions
- simple negation
- prohibition

Voice

- active
- passive

Nouns

- *Type*
 - locative
 - diminutive
 - possessive
 - dependent
 - pejorative
 - vocative
 - preterit
- *Gender*
 - animate
 - inanimate
- *Case*
 - subject
 - object
- *Number*
 - singular
 - plural
- *Person*
 - third
 - proximate
 - obviative

Pronouns

- *Type*
 - personal
 - dependent
 - independent
 - interrogative
 - demonstrative
 - possessive
 - indefinite
 - reflexive
 - dubitative
 - pausal
- *Number*
 - singular
 - plural
- *Person*
 - first, second, third
 - proximate
 - obviative

Particles

- *Type*
 - question particles
 - conjunctions
 - quantifiers
 - adverbs indicating time, place, manner, degree

Language Elements

Iroquoian Language Family

Verbs

- *Classification*
 - subjective
 - stem classifications
 - objective
 - stem classifications
 - transitive
 - intransitive
 - irregular
- *Conjugations*
 - pronouns
 - first, second, third person
 - personal
 - singular
 - dual
 - plural
 - tense and aspect
 - imperatives
 - interactives
- *Incorporation*
 - prefixes, infixes, suffixes
 - with noun
 - in adjectival construction
 - in quantitative construction
 - pre-pronominal prefixes
 - cislocative
 - translocative
 - pre-pronominal prefix combinations
 - *te-* verbs (Mohawk)
 - *de-* verbs (Cayuga)
 - negation
 - contrastive construction
- *Irregular verbs*

Nouns

- *Classification*
 - formal
 - functional
 - animate
 - inanimate
- *Independent possessives*
 - singular, dual, plural
 - use with locatives
 - use to indicate kinship
- *Independent pronouns*
- *Independent numeration*
- *Independent locatives*
- *Independent adjectives*
- *Incorporation*
 - numeration
 - possessives
 - with a verb
 - in adjectival construction
 - pluralizers
 - locatives
 - quantitatives
 - qualitatives
 - incorporation combinations

Sentences

- *Types*
 - simple
 - compound
 - complex
 - compound-complex
- *Gender agreement*
- *Creation of negatives*
- *Creation of questions*
- *Creation of comparatives*
- *Independent quantity statements*
- *Adverbial phrases*

Particles

- *Types*
 - question particles
 - conjunctions
 - quantifiers
 - adverbs indicating time, place, manner, degree

Some Considerations for Program Planning in Native Languages

Teachers who are planning a program in Native languages must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to some of the areas listed above that have particular relevance for planning programs in Native languages are noted here. In addition, special consideration needs to be given to the importance of the involvement of the Native community in the development and implementation of Native language programs.

Education for Exceptional Students. The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.

An Individual Education Plan (IEP) must be developed and maintained for each student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The IEP must outline, as appropriate, any modified or alternative curriculum expectations and any accommodations (i.e., the specialized support and services) that are required to meet the student's needs. The IEP must also identify the methods by which the student's progress will be reviewed. For exceptional students who are fourteen years of age or older and who are not identified solely as gifted, the IEP must contain a plan to help them make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.

An IEP may be prepared for a student with special needs who is receiving special education programs and/or services but who has not been identified as exceptional by an IPRC.

Because language instruction is a complex process, teachers of Native languages must adapt their teaching approaches and strategies to the needs of their students, as set out in their IEP. Modifications might include the following: adapting the course content (e.g., placing an emphasis on oral work); changing teaching strategies (e.g., modifying the pace at which new material is introduced as well as the methods and resources used to present it); and modifying assessment techniques (e.g., placing emphasis on oral work, extending time for tests). Some students may require specialized services or equipment (e.g., modified computers, advanced computer software). Because the study of a language promotes creative thinking and problem

solving, as well as the development of essential communication skills, these courses have particular benefits for exceptional students and increase their chances of success in other areas of the curriculum.

The Role of Technology in the Curriculum. Information technology provides a variety of resources that can enrich Native language learning in unique and important ways. These resources include programs that enable teachers of Native languages to design individualized courses for students who are not as fluent in the language as the majority of students in the class. Technology also offers students a rich variety of linguistic and cultural learning experiences that they might not otherwise have access to; for example, the Internet allows students to visit museums and cultural sites and to find reading material. In addition, students can use technology to communicate with students learning the same Native language elsewhere in the province or in other places around the world.

Career Education. Teachers in the Native language program and course selection advisers are responsible for providing information about Native language course offerings and career education guidance to all students. Students will gain self-confidence and cultural, cognitive, and interpersonal skills as they develop their ability to think and communicate in a Native language, particularly when it is an ancestral language. For Native students in these programs, learning a Native language will help build a positive self-image that will, in turn, become a motivating and sustaining force in their lives.

In addition to becoming aware of the many career opportunities available to bilingual or multilingual people, students will become aware of new technology- and information-based careers requiring Native language skills. These careers are opening in Native communities in fields such as education, administration, and software development.

Cooperative Education and Other Workplace Experiences. There are many ways in which students in the Native language program can use their language skills. They can work in classroom settings by helping teachers develop learning materials or by tutoring less skilled students. Local radio stations in Native communities provide opportunities for students to create Native language programs, commercials, and public service announcements. Students can apply their skills in community-service activities, such as working in Native cultural centres, Native friendship centres, and First Nations administration offices.

Involvement of the Native Community. The success of Native language programs depends on the awareness, support, and involvement of the Native community as a whole. Often only teachers in these programs and community elders advocate learning a Native language. However, the cultures, traditions, values, beliefs, and unique world view of Native people, which are all inherent in Native languages, could disappear if existing languages are not passed on to future generations. In Native language programs, it is particularly important for parents and guardians to reinforce the value of the Native language and culture.

In Native communities, consensus about and support for Native language programs are essential. It is of utmost importance that speakers of Native languages be involved in local policy decisions regarding orthography. Local Native organizations other than schools need to acknowledge and endorse the efforts of students to revitalize Native languages. Members of the community should be encouraged to support the Native language program by acting as resource persons in a variety of ways, such as offering to answer student questions or speaking with students in the dialect. Local Native language newspapers could keep the issue of lan-

guage in the forefront by reporting on student activities in Native language programs. Local radio stations could provide programs in which the vocabulary of a Native language is “taught”. Stations using the Native language could broadcast songs, chants, and stories that can be learned by listeners in the community. Local band administration offices could adopt policies that include the use of Native languages in the operation of the community, including road and public building signage, community notices, and daily business. Public community functions could include a Native language portion in programming to demonstrate that Native languages are valued.

The Achievement Chart for Native Languages

The achievement chart that follows identifies four categories of knowledge and skills in Native languages – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described.* (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy and its implementation is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The ministry is providing the following materials to school boards for distribution to teachers:

- a standard provincial report card, with an accompanying guide
- instructional planning materials
- assessment videos
- training materials
- an electronic curriculum planner

* The levels of achievement should not be confused with the Native language course levels.

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in Native languages can be constructed by reading from top to bottom in the column of the achievement chart headed “70–79% (Level 3)”.

Achievement Chart – Native Languages, Levels 4 and 5

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	The student:			
– knowledge of the required linguistic elements (grammar, vocabulary, spelling, derivatives)	– demonstrates limited knowledge of the required linguistic elements	– demonstrates some knowledge of the required linguistic elements	– demonstrates considerable knowledge of the required linguistic elements	– demonstrates thorough knowledge of the required linguistic elements
– understanding of materials read (e.g., passages, texts, resource materials)	– demonstrates limited understanding of materials read	– demonstrates some understanding of materials read	– demonstrates considerable understanding of materials read	– demonstrates thorough and insightful understanding of materials read
– understanding of relationships between the Native culture and the language	– demonstrates limited understanding of relationships between the Native culture and the language	– demonstrates some understanding of relationships between the Native culture and the language	– demonstrates considerable understanding of relationships between the Native culture and the language	– demonstrates thorough and insightful understanding of relationships between the Native culture and the language
Thinking/Inquiry	The student:			
– critical and creative thinking skills	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing and interpreting information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication	The student:			
– communication of information and ideas (orally and in writing)	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– use of symbols and visual images	– uses symbols and visual images with limited accuracy and effectiveness	– uses symbols and visual images with some accuracy and effectiveness	– uses symbols and visual images with considerable accuracy and effectiveness	– uses symbols and visual images with a high degree of accuracy and effectiveness
– use of language (grammar; vocabulary, including special terminology)	– uses language with limited accuracy	– uses language with some accuracy	– uses language with considerable accuracy	– uses language with a high degree of accuracy
– communication for different audiences and purposes	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication	– uses the various forms with limited command	– uses the various forms with moderate command	– uses the various forms with considerable command	– uses the various forms with a high degree of command
Application	The student:			
– application of ideas and skills in familiar contexts	– applies ideas and skills in familiar contexts with limited effectiveness	– applies ideas and skills in familiar contexts with some effectiveness	– applies ideas and skills in familiar contexts with considerable effectiveness	– applies ideas and skills in familiar contexts with a high degree of effectiveness
– transfer of concepts, skills, and procedures to new contexts	– transfers concepts, skills, and procedures to new contexts with limited effectiveness	– transfers concepts, skills, and procedures to new contexts with some effectiveness	– transfers concepts, skills, and procedures to new contexts with considerable effectiveness	– transfers concepts, skills, and procedures to new contexts with a high degree of effectiveness
– application of procedures, equipment, and technology	– uses procedures, equipment, and technology safely and correctly only with supervision	– uses procedures, equipment, and technology safely and correctly with some supervision	– uses procedures, equipment, and technology safely and correctly	– demonstrates and promotes the safe and correct use of procedures, equipment, and technology
– making connections (e.g., between personal experiences and the subject, between subjects, and between subjects and the world outside the school)	– makes connections with limited effectiveness	– makes connections with some effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

The Ministry of Education wishes to acknowledge the contribution of the many individuals, groups, and organizations that participated in the development and refinement of this curriculum policy document.

ISBN 0-7778-9194-8

00-041

© Queen's Printer for Ontario, 2000