

**Grade: 7**

**Teacher:** Christine Ravenis

**Time frame:** September-January (approximately 10 classes each grouping)

**Theme competence indicators:**

Introduce terms for immediate family members (first person possession)

Introduce basic terminology

**Goals:**

**Strategies:** Select, use and share suitable strategies to create language meaning and to communicate.

**Grammar/Function:** Students will apply knowledge of linguistics elements of the target language accurately for specific communication needs.

**Applications:** Students will apply language learning abilities to utilize language in a variety of forms for a variety of purposes.

**Language Competence:** Students will understand and create different kinds of messages in the target language in various experiential situations for a variety of purposes.

**Culture:** Students will recognize the value of language acquisition and aboriginal cultures.

<b>Learning Outcomes</b>	<b>Indicators</b>
<p><b>7.S.1</b> Select, use and share suitable strategies to create language meaning and to communicate</p>	<p>Recognize simple words and phrases in guided situations. Repeats familiar or repetitive phrases with the speaker. Write some words and phrases of personal significance. Use appropriate oral forms of address for people frequently encountered. Recognize and use some basic spelling patterns. Participate in simple interactions using simple sentences and/or phrases. Recognize and use some basic writing conventions</p>
<p><b>7.GF.2</b> Communicate meaningfully with accuracy, adeptness and articulately using appropriate language forms and functions.</p>	<p>Use, in modeled situations, grammatical elements such as: personal pronouns (singular); possession forms for nouns; simple questions; declarative statements; commands or requests; color descriptors. Locates pictures of key words. Differentiate sounds. Pronounce familiar words, phrases and expressions properly. Recognize and pronounce basic sounds. Uses key words and phrases to the theme in simple sentences. Uses key words in sentences related to the following themes:</p> <ul style="list-style-type: none"><li>• Family and friends</li></ul>
<p><b>7.A.3</b> Apply knowledge of the forms and functions of language through use of oral and written language communication and inquiry processes.</p>	<p>Recognize basic kinship relationships. d. Identify immediate family members (e.g. mother, father, sister, brother). Identify people, places and things. f. Identify and label immediate family members. g. Describe family activities. Label immediate family members, including grandparents.</p>

<p><b>7.LC.4</b> Understand and interpret language learning as a connected set of ideas through oral, written and visual communication processes.</p>	<p>Produce simple spoken words and phrases in guided situations. Labels pictures and illustrations with a simple sentence. Discuss personal knowledge of a topic. Duplicate a variety of short, simple oral texts in guided situations. Develop meaning from the visual elements of a variety of media, in guided and unguided situations.</p>
<p><b>7.C.5</b> Identify and compare various aspects and elements of First Nations and Metis cultures.</p>	<p>List seasonal activities that Aboriginal people engage in (e.g. hunting, fishing, trapping, harvesting, etc). Recognize the importance of listening and speaking. Respond to stories from Elders, parents or local people regarding how traditional and contemporary cultural activities impact livelihood in the local area. Discuss the importance of kinship. Use respectful language with Elders. Describe the role of family, Elders and grandparents, in terms of passing on traditional values. Investigates Aboriginal place names.</p>

<b>Learning Plan:</b> 10 lessons (b/c each group has 2 classes per 4 day cycle X 4 weeks)	Material
<p>Daily Routine -students write the date of the day's lesson into their duotang. The date is explained. -students then turn to the Lord's Prayer and follow along as it is recited. Dialogue -students copy dialogue into their duotang along with direct question response answers verbally. Chant -students repeat the chant three times Review of vocabulary -students are shown pictures and can identify the word corresponding to each picture using their duotang Target vocabulary -students are introduced to the target vocabulary for the day. Any words they have questions on are answered. Students copy the new words into their duotang. Flashcards -students are given two flashcards and are to create beautiful pictures of the words they learned in the lesson. At the end of the lessons they will have a set of 20 flashcards.</p>	<p>- student duotang - Dr. Greymorning picture cards - Standard Roman Orthography Chart -prayer -flashcards -pencil crayons markers</p>

Learning Plan	Materials
<p><b>* Each teacher in Grade 7 will be given a list of the words that the students will be introduced to. This will allow for reinforcement.</b></p>	
<p><b><u>Evaluation Methods</u></b></p> <ul style="list-style-type: none"> <li>- ongoing active participation and learning observation</li> <li>- daily journal entries</li> <li>- oral fluency assessment</li> <li>- major project-set of 22 flashcards according to criteria               <ul style="list-style-type: none"> <li>-students are able to recite each word correctly</li> </ul> </li> <li>-colour quiz</li> <li>- observation – immediate feedback and positive reinforcement</li> </ul>	
<p><b><u>Key Resources</u></b></p> <ul style="list-style-type: none"> <li>- <b>My Elders</b></li> <li>- K – 9 Aboriginal Language Curriculum Document</li> <li>- Gift of Language and Culture website</li> <li>- units generated by the Lac La Ronge Indian Band</li> <li>- locally developed resources</li> <li>- various Cree music Cd`s</li> </ul>	