*Our Languages* (Name of Language here) - 15a

Indigenous language instruction at (name of school here) high school will be based on the *Our Languages* curriculum. Most of you would have had several years of language classes. However, you may still be at an Emergent or Beginner level. The goal is that by the end of the semester (or year) of OLC-15a you will be at an Intermediate level.

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| Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
| **Unit 1: Who Am I?**  BE 1.2, 3.1, 7.2  IN 1.2, 1.3, 2.5, 3.2, 4.1, 5.6, 5.7, 5.8, 5.10 7.1, 7.2, 7.5, | Students will be participating in language activities including; Simon says, mystery box game, On –The –Land, Guess Who, speaking with puppets, hosting an Elders tea, and reading to children At the end of the module, students will have a final oral and wrıtten presentation to demonstrate the language they have learned. Within the product they need to incorporate at least one sentence in both the past and future tense. As well, the biography needs to include one slang/pun or idiom. | 20% |
| **Unit 2: Making a Fire**  BE 2.1, 2.2, 2.3, 3.1, 6.1  IN 1.1, 1.4, 2.1, 2.2, 2.3, 3.1, 5.6, 5.9, 5.12, 6.1, 7.3, 7.4,  (For high arctic communities perhaps lighting of quliq or Coleman stove). | Students will apply their community’s traditions and worldview through learning the practice of fire making and using the phrases for each of the steps in the process. For their assessment students will go on-the-land and demonstrate their language proficiency by making a fire for an elder in the language. Students will use the verbs, to walk, to see to eat in context. They will play, ‘what do you see?’ with a knowledge holder who will be speaking in the language. They will play Guess Who to learn the questions (does it fly, do you wear it, is it large etc. to be able to play game with Elder. | 20% |
| **Unit 3: Sharing a book and story in my Language**  BE 3.3, 5.8, 7.4, 7.5  IN 2.4, 3.3, 5.1, 5.2, 5.4, 5.5, 7.3, 7.6, 7.7 | Students will continue to practice their reading and speech by reading sımple books to the children of a younger grade. They wıll be able to select from a variety of books and practıce wıth each other and then read to the chıldren. Durıng thıs tıme they will learn a tradıtıonal story and be able to retell the story in their own words using visual aids to theır peers. | 20% |
| **Unit 4: My Favorite Plant or Animal**  BE 5.7, 7.2, 7.5  IN 1.5, 1.6, 4.2, 5.2, 5.3, 5.5, 5.10, 5.11, 7.7 | Students will design and create a written product including: song, story, letter, blog, or book on their favorite plant or animal. It will then be presented orally to the class. The product needs to describe the plant, or animal with at least 15 sentences meeting the IN outcomes. | 20% |
| **Summative Assessments using Oral/Reading and Writing Proficiency Scales** | At the beginning and end of the semester (or year) you will assessed using the Oral, Reading and Writing Proficiency Scales. To get into OLC-25 you need to obtain a 14 on the Oral Proficiency Scale. (Name of teacher) will assess your progress according to the outcomes in the *Our Languages* curriculum. | 20% |
| **Total** | | **/100%** |

Note: *Our Languages* curriculum is to be used when teaching the languages at the high school level. Most students entering OL 15 would have had several years of language classes. However they may still be at an Emergent level or Beginner level. The goal is that by the end of the semester (or year) of OL 15 students will be at an Intermediate level. To get into OL 25 students need to obtain a 14 on the Oral Proficiency Scale.

The ideas below are unit suggestions for teachers to use as well as suggestions for weighting of assessment to help plan their year. Each unit could have several assignments within. For example, within the Who Am I? unit students could be expected to do both oral and written tasks to show their skills formatively rather than just one summative oral presentation.