

# Aboriginal Languages

Kindergarten – Grade 9

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## **Introduction ~page 1**

- ▶ Outlines content of guide and explains student participation of language use within each level.

## **Time Allotment ~page 1**

- ▶ Recommended allocations: K–Gr. 5: 30 mins/4x/wk and Gr. 6–9: minimum 150 mins/wk.

## **Core Curriculum ~ page 2**

- ▶ Core Curriculum supports the achievement of the Goals of Education for Saskatchewan through various components, thus providing all students with an education that will serve them well regardless of their choices after leaving school.

## Broad Areas of Learning ~ page 2

- ▶ There are 3 Broad Areas of Learning that reflect Saskatchewan's Goals of Education: *Lifelong Learners, Sense of Self, Community, and Place* and *Engaged Citizens*. The K-9 goals and grade level outcomes are designed to ensure students reach their full potential in each of the Broad Area of Learning.

## Cross Curricular Competencies ~page 3

- ▶ 4 interrelated areas (*Developing Thinking, Developing Identity and Interdependence, Developing Literacies, Developing Social Responsibility*) containing understandings, values, skills, and processes which are considered important for learning. They reflect the CELs and are intended to be addressed at each grade level.

## **Aim & Goals ~page 4**

- ▶ Aim: to help students understand, use, and appreciate Aboriginal languages.
- ▶ Goals: to use the language confidently and correctly in familiar context and authentic situations, to develop strategies that will help acquire the language, and to develop an appreciation of Aboriginal cultures.

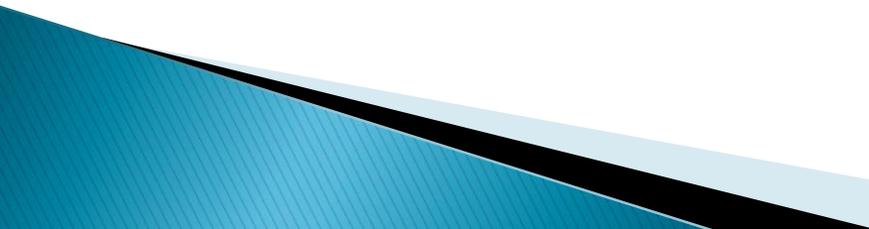
## **Effective Core Language Program ~page 6**

- ▶ The Aboriginal language curriculum recognizes that students may enter an Aboriginal language program at different grade levels therefore different sections of the curriculum may be used where students are beginning to study according to the level of their prior knowledge.

## **Stages of Second Language Acquisition ~page 8**

- ▶ All learners move through stages as they acquire a first or new language. All learners learning an additional language will pass through these stages.

## **Assessment & Evaluation ~page 9**

- ▶ Assessment involves the systematic collection of information about student learning.
  - ▶ Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating student progress. 3 types of evaluation: diagnostic, formative, summative.
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## **Teaching for Deep Understanding ~page 11**

- ▶ Inquiry learning encourages deep understanding and facilitates active student engagement while developing personal responsibility and independence. During the inquiry process, students participate actively in the generation of compelling questions.

## **Overview of Learning Outcomes ~page 12**

- ▶ Shows a picture of where students should be in their learning according to their grade level (assuming they started in Kindergarten).

## **Degrees of Learner Support ~page 15**

- ▶ 7 degrees of support ranging from *Modeled* situations to *Independent* situations.

## **Overview of Fields of Experience ~page 16**

- ▶ Outlines thematic units of study.

## **Learning Outcomes & Indicators ~page 21**

- ▶ Outcomes are statements of what students are expected to know, understand, and be able to do by the end of a grade.
- ▶ Indicators represent what students are expected to know, understand, and be able to do in order to achieve an outcome.

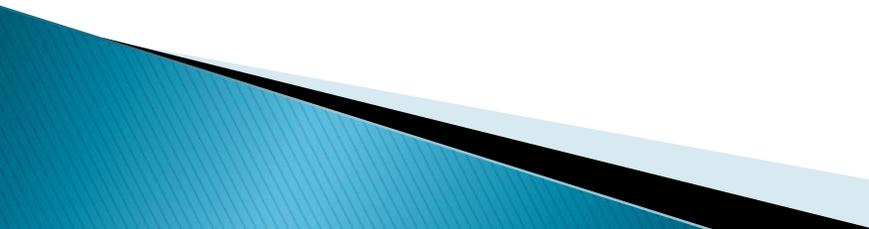
## **Technology Integration ~page 64**

- ▶ Contributes to the learning of literacy and learning outcomes, and enables students to explore and create a variety of messages for multiple audiences.

## **Connection to Other Subject Areas ~page 64**

- ▶ Connecting Aboriginal language learning into other subject areas creates an engaging learning environment whereby students gain valuable knowledge.

## **Sample Plan ~page 65**

- ▶ Sample Grade 6 Animal unit plan and unit template provided to guide further understanding of outcome based planning
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## **Essential Vocabulary ~ page 73**

- Vocabulary and phrase lists developed to guide teaching in Aboriginal languages classes.

## **Assessment Templates ~ page 111**

- Observation checklists based on vocabulary and/or outcomes.

## **Glossary ~page 113**

- Provides definitions of terminology used throughout document
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