Ⓨ Ontario

The Ontario Curriculum
Grades 9 and 10

Native Languages

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Contents

Introduction

The Ontario Curriculum, Grades 9 and 10: Native Languages, 1999 will be implemented in Ontario secondary schools starting in September 1999 for students in Grade 9 and in September 2000 for students in Grade 10. This document replaces the sections in *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* that relate to Native languages, and 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 Grade 10.

This document is designed for use in conjunction with its companion piece, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*, 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 Native communities where no Native language is spoken, the Native languages program will serve to introduce the Native language. In those communities where some Native language is spoken, the program will assist in the development and maintenance of that language. In communities characterized by greater fluency in a Native language, the program will support the use of that language as the language of instruction in those subjects that would be enhanced by 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 way of viewing and classifying the world.

The Native languages 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 languages 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 languages 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 languages 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 languages 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.

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 languages 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).

This document contains the curriculum expectations for NL1, NL2, and NL3. NL1 and NL2 give students the opportunity to develop their ability to use basic words, phrases, and sentences. NL3 includes more complex expectations in all areas of communication and also integrates the study of Native philosophy, spirituality, and values with the study of language.

NL1 is offered to students who have little or no background in a Native language. Students who begin the Native languages program with NL1 would normally complete 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 proficiency test. 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 who have successfully completed a test indicating proficiency at the NL2 level.

As outlined in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999,* 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 languages program, there is only one type of course – the "open" course.

The chart on page 5 lists the range of course codes for the courses in Levels 1 to 3 in the Native languages 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., *A*, *B*, and *C* refer to Level 1, Level 2, and Level 3, 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

Courses in Native Languages, Levels 1–3

Level	Course Name	Course Type	Course Code	Credit Value	Prerequisites
1	Native Languages (NL1)	Open	LNAAO–LNOAO	1	
2	Native Languages (NL2)	Open	LNABO–LNOBO	1	At least four years of study of a Native language in elementary school, successful completion of NL1, or demonstrated proficiency
3	Native Languages (NL3)	Open	LNACO–LNOCO	1	Successful completion of NL2 or demonstrated proficiency

A Note About Credits. Students may earn more than one credit per grade in Native languages by studying more than one Native language.

Courses offered in Native languages may be offered as half-courses, earning half-credits. Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

– Courses offered as half-credit courses must include a selection of learning expectations from all strands and must reflect the balance among strands that characterizes the full course.

– A course that is a prerequisite for another course may be offered as two half-courses, but the student must successfully complete both parts of the course to claim the prerequisite.

– 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. Students are not required to complete both Part 1 and Part 2 unless the course is a prerequisite for another course that the student wants to take.

Teaching Approaches

The main teaching method for the courses outlined in this document is the communicative method. The aim is to teach language in a way that allows learners to use it in everyday speech. The communicative method emphasizes active use of the language in the classroom. Students learn to use the language in discussing issues and performing certain communicative functions. Their speaking practice is thus realistic and informal and helps them learn to express themselves naturally. Grammatical accuracy is important and is taught and practised.

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

In Native languages 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 languages 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 Native language teachers. For this reason, regular meetings to discuss strategies and activities can be very helpful. In particular, Native language teachers 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. This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Some 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 NL1, NL2, and NL3 apply to courses in all seven Native languages that are recognized for the purposes of the Native languages program: Cayuga, Cree, Delaware, Mohawk, Ojibwe, Oji-Cree, and Oneida.

Strands

The expectations for Native languages 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 languages 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, grammar, and the skills in using oral language accurately. Students will be expected to develop 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 languages curriculum places a strong emphasis on helping students develop oral communication skills in order to understand and interact with others, to express themselves clearly and with confidence, and to 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 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, 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. By reading aloud, students practise correct pronunciation and intonation.

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

Students will be using all the basic reading strategies (e.g., visual and verbal cues, information from context, and knowledge of language patterns, conventions, and structures) to help them understand 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.

The lack of Native-language materials at present creates serious problems for the development of reading skills. Teachers, therefore, 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 are also encouraged to share materials whenever possible.

Writing. The Native languages 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 oral introduction of language components. 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 and gain command over 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 a lesson 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 to ensure ideas are presented clearly and coherently; editing and proofreading to correct spelling, grammar, and punctuation; and producing a final copy, incorporating visual elements, of the text.

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

The Native languages program should give students opportunities to use information technology to create hypermedia 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 structures 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 Native languages program.

Native Languages, Level 1, Open (NL1) (LNAAO – LNOAO)

This course is open to the entire student body and will allow students who have no prior Native language experience to develop an appreciation for a Native language and culture, to explore and experience a unique world view, and to learn to speak a Native language. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system, and practise basic vocabulary and phrases. Students will also use information technology during course-related activities.

Oral Communication

Overall Expectations

By the end of NL1, students will:

- demonstrate basic listening skills;
- converse on familiar topics in structured situations;
- demonstrate an understanding of language structures and vocabulary in context;
- demonstrate an awareness of Native oral traditions (e.g., Native legends, stories, songs);
- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking
By the end of NL1, students will:

- demonstrate an understanding of information from illustrated stories or dialogues;
- arrange a set of illustrations in appropriate sequence after listening to a story read aloud;
- reconstruct dialogues, conversations, narrations, and presentations in sequence through artwork or oral expression;
- talk about basic oral texts, asking and responding to specific questions;
- distinguish contrasts (e.g., singular/plural, negative/affirmative, assertive/interrogative);
- demonstrate an understanding of Native legends and stories enacted or told with visual support.

Use of Words and Language Structures
By the end of NL1, students will:

- recite vowel and consonant sounds;
- use the sounds of the language to build words to do with familiar topics;
- express ideas, feelings, and opinions using known language structures;
- converse using simple and compound sentences;
- use basic greetings;
- respond to statements, questions, and directives given orally by the teacher;
- recite or sing simple rhymes and songs;
- participate in language games;
- represent and interpret a character in a skit set in a Native community;
- retell simple Native legends and stories.

Media Communication Skills
By the end of NL1, students will:

- use information technology to:
- record a short dialogue to share with other students;
- listen to tapes of Native elders telling stories;
- produce media works for listening or viewing;
- communicate in a Native language with other students.

Reading

Overall Expectations

By the end of NL1, students will:

- read simple material on familiar topics in structured situations;
- recognize language patterns and vocabulary that have been learned through oral work;
- read for comprehension of ideas;
- demonstrate an understanding of language conventions and vocabulary in simple texts;
- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking
By the end of NL1, students will:

– demonstrate an understanding of simple texts;

– extract information from a written passage;

– identify the theme and supporting details of a story or poem;

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

Use of Words and Language Structures
By the end of NL1, students will:

– read aloud, enunciating words clearly and using proper intonation;

– demonstrate an understanding of basic vocabulary in simple sentences;

– select, list, and define new vocabulary in texts;

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

– determine appropriate titles for passages or stories;

– follow simple written instructions;

– read a variety of simple texts;

– respond appropriately to written questions.

Media Communication Skills
By the end of NL1, students will:

– use information technology to:

  – locate reading material in the Native language;

  – build a knowledge base on a Native topic;

  – communicate in a Native language with other students.

Writing

Overall Expectations

By the end of NL1, students will:

- use a variety of simple and compound sentences;
- write on familiar topics, expressing ideas clearly;
- demonstrate accuracy in writing and a knowledge of linguistic conventions;
- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking

By the end of NL1, students will:

- distinguish between grammatical forms (e.g., number, gender, tense);
- identify word classifications (e.g., nouns, pronouns, verbs) in text;
- demonstrate an understanding of word order in simple sentences.

Use of Words and Language Structures

By the end of NL1, students will:

- write short sentences using correct punctuation;
- use a variety of familiar expressions and vocabulary correctly in written works;
- use new words accurately in sentences;
- communicate ideas (e.g., thoughts, feelings, experiences) clearly for specific purposes;
- use correct spelling of basic and new vocabulary;
- organize information into short paragraphs that contain a main idea and related details;
- write short pieces using a variety of forms;
- revise written work with the assistance of classmates and the teacher;
- use grammar, language conventions, and vocabulary appropriate to this course.

Media Communication Skills

By the end of NL1, students will:

- use information technology to:
  - write and record a short dialogue;
  - edit with peers;
  - communicate in a Native language with other students.

Grammar, Language Conventions, and Vocabulary

Structure of Native Languages

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. Investigation and discussion of the rules of syntax and grammar that underlie the language patterns of the Native language under study will complement language learning. Language patterns for the two Native language families in Ontario are different and thus listed separately.

Sentence Structure

In Native languages, sentences are expressed in a variety of ways that may include one or more of the following parts of speech: verbs, nouns, pronouns, particles, and conjunctions. A whole sentence can be expressed by a verb and its inflections, attained by adding one or more affixes. 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

– resources to confirm spelling (e.g., classroom-displayed lists, texts, dictionaries, information technology)

Vocabulary

Use of:

– basic vocabulary (*sample list:* numbers from 1 to 50; time; calendar; seasons; colours; domestic animals; buildings; objects in the classroom; family members; clothing; food; games)

– new words from units of study and personal and class word lists

– a Native–English dictionary to build vocabulary

Algonquian Language Family

Verbs

- *Type*
  - animate intransitive
  - inanimate intransitive
  - inanimate transitive
  - animate transitive
- *Tense*
  - present
  - simple past
  - intentional future

- *Person*
  - first, second, third
  - regular, irregular

- *Number*
  - singular
  - plural

- *Order*
  - imperative
    - simple direct commands
  - independent
    - simple statements
  - conjunct
    - interrogative sentences
      - content questions
    - complex sentences

- *Negation*
  - yes/no questions
  - simple negation

- *Voice*
  - active

Nouns

- *Type*
  - locative
  - diminutive
  - possessive
  - dependent
  - pejorative

- *Gender*
  - animate
  - inanimate

- *Case*
  - subject
  - object

- *Number*
  - singular
  - plural

- *Person*
  - third
  - proximate
  - obviative

Pronouns

- *Type*
  - personal
    - independent
  - interrogative
  - demonstrative

- *Number*
  - singular
  - plural

- *Person*
  - first, second, third
  - proximate
  - obviative

Particles

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

Iroquoian Language Family

Verbs

- *Classification*
  - subjective
    - one or two stems
  - objective
    - one or two stems

- *Conjugations*
  - pronouns
    - first, second, third person
  - personal
    - singular (*I, you, he, she, it*)
    - plural (*they* [males], *they* [females], *all of you*)
  - tenses
  - imperatives
  - interactive

- *Incorporation*
  - use of prefixes, infixes, suffixes

- *Irregular verbs*

Nouns

- *Classification*
  - formal
  - functional
  - animate
  - inanimate

- *Independent possessives*
  - singular, plural
  - use with locatives
  - use to indicate kinship

- *Independent pronouns*

- *Independent numeration*

- *Independent locatives*
- *Independent adjectives*
- *Incorporation*
  - numeration
  - use with a verb
  - adjectival construction
  - pluralizers
  - locatives

Sentences

- *Types*
  - simple
  - compound
  - complex

- *Gender agreement*
- *Creation of negatives*
- *Creation of questions*

Particles

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

Native Languages, Level 2, Open (NL2) (LNABO – LNOBO)

This course will enable students to experience the unique respect for life that permeates Native languages and cultures. Students will expand their vocabulary and knowledge of phrases and expressions, using them in simple dialogues, narrative writing, grammatical constructions, and reading, and to exchange information electronically. This course is open to any student who has successfully completed at least four years of elementary Native languages study, has successfully completed NL1, or demonstrates the required proficiency.

Oral Communication

Overall Expectations

By the end of NL2, students will:

- demonstrate a range of listening skills;

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

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

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

- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking
By the end of NL2, students will:

- demonstrate an understanding of information presented orally;

- interpret a dialogue, conversation, narration, or presentation;

- present simple ideas for class discussion;

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

- compare the creation stories of various Native communities.

Use of Words and Language Structures
By the end of NL2, students will:

- use refined pronunciation and intonation;

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

- converse using simple and compound sentences;

- use greetings related to various social events;

- follow instructions from precise oral descriptions;

- give other students directions for activities;

- respond to orally presented texts;

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

- use story patterns to create short oral narratives;

- participate in word games using the Native language;

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

- retell Native legends and stories.

Media Communication Skills
By the end of NL2, students will:

- use information technology to:

- record short dialogues to share with other students;

- listen to tapes of Native elders telling stories;

- produce media works for listening or viewing;

- communicate in a Native language with other students.

Reading

Overall Expectations

By the end of NL2, students will:

- read passages on familiar topics and infer the meaning of new words and language patterns in those passages;
- identify language patterns and vocabulary that have been learned through oral work;
- read for pleasure or information;
- demonstrate comprehension of a variety of reading materials;
- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking
By the end of NL2, students will:

- demonstrate an understanding of ideas in a variety of written materials;
- extract information from a written passage;
- identify the main ideas and supporting details in familiar reading material;
- translate passages with the assistance of a dictionary or word list.

Use of Words and Language Structures
By the end of NL2, students will:

- read aloud familiar and new materials in a way that communicates meaning;
- demonstrate an understanding of basic vocabulary in basic texts;
- select, list, and define new vocabulary in texts;
- read independently using several strategies (e.g., context, language patterns, form, graphic symbols) to determine the meaning of new vocabulary;
- identify different grammatical forms in text;

- follow detailed written instructions;
- read four to six texts of different forms (e.g., short essays, stories, legends, journals, media works) containing basic and new vocabulary;
- demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., presenting dialogues and short narrations, asking and responding to questions, retelling the story in the student's own words).

Media Communication Skills
By the end of NL2, students will:

- use information technology to:
- locate reading material in the Native language;
- find factual information and the meaning of new vocabulary;
- build a knowledge base on a Native topic;
- communicate in a Native language with other students.

Writing

Overall Expectations

By the end of NL2, students will:

- use a variety of language patterns and vocabulary accurately;
- create a variety of written works, expressing ideas clearly;
- demonstrate accuracy in writing and a knowledge of linguistic conventions;
- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking

By the end of NL2, students will:

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

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

– demonstrate an understanding of prefixes and suffixes;

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

Use of Words and Language Structures

By the end of NL2, students will:

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

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

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

– use correct spelling of basic and new vocabulary

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

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

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

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

Media Communication Skills

By the end of NL2, students will:

– use information technology to:

– create visual material for a presentation on a Native topic;

– edit with peers;

– communicate in a Native language with other students.

Grammar, Language Conventions, and Vocabulary

Structure of Native Languages

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. Investigation and discussion of the rules of syntax and grammar that underlie the language patterns of the Native language under study will complement language learning. Language patterns for the two Native language of families in Ontario are different and thus listed separately.

Sentence Structure

In Native languages, sentences are expressed in a variety of ways that may include one or more of the following parts of speech: verbs, nouns, pronouns, particles, and conjunctions. A whole sentence can be expressed by a verb and its inflections attained by adding one or more affixes. 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, information technology)

Vocabulary

Use of:

– basic vocabulary (*sample list:* numbers from 1 to 100; mathematical functions; wild animals; trees; plants; household items; kinship relations; sports and equipment; daily and school routines; transportation; occupations)

– new words from units of study and personal and class word lists

– a Native–English dictionary to build vocabulary

Algonquian Language Family

Verbs

- *Type*
  – animate intransitive
  – inanimate intransitive
  – inanimate transitive
  – animate transitive

- *Tense*
  – present
  – simple past
  – intentional future
  – definite future

- *Person*
  – first, second, third
  – regular, irregular
  – proximate
  – obviative

- *Number*
  – singular
  – plural

- *Order*
  - imperative
    - simple direct commands
  - independent
    - simple statements
  - conjunct
    - interrogative sentences
      - content questions
    - complex sentences
    - conditional

- *Negation*
  - yes/no questions
  - simple negation
  - prohibitive imperative

- *Voice*
  - active
  - passive

Nouns

- *Type*
  - locative
  - diminutive
  - possessive
  - dependent
  - pejorative

- *Gender*
  - animate
  - inanimate

- *Case*
  - subject
  - object

- *Number*
  - singular
  - plural

- *Person*
  - third
  - proximate
  - obviative

Pronouns

- *Type*
  - personal
    - dependent
    - independent
  - interrogative
  - demonstrative
  - possessive

- *Number*
  - singular
  - plural

- *Person*
  - first, second, third
  - proximate
  - obviative

Particles

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

Iroquoian Language Family

Verbs
- *Classification*
  - subjective
    - stem classifications (limited to four)
  - objective
    - stem classifications (limited to four)
  - transitive (limited to five)
  - intransitive (limited to five)

- *Conjugations*
  - pronouns
    - first, second, third
  - personal
    - singular
    - dual
    - plural
  - tenses
  - imperatives
  - interactive

- *Incorporation*
  - use of prefixes, infixes, suffixes:
    - with noun (limited to two)
    - in adjectival construction (limited to two)
    - in quantitative construction (limited to two)
  - pre-pronominal prefix combinations
    - *te-* verbs (Mohawk)
    - *de-* verbs (Cayuga)
  - negation
  - contrastive

- *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
  - use with a verb (limited to two)
  - adjectival construction (limited to two)
  - pluralizers
  - locatives
  - quantitatives (limited to two)
  - qualitatives (limited to two)

Sentences
- *Types*
  - simple
  - compound
  - complex
  - compound-complex

- *Gender agreement*
- *Creation of negatives*
- *Creation of questions*
- *Creation of comparatives*

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

Native Languages, Level 3, Open (NL3) (LNACO – LNOCO)

This course will provide students an opportunity to expand their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural and functional workings of a Native language. This course is open to students who have successfully completed NL2 or who can demonstrate the required proficiency.

Oral Communication

Overall Expectations

By the end of NL3, students will:

- demonstrate listening skills in a variety of situations;
- converse on familiar and new topics in structured and open-ended situations;
- communicate ideas and information for a variety of purposes using new vocabulary and known expressions;
- demonstrate an understanding of language structures and vocabulary in a variety of contexts;
- use various forms of communication to express Native philosophy;
- demonstrate an understanding of the oral traditions of the language under study;
- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking
By the end of NL3, students will:

- analyse information presented orally;
- summarize the essential parts of a narration or discussion;
- distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/suffix, fact/opinion);
- demonstrate an understanding of Native philosophy;
- demonstrate an understanding of the history of the Native language under study.

Use of Words and Language Structures
By the end of NL3, students will:

- use refined pronunciation and intonation;
- express ideas (e.g., thoughts, feelings, experiences) using a variety of expanded language structures;
- converse using simple, compound, and some complex sentences;
- use a wide range of greetings for many social occasions;
- follow instructions from a detailed oral description;
- give a precise oral description of a plan or instructions;
- speak confidently in various situations;
- use a growing range of vocabulary on a variety of topics;
- describe in detail something they have observed or experienced;
- participate in word games using the Native language;
- represent and interpret a character in a class production of a skit with a Native theme;
- use interviews with elders or relatives to construct a family or community history and present findings to class peers;
- retell Native legends, stories, and community histories with accuracy.

Media Communication Skills
By the end of NL3, students will:

- use information technology to:
  - produce and record short skits depicting a Native event;
  - prepare and present weather or news reports;
  - make announcements in a Native language (e.g., on the school's public address system, at Native events, on local radio broadcasts);
  - communicate in a Native language with other students.

Reading

Overall Expectations

By the end of NL3, the student will:

- read passages on familiar and unfamiliar topics and infer the meaning of new words and language patterns in those passages;
- identify language patterns and vocabulary that have been learned through oral work;
- read for a variety of purposes;
- demonstrate comprehension of a variety of reading materials;
- demonstrate an understanding of the history of the Native language under study;
- use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking
By the end of NL3, students will:

- distinguish linguistic, structural, and conceptual contrasts (e.g., singular/plural, prefix/suffix, fact/opinion);
- identify the main ideas and supporting details in familiar and new reading materials;
- compare ideas, characters, events, and language conventions in various texts;
- compare the writing systems of two Native linguistic groups;
- interpret multiple-episode stories;
- translate passages with the assistance of a dictionary or word list.

Use of Words and Language Structures
By the end of NL3, students will:

- read aloud familiar and new materials in a way that communicates meaning;
- demonstrate an understanding of basic and new vocabulary in texts;
- read independently using several strategies (e.g., context, language patterns, form, graphic symbols) to determine the meaning of new vocabulary;
- identify different grammatical forms in text;
- follow detailed written instructions;

- read six to eight texts of different forms (e.g., short essays, stories, legends, journals, media works) containing basic and new vocabulary;
- extract material from texts to support arguments or substantiate facts;
- make judgements and draw conclusions about content using information from a text;
- demonstrate an understanding of reading materials by participating in oral and written language activities (e.g., summarizing the content, asking and responding to questions, analysing the text, expressing opinions on the text, comparing two texts).

Media Communication Skills
By the end of NL3, students will:

- use information technology to:
  - locate information on the history and writing system of the language under study;
  - locate reading material in the Native language;
  - communicate in a Native language with other students.

Writing

Overall Expectations

By the end of NL3, students will:

• express ideas in writing, using familiar and new vocabulary and language structures;

• demonstrate creativity and clarity in the communication of ideas, feelings, and information;

• demonstrate accuracy in writing and a knowledge of linguistic conventions;

• use information technology to communicate in a Native language.

Specific Expectations

Reasoning and Critical Thinking
By the end of NL3, students will:

– paraphrase sentences or parts of sentences that cannot be translated literally from English;

– organize writing around a logical sequence of events;

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

Use of Words and Language Structures
By the end of NL3, students will:

– write simple, compound, and complex sentences (incorporated forms) using correct punctuation;

– use familiar and new combinations of writing patterns and vocabulary in a variety of forms (e.g., stories, journals, skits, articles, notes, lists, book reports, and news articles);

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

– use correct spelling of basic and new vocabulary;

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

– use resources to check the spelling and meaning of new words;

– produce various extended pieces of writing using a variety of forms;

– use a variety of regular and irregular verbs correctly;

– write descriptions, using adjectival constructions correctly;

– use various research techniques to locate information to include in a written report;

– use all the steps of the writing process to produce a written product that has been edited, proofread, and revised;

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

Media Communication Skills
By the end of NL3, students will:

– use information technology to:
  – edit with peers;
  – heighten language awareness in the community (e.g, through the use of the Native language in posters, at public events, for school announcements);
  – communicate in a Native language with other students.

Grammar, Language Conventions, and Vocabulary

Structure of Native Languages

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. Investigation and discussion of the rules of syntax and grammar that underlie the language patterns of the Native language under study will complement language learning. Language patterns for the two Native language families in Ontario are different and thus listed separately.

Sentence Structure

In Native languages, sentences are expressed in a variety of ways that may include one or more of the following parts of speech: verbs, nouns, pronouns, particles, and conjunctions. A whole sentence can be expressed by a verb and its inflections attained by adding one or more affixes. 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, information technology)

– Native language lexicon

Vocabulary

Use of:

– basic vocabulary (*sample list:* numbers from 1 to 1000; mathematical functions; school activities; seasonal activities; weather; occupations; the arts - music, dance, film, painting, theatre; government; social events; social services)

– new words from units of study and personal and class word lists

– a Native English dictionary to build vocabulary

Algonquian Language Family

Verbs

- *Type*
  – animate intransitive
  – inanimate intransitive
  – inanimate transitive
  – animate transitive

- *Tense*
  – present
  – simple past
  – intentional future
  – definite future
  – changed-form conjunct

- *Person*
  – first, second, third
  – regular, irregular
  – proximate
  – obviative

- *Number*
  – singular
  – plural

- *Order*
  - imperative
    - simple direct commands
  - independent
    - simple statements
  - conjunct
    - interrogative sentences
      - content questions
    - complex sentences
    - conditional sentences
- *Negation*
  - yes/no questions
  - simple negation
  - prohibitive imperative
- *Voice*
  - active
  - passive

Nouns
- *Type*
  - locative
  - diminutive
  - possessive
  - dependent
  - pejorative
  - vocative
- *Gender*
  - animate
  - inanimate
- *Case*
  - subject
  - object

- *Number*
  - singular
  - plural
- *Person*
  - third
  - proximate
  - obviative

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

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

Iroquoian Language Family

Verbs

- *Classification*
  – subjective
    – stem classifications
  – objective
    – stem classifications
  – transitive
  – intransitive

- *Conjugations*
  – pronouns
    – first, second, third person:
  – personal
    – singular
    – dual
    – plural
  – tenses
  – imperatives
  – interactive

- *Incorporation*
  – use of 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

- *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
  – use with a verb
  – use in adjectival construction
  – pluralizers
  – locatives
  – quantitatives
  – qualitatives

Sentences

- *Types*
  – simple
  – compound
  – complex
  – compound-complex

- *Gender agreement*
- *Creation of negatives*
- *Creation of questions*
- *Creation of comparatives*
- *Independent quantity statements*
- *Adverbial phrases*

Particles

- *Type*
  – 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 companion piece to this document, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999.* 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 languages programs.

Education for Exceptional Students. 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 Individual Education Plan. 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 Native language teachers 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 languages program and course selection advisers have a responsibility to provide information about Native languages 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 languages 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 and friendship centres and First Nations administration offices.

Involvement of the Native Community. The success of Native languages 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 languages programs, it is particularly important for parents/guardians to reinforce the value of the Native language and culture.

In Native communities, consensus about and support for Native languages 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 languages 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. For example, local Native language newspapers could keep the issue of language in the forefront by reporting on student activities in Native languages programs. Local radio stations could provide programs where 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 Native languages in the operation of the community, including in 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.[1] (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999.*)

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. Teachers will be provided with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials will contain samples of student work (exemplars) that illustrate achievement at each of the levels (represented by associated percentage grade ranges). Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices.

To ensure consistency in assessment and reporting across the province, the ministry will provide samples of student work that reflect achievement based on the provincial standard, and other resources based on the achievement charts. As these resources become available, teachers will begin to use the achievement charts in their assessment and evaluation practices.

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1. The levels of achievement should not be confused with the Native languages course levels.

To support this process, the ministry will provide the following:

– a standard provincial report card, with an accompanying guide
– course profiles
– exemplars
– curriculum and assessment videos
– training materials
– an electronic curriculum planner

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 1–3

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)	60–70% (Level 2)	70–80% (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 subject(s) 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

Explanatory Notes

The following definitions of terms are intended to help teachers and parents/guardians use this document.

Active voice. A form of the verb indicating that the subject of the sentence is performing the action. *See also* **passive voice***.*

Adjectival construction. The addition of an affix that works like an adjective to modify a noun or verb.

Adverb. A word expressing a relation of place, time, circumstance, manner, cause, degree, etc., e.g., *quite, gently, then,* and *there.*

Affix. A prefix, infix, or suffix that is added to a noun, pronoun, or verb to modify the meaning.

Agreement. A grammatical relationship between different parts of speech indicating the same number, gender, case, or person.

AI verb (VAI) (Algonquian). An intransitive verb of which the subject is animate.

Algonquian languages. A group of Aboriginal languages spoken from Labrador to the Carolinas between the Atlantic coast and the Rocky Mountains. The languages spoken in Ontario include Cree, Delaware, Odawa, Ojibwe, Oji-Cree, and Potawatomi.

Animate (Iroquoian). Anything that is living and breathing. *See also* **gender** - **animate** (Algonquian).

Bound locative. An affix attached to a noun that indicates location. *See also* **locative.**

Cislocative. A prefix attached to a verb typically to describe movement towards the speaker (for verbs of motion) or to carry the meaning "there" (for verbs of position). *See also* **locative** and **translocative.**

Cluster. Three or more consonants that usually appear together.

Comparative (Iroquoian). A word used to express a comparison of two entities, denoting a degree of difference in quality, quantity, or relation.

Complex sentence. A sentence containing a main clause and one or more subordinate clauses.

Compound sentence. A sentence containing two or more main clauses.

Conjugation. The inflection of a verb. The changes to the form of a verb to show person, number, and time; e.g., first, second, or third person; singular or plural; past, present, or future.

Conjunct order of the verb. A form of the verb used in subordinate clauses or content questions; joined with question words such as *when, who, how,* or *where. See also* **independent order of the verb**.

Contraction. A word resulting from the fusing of two or more words by omitting letters or sounds.

Contrastive prefix (Iroquoian). A verb pre-pronominal prefix that negates verbs that do not have a modal pre-pronominal prefix; can be used to mean "a different kind of ".

Conventions. Accepted practices or rules in the use of language.

C-stem (consonant stem) (Iroquoian). A stem that begins with a consonant.

Cues, non-verbal/visual. Aspects of communication that convey meaning without the use of words; e.g., facial expressions, gestures, body language; illustrations, typeface, and punctuation.

Cues, verbal. Aspects of spoken language that convey meaning, e.g., intonation or emphasis.

Decessive suffix (Iroquoian). A suffix that adds the meaning "deceased" or "former". *See also* **preterit** (Algonquian).

Delayed imperative (Algonquian). A verb expressing commands or requests that are to be carried out at a later time.

Dependent noun (Algonquian)**.** A noun stem that requires a possessive pre-noun.

Diacritical mark. A mark added to a symbol or character to alter its value; e.g., pronunciation, voicing, devoicing, etc.

Dialect. One of the various forms of a language.

Diminutive affix. An affix that indicates that the noun to which it is attached is small.

Exclusive. The first person plural form of the verb indicating that the person being spoken to is excluded from the action of the verb. *See also* **inclusive**.

Formal noun (Iroquoian). A word used to identify an object or person and that acts like a proper noun in English.

Functional noun (Iroquoian)**.** A word that describes the use of an object by its function, appearance, texture, sound, or taste.

Gender. A grammatical classification of nouns and related words that display contrasts such as masculine/feminine/neuter (Iroquoian) and animate/inanimate (Algonquian). The gender of a noun often affects other parts of speech with which the noun must be in agreement.

Gender - **animate** (Algonquian). A grammatical classification of a noun that refers to a living thing or to a non-living thing that is classified as living.

Gender - **inanimate** (Algonquian). A grammatical classification of a noun that refers to things that are classified as non-living or to living things that are classified as non-living. *See also* **animate** (Iroquoian).

II verb (VII) (Algonquian). An intransitive verb of which the subject is inanimate.

Imperative verb. The form of the verb in which commands are given.

Inanimate (Iroquoian). A grammatical category for things or objects that are not living. *See also* **gender** - **animate** (Algonquian).

Inclusive. The first person plural form of the verb indicating that the person being spoken to is included in the action of the verb. *See also* **exclusive**.

Incorporation. A grammatical structure that joins two or more parts of speech in one word. *See also* **independent** (Iroquoian).

Independent (Iroquoian). A single word that carries its meaning independently. *See also* **incorporation**.

Independent order of the verb. A form of the verb that expresses a complete thought without modifying clauses. *See also* **conjunct order of the verb**.

Infix. An affix inserted into a noun, pronoun, or verb to modify the meaning.

Interactive. A prefix or an infix that refers to two or more parties involved in the action.

Interrogative verb. The form of a verb that asks a question.

Intonation. The rising and falling of the voice; the extension of the sound of a word in speech.

Intransitive verb. A verb that does not take an object.

Iroquoian languages. A group of Aboriginal languages of the eastern part of Canada and the United States. The languages spoken in Ontario include Cayuga, Mohawk, Oneida, Onondaga, Seneca, and Tuscarora.

Irregular verb. A verb that has no predictable pattern of conjugation. *See also* **regular verb**.

Joiner word (Iroquoian). An article, conjunction, or particle.

Kinship term. A word used to identify people who are related.

Locative. An affix attached to a noun or verb that indicates location and relationship. *See also* **bound locative, cislocative**, and **translocative**.

Media communication skills. Skills related to the use of electronic devices such as tape recorders, video equipment, computers, etc.

Media works. Works in print or on television, radio, the World Wide Web, film, video, etc.

Modal (Iroquoian). Of or denoting the mood of a verb.

Native language portfolio. Audio and/or video tapes and written material collected or produced by a student.

Negation. A process through which meaning is contradicted by using affixes.

Noun. A person, place, thing, or abstraction.

Number. The distinction between singular, dual, and plural elements.

Objective verb (Iroquoian). A verb that refers to the receiver or goal of an action; indicates that the subject has little control over the action. *See also* **subjective verb**.

Obviative (Algonquian). A suffix added to a noun or verb stem that makes a clear distinction between two or more remote third persons. *See also* **proximate** (Algonquian).

Open-ended situations. Situations in which opinions are expressed and personal questions are answered, e.g., interviews, impromptu dialogues, presentations, videos, etc.

Oral language structure. A verbal structure used in speaking.

Orthography. An orderly system of writing in which a symbol or character is associated with each syllable.

Particle. A short uninflected word or part of speech, such as an article, a preposition, an interjection, a conjunction, or an adverb.

Passive voice. A form of the verb indicating that the subject of the sentence is receiving the action. *See also* **active voice**.

Pejorative. A suffix that indicates that the noun to which it is attached is unattractive or undesirable.

Person. The form of a pronoun and verb that distinguishes the speaker, the person or thing spoken to, or the person or thing spoken of; e.g., first person, second person, third person, and third person proximate and obviative.

Plural. A noun, pronoun, or verb form indicating "more than one".

Pluralizer (Iroquoian)**.** A suffix that indicates plurality.

Possessive. A word, prefix, or suffix that indicates possession.

Prefix. A letter or combination of letters added to a noun, pronoun, or verb to modify the meaning; also called pre-nouns and pre-verbs in the Algonquian languages.

Pre-pronominal prefix. A prefix that precedes a pronominal prefix.

Preterit (Algonquian). A form of a noun or verb showing action in the absolute past. *See also* **decessive suffix**.

Prohibitive imperative (Algonquian). A verb expressing negative commands or requests.

Pronominal prefix. A prefix that occurs on most nouns and on all verbs; such prefixes carry the meaning conveyed by pronouns.

Pronoun - demonstrative. A word that may be used instead of a noun or noun phrase to indicate "which"; e.g., *this, that, these* and *those.*

Pronoun - indefinite. A word that may be used instead of a noun or noun phrase to indicate a vague "who" or "what"; e.g., *someone, anyone, no one, something, anything,* and *nothing.*

Pronoun - interrogative. A word that may be used instead of a noun or noun phrase to introduce a question; e.g., *who, whom, which,* or *what.*

Pronoun - personal. A word that may be used instead of a noun or noun phrase to indicate "who"; e.g., *I, you, he, she, we* inclusive, and *we* exclusive.

Pronoun - personal - bound/dependent. A pronoun prefix that indicates person(s).

Pronoun - personal - free/independent. A single word that may be used instead of a noun to indicate person(s).

Pronoun - reflexive. An affix in the objective case that is identical to the subject.

Proximate (Algonquian). A prefix added to a noun or verb stem that clarifies the primary third person. *See also* **obviative**.

Quantifier (Algonquian). A word that describes number or quantity.

Question particle (Algonquian). A word used in posing simple yes/no questions.

Regular verb. A verb that conforms to a predictable pattern of conjugation. *See also* **irregular verb**.

Simple narrative. Information or a story using known vocabulary and phrases.

Singular. A noun, pronoun, or verb form indicating "one".

Stem. The part of a word to or from which prefixes and suffixes are added or removed.

Structure. The way in which a language is organized, such as morphological structure, syntactic structure, phonological structure, and semantic structure.

Subjective verb (Iroquoian). A verb that refers to the doer of an action; indicates that the subject has a degree of control over the action. *See also* **objective verb**.

Suffix. A letter or a combination of letters added to a noun, pronoun, or verb to modify the meaning.

Syllabic script. A writing system in which a symbol represents a syllable.

TA verb (VTA) (Algonquian). A transitive verb of which the object is animate.

Tense. The form of a verb that indicates time, e.g., past, present, and future.

TI Verb (VTI) (Algonquian). A transitive verb of which the object is inanimate.

Transitive/interactive pronominal prefix. A prefix that indicates two groups of people or objects, the doers and the non-doers.

Transitive verb. A verb that takes an object.

Translocative (Iroquoian). A prefix attached to a verb typically to describe movement away from the speaker (for verbs of motion) or to indicate a far-away location (for verbs of position). *See also* **cislocative** and **locative**.

Verb. A word that expresses an action, a state of being, or the relation between things.

Vocative noun (Algonquian). A noun that indicates the one being addressed.

Voluntative verb (Algonquian). The form of the verb that expresses desire, intention, or future time; also called "intentive".

Word pattern. The particular arrangement of a group of words that have elements in common with respect to meaning, spelling, and/or sound.

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