Native Language - Cayuga

Course code: LNA


These course outlines were developed by Ga:gwihsʔhk (Tracy) Deer, with input from Mr. Gary Donovan, OCT, and Dayojehs (Joanne) Longboat. The work was funded by SSHRC CURA project “Cayuga: Our Oral Legacy”, (SSHRC #833-2009-1001). The outlines were submitted by Mr. Gary Donovan, OCT, to the Ontario Ministry of Education for approval in January, 2012.

Ga:gwihsʔhk (Tracy) Deer and Dayojehs (Joanne) Longboat are Cayuga speakers, and members of the Six Nations community.

Mr. Gary Donovan is the principal of the Amos Key Jr. E-Learning Institute Gai Hon: Nya: Ni:’ “They are Learning” (http://amoskeyjr.com/).

As of this writing (January, 2013), LNA-A has been offered by the Amos Key Jr. E-Learning Institute. The courses were delivered by Christine Jacobs.

Copyright © 2012 by Ga:gwihsʔhk (Tracy) Deer, Gary Donovan, and Dayojehs (Joanne) Longboat. This work is made available under the terms of the Creative Commons Attribution-Non-Commercial-ShareAlike 3.0 license, “http://creativecommons.org/licenses/by-sa/3.0/”

If you re-use or modify this work for your own language, copy and paste the following text into your front matter, (adding in the correct date, and your name):

Copyright © 201X by YOUR NAME. This work is made available under the terms of the Creative Commons Attribution-Non-Commercial-ShareAlike 3.0 license, “http://creativecommons.org/licenses/by-sa/3.0/”

# Table of Contents

**Level A, Open - LNA AO** .......................................................................................................................... 1
  Course Description ........................................................................................................................................... 1
  Course Outline .............................................................................................................................................. 2
    - Unit 1 (27 hours) ................................................................................................................................. 2
    - Unit 2 (21 hours) ............................................................................................................................... 4
    - Unit 3 (26 hours) ............................................................................................................................... 6
    - Unit 4 (27 hours) ............................................................................................................................... 8
    - Unit 5 (9 hours) ............................................................................................................................... 10
  Objectives ................................................................................................................................................. 11
  Learning Skills and Work Habits ................................................................................................................ 12
  Assessment Strategies ............................................................................................................................... 13
  Achievement Categories ............................................................................................................................ 13
  Evaluation of Student Achievement ......................................................................................................... 16

**Level B, Open - LNA BO** .......................................................................................................................... 17
  Overview .................................................................................................................................................... 17
  Course Description .................................................................................................................................... 17
  Course Outline ......................................................................................................................................... 18
    - Unit 1 (27 hours) ............................................................................................................................... 18
    - Unit 2 (21 hours) ............................................................................................................................... 18
    - Unit 3 (26 hours) ............................................................................................................................... 18
    - Unit 4 (27 hours) ............................................................................................................................... 19
    - Unit 5 (9 hours) ............................................................................................................................... 19
  Objectives ................................................................................................................................................. 20
  Assessment Strategies ............................................................................................................................... 23
  Achievement Categories ............................................................................................................................ 23
  Evaluation of Student Achievement ......................................................................................................... 27
  Resources and Textbook ............................................................................................................................ 27

**Level C, Open - LNA CO** .......................................................................................................................... 29
  Overview .................................................................................................................................................... 29
  Course Description .................................................................................................................................... 29
  Course Outline ......................................................................................................................................... 30
    - Unit 1 (27 hours) ............................................................................................................................... 30
    - Unit 2 (21 hours) ............................................................................................................................... 30
    - Unit 3 (26 hours) ............................................................................................................................... 30
    - Unit 4 (27 hours) ............................................................................................................................... 31
    - Unit 5 (9 hours) ............................................................................................................................... 31
  Objectives ................................................................................................................................................. 32
  Learning Skills and Work Habits ................................................................................................................ 34
LEVEL D, OPEN - LNA DO ................................................................. 41
Overview ......................................................................................... 41
Course Description .......................................................................... 41
• Unit 1 (27) ................................................................................. 42
• Unit 2 (21 hours) ................................................................. 42
• Unit 3 (26 hours) ................................................................. 42
• Unit 4 (27 hours) ................................................................. 43
• Unit 5 (9 hours) ................................................................. 43
Objectives ......................................................................................... 44
Learning Skills and Work Habits .................................................. 46
Assessment Strategies .................................................................... 47
Achievement Categories .................................................................. 47
Evaluation of Student Achievement ........................................... 51
Resources and Textbook ............................................................... 51

LEVEL E, OPEN - LNA EO ................................................................. 53
Overview ......................................................................................... 53
Course Description .......................................................................... 53
Course Outline ................................................................................ 54
• Unit 1 (27 hours) ..................................................................... 54
• Unit 2 (21 hours) ..................................................................... 54
• Unit 3 (26 hours) ..................................................................... 54
• Unit 4 (27 hours) ..................................................................... 55
• Unit 5 (9 hours) ..................................................................... 55
Objectives ......................................................................................... 56
Learning Skills and Work Habits .................................................. 58
Assessment Strategies .................................................................... 59
Achievement Categories .................................................................. 59
Evaluation of Student Achievement ........................................... 63
Resources and Textbook ............................................................... 63
Level A, Open - LNA AO

OVERVIEW

Course Name: Native Language - Cayuga
Level: A
Level: Open
Course Code: LNA AO
Credit Value: 1
Ministry of Education Document: The Ontario Curriculum Native Languages Grades 9 and 10, 1999
Course Developed By: Ga:gwihshohk (Tracy) Deer and Dayojehs (Joanne) Longboat
Date: January 2012
Prerequisite: None

COURSE DESCRIPTION

Cayuga Native Language, Level A, Open (LNA AO)
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.
COURSE OUTLINE

Unit 1 (27 hours)

Introduction to Cayuga Language
Ganóhonyohk (Opening Address), Orthography, Greetings, Routines, Asking/Answering Questions

Reason and Critical Thinking

Distinguish contrasts (e.g. singular/plural, negative/affirmative, assertive/interrogative)
  • Talk about basic oral texts, asking and responding to specific questions

Use of Words and Language Structures
  • Recite vowel and consonant sounds
  • Use the sounds of the language to build words to do with familiar topics
  • Use basic greetings
  • Respond to statements, questions and directives given by the teacher
  • Express ideas, feelings and opinions using known language structures
  • Recite or sing simple rhymes and songs
  • Participate in language games

Media Communication Skills
  • Use information technology
  • Record a short dialogue to share with other students
  • Listen to recordings of Native speakers or elders telling stories
  • Produce media works for listening or viewing
  • Communicate in a Native language with other students

Reading

Reasoning and Critical Thinking
  • Demonstrate an understanding of simple text
  • Extract information from a written passage
  • Translate simple texts with the assistance of a dictionary or word list

Use of Words and Language Structures
  • 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., contest, language patterns, form, graphic symbols) to determine the meaning of new vocabulary
• Follow simple written instructions
• Read a variety of simple texts
• Respond appropriately to simple written questions

Media Communication Skills
• 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

Reasoning and Critical Thinking
• 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
• Write short sentences using correct punctuation
• Use a variety of familiar expressions and vocabulary correctly in written works
• Use new words accurately in sentences
• Revise written work with the assistance of classmates and teacher
• Write short pieces using a variety of forms
• Use correct spelling of basic and new vocabulary
• Use grammar, language conventions and vocabulary appropriate to this course

Media Communication Skills
Use information technology to:
• Write and record a short dialogue
• Edit with peers
• Communicate in a native language with other students
Unit 2 (21 hours)

Clan system, Clans, Family Members, Relationships

Oral Communication

Reasoning and Critical Thinking
• 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)

Use of Words and Language Structures
• Express ideas, feelings and opinions using known language structures
• Converse using simple and compound sentences
• Respond to statements, questions and directives given by the teacher
• 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
Use Information Technology to:
• Record a short dialogue to share with other students
• Listen to recordings of Native elders telling stories
• Produce media works for listening or viewing
• Communicate in a Native language with other students

Reading

Reasoning and Critical Thinking
• Demonstrate an understanding of simple text
• Extract information from a written passage
• Identify the theme or important details of a story or poem
• Translate simple texts with the assistance of a dictionary or word list
Use of Words and Language Structure
- 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
- Follow simple written instructions
- Read a variety of simple texts
- Respond appropriately to written questions

Media Communications Skills
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
Reasoning and Critical Thinking
- Distinguish between grammatical forms (e.g., number, gender, tense)
- Identify word classifications (e.g., nouns, pronouns, verb) in text
- Demonstrate an understanding of word order in simple sentences

Use of Words and Language Structures
- Use correct spelling of basic and new vocabulary
- Write short sentences using correct punctuation
- Use a variety of familiar expressions and vocabulary correctly in written works
- Use new words accurately in sentences
- Use grammar, language conventions and vocabulary appropriate to this course

Media Communication Skills
Use Information Technology to:
- Write and record a short dialogue
- Edit with peers
  Communicate in a native language with other students
Unit 3 (26 hours)

Native Legends, Stories & Self Expression

Story Telling, Songs, Art Forms

**Oral Communication**

Reasoning and Critical Thinking
- 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
- Demonstrate an understanding of Native legends and stories enacted or told with visual support

Use of Words and Language Structures
- Express ideas, feelings and opinions using known language structures
- Recite or sing simple rhymes or 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
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**

Reasoning and Critical Thinking
- Demonstrate an understanding of simple text
- Extract information from a written passage
- Identify the theme or important details of a story or poem
- Translate simple texts with the assistance of a dictionary or word list
Use of Words and Language Structures
• Read aloud, enunciating words clearly and using proper intonation
• Select, list and define new vocabulary in texts
• Determine appropriate titles for passages or stories
• Read a variety of simple texts
• Respond appropriately to written questions

Media Communication Skills
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

Reasoning and Critical Thinking
• Distinguish between grammatical forms (e.g., number, gender, tense)
• Identify word classifications (e.g., nouns, pronouns, verb) in text
• Demonstrate an understanding of word order in simple sentences

Use of Words and Language Structures
• 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 appropriately to this course

Media Communication Skills
Use Information Technology to:
• Write and record a short dialogue
• Edit with peers
• Communicate in a Native language with other students
Unit 4 (27 hours)

Relation to the Natural World: Interdependence: Us, The Earth and The Cosmos

Oral Communication

Reasoning and Critical Thinking
- 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
- Demonstrate an understanding of Native legends and stories enacted or told with visual support

Use of Words and Language Structures
- Express ideas, feelings and opinions using known language structures
- Converse using simple and compound sentences
- Respond to questions and directives given orally by the teacher
- Retell simple Native legends and stories

Media Communication Skills

Use Information Technology to:
- Record a short dialogue to share with other students
- Listen to tapes of Native elders speaking or telling stories
- Produce media works for listening or viewing
- Communicate in a Native language with other students

Reading

Reasoning and Critical Thinking
- Demonstrate an understanding of simple text
- 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
- Select, list and define new vocabulary in texts
- Demonstrate an understanding of basic vocabulary in simple sentences
- Determine appropriate titles for passages or stories
- Read a variety of simple texts
• Respond appropriately to simple written questions

**Media Communication Skills**

**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**

**Reasoning and Critical Thinking**
- Identify word classifications (e.g., nouns, pronouns, verbs) in text
- Demonstrate an understanding or word order in simple sentences

**Use of Words and Language Structures**
- Use a variety of familiar expressions and vocabulary correctly in written works
- 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 ideas
- Write short pieces using a variety of forms
- Revise written work with the assistance of classmates and the teacher
- Use grammar conventions and vocabulary appropriate to this course

**Media Communication Skills**

**Use Information Technology to:**
- Write and record a short dialogue
- Edit with peers

Communicate in a Native language with other students
Unit 5 (9 hours)
Project in Media Works and Communication

Knowledge Acquired from Units 1 – 4

Include all of the Overall Curriculum Expectations in Written works and Oral Communication utilizing language to meet all strand requirements. Please include a component of Media Communication.

Final Evaluation (2 hours)

Total (110 hours)

Note: All classes are taught online daily for 75 minutes. However, prior to meeting with the teacher in the online class, students are expected to read the lesson for the day which is available at all times to the students.
OBJECTIVES

ORAL COMMUNICATION

By the end of this course, 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

READING

By the end of this course, 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

WRITING

By the end of this course, students will:

• Use a variety of familiar expressions and vocabulary correctly in written works
• Write on familiar topics, expressing ideas clearly
• Demonstrate accuracy in writing and a knowledge of linguistic conventions
LEARNING SKILLS AND WORK HABITS

Assessment of the learning skills will be done on an ongoing basis throughout the academic year by observations of students at work, checklists and interviews. This will include:

Responsibility
✓ Fulfils responsibilities and commitments within the learning environment
✓ Completes and submits class work, homework, and assignments according to agreed-upon timelines.
✓ Takes responsibility for and manages own behaviour

Organization
✓ Devises and follows a plan and process for completing work and tasks
✓ Establishes priorities and manages time to complete tasks and achieve goals
✓ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks

Independent Work
✓ Independently monitors, assesses, and revises plans to complete tasks and meet goals
✓ Uses class time appropriately to complete tasks
✓ Follows instructions with minimal supervision

Collaboration
✓ Accepts various roles and an equitable share of work in a group
✓ Responds positively to the ideas, opinions, values, and traditions of others
✓ Builds healthy peer-to-peer relationships through personal and media-assisted interactions
✓ Works with others to resolve conflicts and build consensus to achieve group goals
✓ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions

Initiative
✓ Looks for and acts on new ideas and opportunities for learning
✓ Demonstrates the capacity for innovation and a willingness to take risks
✓ Demonstrates curiosity and interest in learning
✓ Approaches new tasks with a positive attitude
✓ Recognizes and advocates appropriately for the rights of self and others

Self-Regulation
✓ Sets own individual goals and monitors progress towards achieving them
✓ Seeks clarification or assistance when needed
✓ Assesses and reflects critically on own strengths, needs, and interests
✓ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
✓ Perseveres and makes an effort when responding to challenges
ASSESSMENT STRATEGIES

A variety of teaching/assessment strategies to address students’ needs will be used during the school year. Formative assessments will be ongoing throughout the academic year. These may include:

- Diagnostic assessment
- Formative assessment
- Performance assessment
- Portfolio assessment
- Rubrics
- Checklists

ACHIEVEMENT CATEGORIES

<table>
<thead>
<tr>
<th>Categories</th>
<th>Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-59% (Level 1)</td>
<td>60-69% (Level 2)</td>
</tr>
<tr>
<td><strong>Knowledge of language forms and conventions</strong></td>
<td>demonstrates limited knowledge of language forms and conventions</td>
</tr>
<tr>
<td><strong>Understanding of content</strong></td>
<td>demonstrates some understanding of content</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>The use of critical and creative thinking skills and/or processes</td>
</tr>
<tr>
<td><strong>The student:</strong></td>
<td>The student:</td>
</tr>
<tr>
<td><strong>Critical and creative thinking skills</strong></td>
<td>uses critical and creative thinking skills with limited effectiveness</td>
</tr>
<tr>
<td><strong>Knowledge of language forms and conventions</strong></td>
<td>demonstrates considerable knowledge of language forms and conventions</td>
</tr>
<tr>
<td><strong>Understanding of content</strong></td>
<td>demonstrates considerable understanding of content</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
<tr>
<td><strong>The student:</strong></td>
<td>The student:</td>
</tr>
<tr>
<td><strong>Critical and creative thinking skills</strong></td>
<td>uses critical and creative thinking skills with moderate effectiveness</td>
</tr>
<tr>
<td><strong>Knowledge of language forms and conventions</strong></td>
<td>demonstrates thorough knowledge of language forms and conventions</td>
</tr>
<tr>
<td><strong>Understanding of content</strong></td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
<tr>
<td><strong>The student:</strong></td>
<td>The student:</td>
</tr>
<tr>
<td><strong>Critical and creative thinking skills</strong></td>
<td>uses critical and creative thinking skills with considerable effectiveness</td>
</tr>
<tr>
<td><strong>Knowledge of language forms and conventions</strong></td>
<td>demonstrates thorough knowledge of language forms and conventions</td>
</tr>
<tr>
<td><strong>Understanding of content</strong></td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
<tr>
<td><strong>The student:</strong></td>
<td>The student:</td>
</tr>
<tr>
<td><strong>Critical and creative thinking skills</strong></td>
<td>uses critical and creative thinking skills with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Knowledge of language forms and conventions</strong></td>
<td>demonstrates thorough knowledge of language forms and conventions</td>
</tr>
<tr>
<td><strong>Understanding of content</strong></td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
<tr>
<td><strong>The student:</strong></td>
<td>The student:</td>
</tr>
<tr>
<td><strong>Critical and creative thinking skills</strong></td>
<td>uses critical and creative thinking skills with a high degree of effectiveness</td>
</tr>
<tr>
<td><strong>Inquiry skills</strong> (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>applies few of the skills involved in an inquiry process</td>
<td>applies some of the skills involved in an inquiry process</td>
</tr>
</tbody>
</table>

**Communication** - The conveying of meaning through various forms

<table>
<thead>
<tr>
<th>Communication of information and ideas</th>
<th>communicates information and ideas with limited clarity</th>
<th>communicates information and ideas with some clarity</th>
<th>communicates information and ideas with considerable clarity</th>
<th>communicates information and ideas with a high degree of clarity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of language</strong></td>
<td>uses language with limited accuracy and effectiveness</td>
<td>uses language with some accuracy and effectiveness</td>
<td>uses language with considerable accuracy and effectiveness</td>
<td>uses language with a high degree of accuracy and effectiveness</td>
</tr>
<tr>
<td><strong>Communication for different audiences and purposes, using various forms</strong></td>
<td>communicates with a limited sense of audience and purpose using few appropriate forms</td>
<td>communicates with some sense of audience and purpose using few appropriate forms</td>
<td>communicates with a clear sense of audience and purpose using few appropriate forms</td>
<td>communicates with a strong sense of audience and purpose</td>
</tr>
</tbody>
</table>

**Application** - The use of knowledge and skills to make connections within and between various contexts

<table>
<thead>
<tr>
<th>Application of knowledge and skills in familiar contexts</th>
<th>applies knowledge and skills in familiar contexts with limited effectiveness</th>
<th>applies knowledge and skills in familiar contexts with some effectiveness</th>
<th>applies knowledge and skills in familiar contexts with considerable effectiveness</th>
<th>applies knowledge and skills in familiar contexts with a high degree of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of language in new contexts</td>
<td>demonstrates limited ability in using the language in new contexts</td>
<td>demonstrates some ability in using the language in new contexts</td>
<td>demonstrates considerable ability in using the language in new contexts</td>
<td>demonstrates a high degree of ability and confidence in using the language in new contexts</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Making connections (e.g., between personal experiences and the subject, between Cayuga and other subjects, and between Cayuga and the world outside the school)</td>
<td>makes connections with limited effectiveness</td>
<td>makes connections with some effectiveness</td>
<td>makes connections with considerable effectiveness</td>
<td>makes connections with a high degree of effectiveness</td>
</tr>
</tbody>
</table>

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

**The Seven Fundamental Principles**

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
EVALUATION OF STUDENT ACHIEVEMENT

Term Work (70%)

Knowledge and Understanding 25%
Thinking 20%
Application 30%
Communication 25%

Final Evaluation (30%)

- (25/30) Formal written exam.
- (5/30) Growth portfolio.
  - After each unit students will complete a summative assessment to be placed in a growth portfolio. Along with the assessment, students write a self-reflection piece where they analyse their performance in each of the achievement chart categories and compare with previous work. The growth portfolio will be counted as part of their final evaluation mark.

The Final mark will be calculated as follows:

70% (Term Work) + 30% (Final Exam and growth portfolio) = Final
Level B, Open - LNA BO

OVERVIEW

Course Name: Cayuga Language

Grade: 10

Level: Open

Course Code: LNA BO

Credit Value: 1

Ministry of Education Document: Native Languages, The Ontario Curriculum, Grades 1 to 12, 2011

Course Developed By: Ga:gwihṣóhk (Tracy) Deer and Dayojehs (Joanne) Longboat

Date: March 2012

Prerequisite: None

COURSE DESCRIPTION

Cayuga Native Language, Level B, Open (LNA BO)
This course is open to the entire student body and will allow students who do or do not have prior Native language experience to further develop their knowledge of Cayuga language and culture and also to expand the vocabulary studied in Level A. Students will use the language being studied to review and expand on greetings and daily routines, names of family members and to refresh their understanding of the writing and sound system, and review basic vocabulary and phrases. Students will also use information technology during course-related activities.
COURSE OUTLINE

📖 Unit 1 (27 hours)

Cayuga Grammar & Orthography Review & Study

In this unit students will begin by reviewing the sounds, grammar and Orthography (Writing System) of Cayuga that they learned in Level A. There will also be a review of the basic Ganhqonqonyhk or Opening Address. Greetings & Exits will also be reviewed and expanded upon. Seasonal weather descriptions and time of year terminology will be incorporated into this unit of study as well.

📖 Unit 2 (21 hours)

Daily Life & School Life

In this unit students will discuss the elements of a typical day. Then they will develop and produce assignments to describe, both written and orally, a typical school or leisure day in the Cayuga language. Incorporated into this Unit will be the study of Cayuga language pertaining to Information Technology.

📖 Unit 3 (26 hours)

Me & My Family

In this unit students will review the Clan System and Qgwehó:weh family unit studied in Level A with expanded vocabulary of family members. They will also learn how to introduce themselves in the Cayuga Language specifying their nation, clan, age and residency. They will be required to develop and present a family tree utilizing the terminology studied in this unit. They will also study how to ask and answer questions pertaining to this Unit.
Unit 4 (27 hours)

Food & Nutrition

In this Unit, students will study the Qgwehó:weh perspective on the importance of food in the culture. This will be achieved through guest speakers, listening to legends pertaining to food and learning about traditional practices in regard to the gathering and harvesting of foods. Students will be required to study the names of food items both traditional and non-traditional, prepare and present a menu, learn terminology used when eating and participate in a virtual group meal activity.

Unit 5 (9 hours)

Project in Media Works and Communication

Knowledge Acquired from Units 1 – 4

Include all of the Overall Curriculum Expectations in Written works and Oral Communication utilizing language to meet all strand requirements. Please include a component of Media Communication.

Total (110 hours)

Note: All classes are taught online daily for 45 minutes. However, prior to meeting with the teacher in the online class, students are expected to read the lesson for the day which is available at all times to the students.
OBJECTIVES

ORAL COMMUNICATION

By the end of this course, students will:

1. **Listening to Understand**: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. **Speaking to Communicate**: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. **Reflecting on Skills and Strategies**: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

READING AND LITERATURE STUDIES

By the end of this course, students will:

1. **Reading for Meaning**: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;

2. **Understanding Form and Style**: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. **Reading With Fluency**: use knowledge of words and cueing systems to read fluently;

4. **Reflecting on Skills and Strategies**: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
WRITING

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

MEDIA STUDIES

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;

2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.
Learning Skills and Work Habits

Assessment of the learning skills will be done on an ongoing basis throughout the academic year by observations of students at work, checklists and interviews. This will include:

Responsibility
✓ Fulfills responsibilities and commitments within the learning environment
✓ Completes and submits class work, homework, and assignments according to agreed-upon timelines.
✓ Takes responsibility for and manages own behaviour

Organization
✓ Devises and follows a plan and process for completing work and tasks
✓ Establishes priorities and manages time to complete tasks and achieve goals
✓ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks

Independent Work
✓ Independently monitors, assesses, and revises plans to complete tasks and meet goals
✓ Uses class time appropriately to complete tasks
✓ Follows instructions with minimal supervision

Collaboration
✓ Accepts various roles and an equitable share of work in a group
✓ Responds positively to the ideas, opinions, values, and traditions of others
✓ Builds healthy peer-to-peer relationships through personal and media-assisted interactions
✓ Works with others to resolve conflicts and build consensus to achieve group goals
✓ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions

Initiative
✓ Looks for and acts on new ideas and opportunities for learning
✓ Demonstrates the capacity for innovation and a willingness to take risks
✓ Demonstrates curiosity and interest in learning
✓ Approaches new tasks with a positive attitude
✓ Recognizes and advocates appropriately for the rights of self and others

Self-Regulation
✓ Sets own individual goals and monitors progress towards achieving them
✓ Seeks clarification or assistance when needed
✓ Assesses and reflects critically on own strengths, needs, and interests
✓ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
✓ Perseveres and makes an effort when responding to challenges
ASSESSMENT STRATEGIES

A variety of teaching/assessment strategies to address students’ needs will be used during the school year. Formative assessments will be ongoing throughout the academic year. These may include:

- Diagnostic assessment
- Formative assessment
- Performance assessment
- Portfolio assessment
- Rubrics
- Checklists

ACHIEVEMENT CATEGORIES

<table>
<thead>
<tr>
<th>Categories</th>
<th>50-59% (Level 1)</th>
<th>60-69% (Level 2)</th>
<th>70-79% (Level 3)</th>
<th>80-100% (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(knowledge), and the comprehension of its meaning and significance (understanding)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)</td>
<td>demonstrates limited knowledge of content</td>
<td>demonstrates some knowledge of content</td>
<td>demonstrates considerable knowledge of content</td>
<td>demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td><strong>Understanding of content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)</td>
<td>demonstrates limited understanding of content</td>
<td>demonstrates some understanding of content</td>
<td>demonstrates considerable understanding of content</td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
</tbody>
</table>
### Thinking - The use of critical and creative thinking skills and/or processes

<table>
<thead>
<tr>
<th></th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of planning skills</strong> (e.g., generating ideas, gathering information, focusing research, organizing information)</td>
<td>uses planning skills with limited effectiveness</td>
</tr>
<tr>
<td><strong>Use of processing skills</strong> (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)</td>
<td>uses processing skills with limited effectiveness</td>
</tr>
<tr>
<td><strong>Use of critical/creative thinking processes</strong> (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)</td>
<td>uses critical / creative thinking processes with limited effectiveness</td>
</tr>
</tbody>
</table>

### Communication - The conveying of meaning through various forms

<table>
<thead>
<tr>
<th></th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression and organization of ideas and information</strong> (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms</td>
<td>expresses and organizes ideas and information with limited effectiveness</td>
</tr>
<tr>
<td><strong>Communication for different audiences and purposes</strong> (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms</td>
<td>communicates for different audiences and purposes with limited effectiveness</td>
</tr>
</tbody>
</table>
The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.
The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

• are fair, transparent, and equitable for all students;
• support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
• are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
• are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
• are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
• provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
• develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
EVALUATION OF STUDENT ACHIEVEMENT

Term Work (70%)

- Knowledge and Understanding 25%
- Thinking 20%
- Application 30%
- Communication 25%

Final Evaluation (30%)

- (25/30) Formal written exam.
- (5/30) Growth portfolio.
  - After each unit students will complete a summative assessment to be placed in a growth portfolio. Along with the assessment students write a self-reflection piece where they analyse their performance in each of the achievement chart categories and compare with previous work. The growth portfolio will be counted as part of their final evaluation mark.

The Final mark will be calculated as follows:

70% (Term Work) + 30% (Final Exam and growth portfolio) = Final

RESOURCES AND TEXTBOOK

“The absolutely true diary of a part-time Indian” By Sherman Alexie

Essays written by Drew Hayden Taylor

Current newspaper articles
Level C, Open - LNA CO

OVERVIEW

Course Name: Cayuga Language
Grade: 11
Level: Open
Course Code: LNA CO
Credit Value: 1

Ministry of Education Document: Native Languages, The Ontario Curriculum, Grades 1 to 12, 2011
Course Developed By: Gaːgwihšóhk (Tracy) Deer and Dayojehs (Joanne) Longboat
Date: March 2012
Prerequisite: None

COURSE DESCRIPTION

Cayuga Native Language, Level C, Open (LNA CO)
This course is open to the entire student body and will allow students to further their understanding of Qgwehó:weh culture, language and tradition beginning with a comprehensive study of the Ganhôtelnyhk (Opening Address). The students will learn about how each component is regarded throughout the culture and the belief behind it. The students will also study and learn the Cayuga language pertaining to the environments that are immediately around them providing a basis for their language learning progression. Language pertaining to the home and community environments and how to speak interactively in these places will be examined with a practical approach.
COURSE OUTLINE

Unit 1 (27 hours)

Ganȟonyóhk Study

In this unit students will be participating in an in-depth study of the Ganȟonyóhk or Opening Address. This is an integral part of the traditional belief system of Qgwehó:weh culture and a comprehensive study is essential for a true understanding of this traditional element. Students begin with a review of the basic Ganȟonyóhk and proceed to learn about each individual component in a longer more detailed version and the language and cultural significance that it contains. The traditional ceremonial cycle is also examined in this unit as it is closely related to this element of study.

Unit 2 (21 hours)

Home Environment

In this unit students will discuss the areas of the home environment and immediate surrounding areas such as the yard or neighbourhood. Incorporation of nouns into positional verbs will be studied as a part of this unit, such as “at the house, in front of the house” and so on. They will develop and produce assignments to describe these areas in Cayuga language. They will study the names of rooms and devices in the home and the activities that are engaged in these areas such as cooking and eating in the kitchen and watching television in the living room, for example.

Unit 3 (26 hours)

Places in the Community

In this unit students will study the place names in the community such as the medical clinic, dentist, community centre, shops and more. Noun incorporation into active verbs will also be studied in this unit such as “I bought eggs” and so on. Students will also study negation of the prepronominal prefix for expression of negation such as; it is expensive/it is not expensive. They will also study the professional titles of the individuals who work and maintain these environments. They will be required to engage in group work or working in pairs as they take a virtual outing through the community to complete a variety of tasks.
Unit 4 (27 hours)

Life Skills

In this Unit, students will study the Cayuga language terminology for the life skills activities needed for daily living. Students will learn how to talk about business transactions, shopping, knowing the terms for money and discussing various types of services and how to access them. They will also learn how to ask for directions and to ask where a specific establishment is located. This will be achieved through speaking and written activities and assignments. This unit will also reinforce their developing skills for asking and answering questions in Cayuga.

Unit 5 (9 hours)

Project Media Works and Communication

Knowledge Acquired from Units 1 – 4

Include all of the Overall Curriculum Expectations in Written works and Oral Communication utilizing language to meet all strand requirements. Please include a component of Media Communication.

Total (110 hours)

Note: All classes are taught online daily for 45 minutes. However, prior to meeting with the teacher in the online class, students are expected to read the lesson for the day which is available at all times to the students.

OBJECTIVES

ORAL COMMUNICATION

By the end of this course, students will:

1. **Listening to Understand**: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. **Speaking to Communicate**: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. **Reflecting on Skills and Strategies**: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

READING AND LITERATURE STUDIES

By the end of this course, students will:

1. **Reading for Meaning**: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;

2. **Understanding Form and Style**: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. **Reading With Fluency**: use knowledge of words and cueing systems to read fluently;

4. **Reflecting on Skills and Strategies**: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
WRITING

By the end of this course, students will:

1. **Developing and Organizing Content**: generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. **Using Knowledge of Form and Style**: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. **Applying Knowledge of Conventions**: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

4. **Reflecting on Skills and Strategies**: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

MEDIA STUDIES

By the end of this course, students will:

1. **Understanding Media Texts**: demonstrate an understanding of a variety of media texts;

2. **Understanding Media Forms, Conventions, and Techniques**: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

3. **Creating Media Texts**: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

4. **Reflecting on Skills and Strategies**: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.
LEARNING SKILLS AND WORK HABITS

Assessment of the learning skills will be done on an ongoing basis throughout the academic year by observations of students at work, checklists and interviews. This will include:

Responsibility

✓ Fulfils responsibilities and commitments within the learning environment
✓ Completes and submits class work, homework, and assignments according to agreed-upon timelines.
✓ Takes responsibility for and manages own behaviour

Organization

✓ Devises and follows a plan and process for completing work and tasks
✓ Establishes priorities and manages time to complete tasks and achieve goals
✓ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks

Independent Work

✓ Independently monitors, assesses, and revises plans to complete tasks and meet goals
✓ Uses class time appropriately to complete tasks
✓ Follows instructions with minimal supervision

Collaboration

✓ Accepts various roles and an equitable share of work in a group
✓ Responds positively to the ideas, opinions, values, and traditions of others
✓ Builds healthy peer-to-peer relationships through personal and media-assisted interactions
✓ Works with others to resolve conflicts and build consensus to achieve group goals
✓ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions

Initiative

✓ Looks for and acts on new ideas and opportunities for learning
✓ Demonstrates the capacity for innovation and a willingness to take risks
✓ Demonstrates curiosity and interest in learning
✓ Approaches new tasks with a positive attitude
✓ Recognizes and advocates appropriately for the rights of self and others

Self-Regulation

✓ Sets own individual goals and monitors progress towards achieving them
✓ Seeks clarification or assistance when needed
✓ Assesses and reflects critically on own strengths, needs, and interests
✓ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
✓ Perseveres and makes an effort when responding to challenges
## Assessment Strategies

A variety of teaching/assessment strategies to address students’ needs will be used during the school year. Formative assessments will be ongoing throughout the academic year. These may include:

- Diagnostic assessment
- Formative assessment
- Performance assessment
- Portfolio assessment
- Rubrics
- Checklists

## Achievement Categories

<table>
<thead>
<tr>
<th>Categories</th>
<th>50-59% (Level 1)</th>
<th>60-69% (Level 2)</th>
<th>70-79% (Level 3)</th>
<th>80-100% (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</td>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)</td>
<td>demonstrates limited knowledge of content</td>
<td>demonstrates some knowledge of content</td>
<td>demonstrates considerable knowledge of content</td>
<td>demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)</td>
<td>demonstrates limited understanding of content</td>
<td>demonstrates some understanding of content</td>
<td>demonstrates considerable understanding of content</td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
<tr>
<td><strong>Thinking</strong> - The use of critical and creative thinking skills and/or processes</td>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Use of planning skills**  
(e.g., generating ideas, gathering information, focusing research, organizing information) | uses planning skills with limited effectiveness  
uses planning skills with moderate effectiveness  
uses planning skills with considerable effectiveness  
uses planning skills with a high degree of effectiveness |
| **Use of processing skills**  
(e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) | uses processing skills with limited effectiveness  
uses processing skills with some effectiveness  
uses processing skills with considerable effectiveness  
uses processing skills with a high degree of effectiveness |
| **Use of critical/creative thinking processes**  
(e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process) | uses critical / creative thinking processes with limited effectiveness  
uses critical / creative thinking processes with some effectiveness  
uses critical / creative thinking processes with considerable effectiveness  
uses critical / creative thinking processes with a high degree of effectiveness |

<table>
<thead>
<tr>
<th><strong>Communication</strong> - The conveying of meaning through various forms</th>
<th>The student:</th>
</tr>
</thead>
</table>
| **Expression and organization of ideas and information**  
(e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms | expresses and organizes ideas and information with limited effectiveness  
expresses and organizes ideas and information with some effectiveness  
expresses and organizes ideas and information with considerable effectiveness  
expresses and organizes ideas and information with a high degree of effectiveness |
| **Communication for different audiences and purposes**  
(e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms | communicates for different audiences and purposes with limited effectiveness  
communicates for different audiences and purposes with some effectiveness  
communicates for different audiences and purposes with considerable effectiveness  
communicates for different audiences and purposes with a high degree of effectiveness |
### Use of conventions
(e.g., grammar, spelling, punctuation, usage), **vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms**

<table>
<thead>
<tr>
<th>Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</th>
<th>Uses conventions, vocabulary, and terminology of the discipline with some effectiveness</th>
<th>Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</th>
<th>Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</th>
</tr>
</thead>
</table>

### Application - The use of knowledge and skills to make connections within and between various contexts

<table>
<thead>
<tr>
<th>Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) in familiar contexts</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies knowledge and skills in familiar contexts with limited effectiveness</td>
<td>Applies knowledge and skills in familiar contexts with some effectiveness</td>
</tr>
</tbody>
</table>

| Transfer of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) to new contexts | Transfers knowledge and skills to new contexts with limited effectiveness | Transfers knowledge and skills to new contexts with some effectiveness | Transfers knowledge and skills to new contexts with considerable effectiveness | Transfers knowledge and skills to new contexts with a high degree of effectiveness |

| Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school) | Makes connections within and between various contexts with limited effectiveness | Makes connections within and between various contexts with some effectiveness | Makes connections within and between various contexts with considerable effectiveness | Makes connections within and between various contexts with a high degree of effectiveness |

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.
The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
EVALUATION OF STUDENT ACHIEVEMENT

Term Work (70%)

- Knowledge and Understanding: 25%
- Thinking: 20%
- Application: 30%
- Communication: 25%

Final Evaluation (30%)

- (25/30) A formal written exam.
- (5/30) Growth portfolio.
  - After each unit students will complete a summative assessment to be placed in a growth portfolio. Along with the assessment students write a self-reflection piece where they analyse their performance in each of the achievement chart categories and compare with previous work. The growth portfolio will be counted as part of their final evaluation mark.

The Final mark will be calculated as follows:

70% (Term Work) + 30% (Final Exam and growth portfolio) = Final

RESOURCES AND TEXTBOOK

“The absolutely true diary of a part-time Indian”
By Sherman Alexie

Essays written by Drew Hayden Taylor

Current newspaper articles
Overview
Course Name: Cayuga Language
Grade: 12
Level: Open
Course Code: LNA DO
Credit Value: 1
Ministry of Education Document: Native Languages, The Ontario Curriculum, Grades 1 to 12, 2011
Course Developed By: Ga:gwihshok (Tracy) Deer and Dayojehs (Joanne) Longboat
Date: March 2012
Prerequisite: None

Course Description

Cayuga Native Language, Level D, Open (LNA DO)
This course is open to the entire student body and will allow students to learn more about themselves in the Cayuga language. Vocabulary pertaining to physical characteristics will be studied such as body parts and physical descriptions of people will be a component of study in this course. The Qgwehó:weh creation story will be used as a means of introducing these elements of the course. In association with this, students will discuss the terms and significance for articles of traditional clothing and terminology for non-traditional clothing as well. Students will use the language being studied to review, practice and expand their command of the Cayuga language. In unit 3 of the course, students will study the names of places in the Cayuga language both locally and internationally with a progression of this knowledge for application in Unit 4 pertaining to the legend of the Peacemaker and the formation of the governance system of the Five Nations.
Unit 1 (27)

Physical Descriptions & Body Parts

In this unit students will be participating in language games and activities to study, learn, practice and recall the names of the body parts (first person). Additionally, they will study the terminology for physical characteristics of people and be required to utilize these terms to describe individuals. The traditional understanding of the creation story is also examined in this unit as it is related to this element of study.

Unit 2 (21 hours)

Clothing, Accessories and Possession

In conjunction with Unit 1, this unit requires students to discuss and learn the terms for articles of clothing, some of which derive their translated meaning from the actual name of the body part of which they are associated. Possessive pronouns such as; it is mine, that is his etc. and the Possessive Positional Verb form such as my house, her pet etc. will also be an area of study. Students will be required to complete an assignment to demonstrate their understanding and ability to convey the terms studied in this unit in the Cayuga language, for example, being the MC at a fashion show.

Unit 3 (26 hours)

Other Ǫgwehó:weh Communities and Native Lore

In this unit students will become familiarized with the place names of nearby towns and cities in the Cayuga language and the meanings behind them. For example, Toronto was called “Taⁿ:do⁷” meaning “log in the water” to describe the area. Native lore relating to land markers and land formations such as the legend of the origin of Niagara Falls will also be examined. Students will also study the names of other Ǫgwehó:weh communities located in Canada and the United States and the significance behind their place names in the language. Areas of significance or distinction will also be discussed such as the Great Lakes’ association with the legend of the Peacemaker.
Unit 4 (27 hours)

Traditional Governance and the Great Law

In this Unit, students will learn about the traditional system of governance for the Hodinohso:ni: people. The CD-ROM entitled “The Great Peace..The Gathering of Good Minds” produced by Goodminds.com will be used as a resource for this unit. The students will study the names of the fifty sachems and the meanings behind the names and the titles of the chieftainships. The clan system and Nation names will also be reviewed in this unit and the integration of these elements put into context for better understanding of an individual persons responsibility and role within the culture. Also explored will be the process for “standing up a chief” and the responsibilities of the chief and the clanmother. The meaning and significance of wampum and wampum belts will be part of this unit as well as the terminology in the Cayuga language that accompanies it.

Unit 5 (9 hours)

Project in Media Works and Communication

Knowledge Acquired from Units 1 – 4

Include all of the Overall Curriculum Expectations in Written works and Oral Communication utilizing language to meet all strand requirements. Please include a component of Media Communication.

Total (110 hours)

Note: All classes are taught online daily for 45 minutes. However, prior to meeting with the teacher in the online class, students are expected to read the lesson for the day which is available at all times to the students.

Resources: Cayuga-English/English-Cayuga Dictionary
CD-ROM The Great Peace...The Gathering of Good Minds
The Creation Story
OBJECTIVES

ORAL COMMUNICATION

By the end of this course, students will:

1. **Listening to Understand**: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. **Speaking to Communicate**: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. **Reflecting on Skills and Strategies**: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

READING AND LITERATURE STUDIES

By the end of this course, students will:

1. **Reading for Meaning**: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;

2. **Understanding Form and Style**: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. **Reading With Fluency**: use knowledge of words and cueing systems to read fluently;

4. **Reflecting on Skills and Strategies**: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
WRITING

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

MEDIA STUDIES

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;

2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.
LEARNING SKILLS AND WORK HABITS

Assessment of the learning skills will be done on an ongoing basis throughout the academic year by observations of students at work, checklists and interviews. This will include:

Responsibility
✓ Fulfils responsibilities and commitments within the learning environment
✓ Completes and submits class work, homework, and assignments according to agreed-upon timelines.
✓ Takes responsibility for and manages own behaviour

Organization
✓ Devises and follows a plan and process for completing work and tasks
✓ Establishes priorities and manages time to complete tasks and achieve goals
✓ Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks

Independent Work
✓ Independently monitors, assesses, and revises plans to complete tasks and meet goals
✓ Uses class time appropriately to complete tasks
✓ Follows instructions with minimal supervision

Collaboration
✓ Accepts various roles and an equitable share of work in a group
✓ Responds positively to the ideas, opinions, values, and traditions of others
✓ Builds healthy peer-to-peer relationships through personal and media-assisted interactions
✓ Works with others to resolve conflicts and build consensus to achieve group goals
✓ Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions

Initiative
✓ Looks for and acts on new ideas and opportunities for learning
✓ Demonstrates the capacity for innovation and a willingness to take risks
✓ Demonstrates curiosity and interest in learning
✓ Approaches new tasks with a positive attitude
✓ Recognizes and advocates appropriately for the rights of self and others

Self-Regulation
✓ Sets own individual goals and monitors progress towards achieving them
✓ Seeks clarification or assistance when needed
✓ Assesses and reflects critically on own strengths, needs, and interests
✓ Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
✓ Perseveres and makes an effort when responding to challenges
### Assessment Strategies

A variety of teaching/assessment strategies to address students’ needs will be used during the school year. Formative assessments will be ongoing throughout the academic year. These may include:

- Diagnostic assessment
- Formative assessment
- Performance assessment
- Portfolio assessment
- Rubrics
- Checklists

### Achievement Categories

<table>
<thead>
<tr>
<th>Categories</th>
<th>50-59% (Level 1)</th>
<th>60-69% (Level 2)</th>
<th>70-79% (Level 3)</th>
<th>80-100% (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong> - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</td>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)</td>
<td>demonstrates limited knowledge of content</td>
<td>demonstrates some knowledge of content</td>
<td>demonstrates considerable knowledge of content</td>
<td>demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Understanding of content (e.g. Concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)</td>
<td>demonstrates limited understanding of content</td>
<td>demonstrates some understanding of content</td>
<td>demonstrates considerable understanding of content</td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
</tbody>
</table>
**Thinking** - The use of critical and creative thinking skills and/or processes

<table>
<thead>
<tr>
<th>Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)</th>
<th>uses planning skills with limited effectiveness</th>
<th>uses planning skills with moderate effectiveness</th>
<th>uses planning skills with considerable effectiveness</th>
<th>uses planning skills with a high degree of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)</td>
<td>uses processing skills with limited effectiveness</td>
<td>uses processing skills with some effectiveness</td>
<td>uses processing skills with considerable effectiveness</td>
<td>uses processing skills with a high degree of effectiveness</td>
</tr>
<tr>
<td>Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)</td>
<td>uses critical / creative thinking processes with limited effectiveness</td>
<td>uses critical / creative thinking processes with some effectiveness</td>
<td>uses critical / creative thinking processes with considerable effectiveness</td>
<td>uses critical / creative thinking processes with a high degree of effectiveness</td>
</tr>
</tbody>
</table>

**Communication** - The conveying of meaning through various forms

<table>
<thead>
<tr>
<th>Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms</th>
<th>expresses and organizes ideas and information with limited effectiveness</th>
<th>expresses and organizes ideas and information with some effectiveness</th>
<th>expresses and organizes ideas and information with considerable effectiveness</th>
<th>expresses and organizes ideas and information with a high degree of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms</td>
<td>communicates for different audiences and purposes with limited effectiveness</td>
<td>communicates for different audiences and purposes with some effectiveness</td>
<td>communicates for different audiences and purposes with considerable effectiveness</td>
<td>communicates for different audiences and purposes with a high degree of effectiveness</td>
</tr>
</tbody>
</table>
The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.
The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
EVALUATION OF STUDENT ACHIEVEMENT

Term Work (70%)

Knowledge and Understanding 25%
Thinking 20%
Application 30%
Communication 25%

Final Evaluation (30%)

- (25/30) Formal written exam.
- (5/30) Growth portfolio.
  - After each unit students will complete a summative assessment to be placed in a growth portfolio. Along with the assessment students write a self-reflection piece where they analyse their performance in each of the achievement chart categories and compare with previous work. The growth portfolio will be counted as part of their final evaluation mark.

The Final mark will be calculated as follows:

70% (Term Work) + 30% (Final Exam and growth portfolio) = Final

RESOURCES AND TEXTBOOK

“The absolutely true diary of a part-time Indian”  By Sherman Alexie

Essays written by Drew Hayden Taylor

Current newspaper articles
Level E, Open - LNA EO

OVERVIEW

Course Name: Cayuga Language
Grade: 12
Level: Open
Course Code: LNA EO
Credit Value: 1
Ministry of Education Document: Native Languages, The Ontario Curriculum, Grades 1 to 12, 2011
Course Developed By: Ga:gwihsqḥk (Tracy) Deer and Dayojehs (Joanne) Longboat
Date: March 2012
Prerequisite: None

COURSE DESCRIPTION

Cayuga Native Language, Level E, Open (LNA EO)
This course is open to the entire student body and will allow students to express more about themselves in the Cayuga language. Vocabulary pertaining to emotional states of being will be studied. Students will then have the necessary words to describe how they feel about different situations and how different presentations affect them, such as when they listen to a story. Circumstances about birds and animals will be examined using both applied vocabulary and various story settings, i.e. sad, happy, and dangerous. This vocabulary will then be applied to stories pertaining to birds and animals. This leads into students incorporating this new vocabulary and language learning into the building and writing their own story into a legend format for presentation/retelling by them. This will encourage and enable the students to use, review, practice and expand their command of the Cayuga language. This project will also allow the students to demonstrate and showcase the language speaking skills that have been acquired throughout their studies in Cayuga language.
COURSE OUTLINE

📚 Unit 1 (27 hours)

States of Being/Emotions

In this unit students will learn about human emotion and expression. They will study the proper terminology and (Patient) prefixes for human expression of emotion and the nuances that are apparent in the language. Through interactive activities students will incorporate and practice these terms to express emotions and feelings, for example; I am sick, she is sleeping etc.

📚 Unit 2 (21 hours)

Animals and Birds

In this unit students will be studying the names of animals and birds both wild and domestic. The habitats of birds and animals will also be an area of study incorporating the use of land formations and geographical terminology in Cayuga language. The traditional understanding of how animals and birds are regarded in Qgwehó:weh culture will also be reviewed and expanded upon.

📚 Unit 3 (26 hours)

Legends and Stories Incorporating Animals and Birds

In conjunction with Unit 2, this unit will require students to listen to stories and legends involving birds and animals with accompanying vocabulary and then to analyze the significance to the culture. Again, the relationship and the roles of birds and animals to Qgwehó:weh people will be explored and discussed utilizing stories from past units of study such as the Creation story and The Great Law legend and also additional stories. In relation to this topic, students will be asked to examine how the stories and legends are structured and how the related vocabulary is used in order to become familiar with these elements of Qgwehó:weh storytelling for use in a later unit.
Unit 4 (27 hours)

Hodinohso:ni: Story Telling and Story Writing

After students have learned, studied and examined the stories and story telling process of the Hodinohso:ni: people, they will be required to compose and present/tell a legend or story of their own. The CBC Radio Legends Project series XII “Legends of the Cayuga” will be utilized as a resource and example for discussion of story telling in this unit.

Unit 5 (9 hours)

Project in Media Works and Communication

Knowledge Acquired from Units 1 – 4

Include all of the Overall Curriculum Expectations in Written works and Oral Communication utilizing language to meet all strand requirements. Please include a component of Media Communication.

Total (110 hours)

Note: All classes are taught online daily for 45 minutes. However, prior to meeting with the teacher in the online class, students are expected to read the lesson for the day which is available at all times to the students.

Resources: Ḍ:gwéh Goga’. Series books 1-12

CBC Radio Legends Project XII – Legends of the Cayuga
OBJECTIVES

ORAL COMMUNICATION

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

READING AND LITERATURE STUDIES

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;

2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.
WRITING

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

MEDIA STUDIES

By the end of this course, students will:

1. **Understanding Media Texts:** demonstrate an understanding of a variety of media texts;

2. **Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

3. **Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.
LEARNING SKILLS AND WORK HABITS

Assessment of the learning skills will be done on an ongoing basis throughout the academic year by observations of students at work, checklists and interviews. This will include:

**Responsibility**
- Fulfils responsibilities and commitments within the learning environment
- Completes and submits class work, homework, and assignments according to agreed-upon timelines.
- Takes responsibility for and manages own behaviour

**Organization**
- Devises and follows a plan and process for completing work and tasks
- Establishes priorities and manages time to complete tasks and achieve goals
- Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks

**Independent Work**
- Independently monitors, assesses, and revises plans to complete tasks and meet goals
- Uses class time appropriately to complete tasks
- Follows instructions with minimal supervision

**Collaboration**
- Accepts various roles and an equitable share of work in a group
- Responds positively to the ideas, opinions, values, and traditions of others
- Builds healthy peer-to-peer relationships through personal and media-assisted interactions
- Works with others to resolve conflicts and build consensus to achieve group goals
- Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions

**Initiative**
- Looks for and acts on new ideas and opportunities for learning
- Demonstrates the capacity for innovation and a willingness to take risks
- Demonstrates curiosity and interest in learning
- Approaches new tasks with a positive attitude
- Recognizes and advocates appropriately for the rights of self and others

**Self-Regulation**
- Sets own individual goals and monitors progress towards achieving them
- Seeks clarification or assistance when needed
- Assesses and reflects critically on own strengths, needs, and interests
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
- Perseveres and makes an effort when responding to challenges
**Assessment Strategies**

A variety of teaching/assessment strategies to address students’ needs will be used during the school year. Formative assessments will be ongoing throughout the academic year. These may include:

- Diagnostic assessment
- Formative assessment
- Performance assessment
- Portfolio assessment
- Rubrics
- Checklists

**Achievement Categories**

<table>
<thead>
<tr>
<th>Categories</th>
<th>50-59% (Level 1)</th>
<th>60-69% (Level 2)</th>
<th>70-79% (Level 3)</th>
<th>80-100% (Level 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong> - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)</td>
<td>demonstrates limited knowledge of content</td>
<td>demonstrates some knowledge of content</td>
<td>demonstrates considerable knowledge of content</td>
<td>demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)</td>
<td>demonstrates limited understanding of content</td>
<td>demonstrates some understanding of content</td>
<td>demonstrates considerable understanding of content</td>
<td>demonstrates thorough and insightful understanding of content</td>
</tr>
<tr>
<td><strong>Thinking</strong> - The use of critical and creative thinking skills and/or processes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of planning skills</strong> (e.g., generating ideas, gathering information, focusing research, organizing information)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uses planning skills with limited effectiveness</td>
<td>uses planning skills with moderate effectiveness</td>
<td>uses planning skills with considerable effectiveness</td>
<td>uses planning skills with a high degree of effectiveness</td>
<td></td>
</tr>
<tr>
<td><strong>Use of processing skills</strong> (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uses processing skills with limited effectiveness</td>
<td>uses processing skills with some effectiveness</td>
<td>uses processing skills with considerable effectiveness</td>
<td>uses processing skills with a high degree of effectiveness</td>
<td></td>
</tr>
<tr>
<td><strong>Use of critical/creative thinking processes</strong> (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uses critical / creative thinking processes with limited effectiveness</td>
<td>uses critical / creative thinking processes with some effectiveness</td>
<td>uses critical / creative thinking processes with considerable effectiveness</td>
<td>uses critical / creative thinking processes with a high degree of effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication</strong> - The conveying of meaning through various forms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression and organization of ideas and information</strong> (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms</td>
</tr>
<tr>
<td>The student:</td>
</tr>
<tr>
<td>expresses and organizes ideas and information with limited effectiveness</td>
</tr>
<tr>
<td><strong>Communication for different audiences and purposes</strong> (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including media forms</td>
</tr>
<tr>
<td>communicates for different audiences and purposes with limited effectiveness</td>
</tr>
</tbody>
</table>
### Use of conventions
(e.g., grammar, spelling, punctuation, usage), *vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms*

| Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | Uses conventions, vocabulary, and terminology of the discipline with some effectiveness | Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |

### Application - The use of knowledge and skills to make connections within and between various contexts

<table>
<thead>
<tr>
<th>Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) <em>in familiar contexts</em></th>
<th>Applies knowledge and skills in familiar contexts with limited effectiveness</th>
<th>Applies knowledge and skills in familiar contexts with some effectiveness</th>
<th>Applies knowledge and skills in familiar contexts with considerable effectiveness</th>
<th>Applies knowledge and skills in familiar contexts with a high degree of effectiveness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Transfer of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) <em>to new contexts</em></th>
<th>Transfers knowledge and skills to new contexts with limited effectiveness</th>
<th>Transfers knowledge and skills to new contexts with some effectiveness</th>
<th>Transfers knowledge and skills to new contexts with considerable effectiveness</th>
<th>Transfers knowledge and skills to new contexts with a high degree of effectiveness</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)</th>
<th>Makes connections within and between various contexts with limited effectiveness</th>
<th>Makes connections within and between various contexts with some effectiveness</th>
<th>Makes connections within and between various contexts with considerable effectiveness</th>
<th>Makes connections within and between various contexts with a high degree of effectiveness</th>
</tr>
</thead>
</table>

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.
The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.
EVALUATION OF STUDENT ACHIEVEMENT

Term Work (70%)

Knowledge and Understanding 25%
Thinking 20%
Application 30%
Communication 25%

Final Evaluation (30%)

- (25/30) Formal written exam.
- (5/30) Growth portfolio.
  - After each unit students will complete a summative assessment to be placed in a growth portfolio. Along with the assessment students write a self-reflection piece where they analyse their performance in each of the achievement chart categories and compare with previous work. The growth portfolio will be counted as part of their final evaluation mark.

The Final mark will be calculated as follows:

70% (Term Work) + 30% (Final Exam and growth portfolio) = Final

RESOURCES AND TEXTBOOK

“The absolutely true diary of a part-time Indian” By Sherman Alexie

Essays written by Drew Hayden Taylor

Current newspaper articles