# **OLC 10 Course Outline**

NOTE: Units can be done in any order. For example, select the appropriate season for your Making Fire unit and do one of the other units first instead if that’s the best order for your local context.

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| Learner Expectations | Assessment Criteria and Conditions | Suggested Emphasis |
| **Unit 1: Who Am I?**BE 1.1, 1.2, 3.1, 7.2IN 1.1, 1.2, 1.4, 1.5, 2.2, 2.5, 3.1, 3.2, 4.1, 4.3, 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 7.1, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5, 7.7 | Students will be participating in language activities including Simon Says, Mystery Box game, On-The-Land, Guess Who, speaking with puppets, hosting an Elders tea, and reading to children. At the end of the module, students will have a final oral and written presentation to demonstrate the language they have learned. Within the product they need to incorporate at least one sentence in both the past and future tense. The biography needs to include one slang/pun or idiom. | 20% |
| **Unit 2: Making Fire**BE 2.1, 2.2, 2.3, 3.1, 4.1, 6.1, 7.1IN 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9, 5.11, 6.1, 7.1, 7.2, 7.3, 7.4, 7.6*(For high arctic communities, perhaps the lighting of quliq or Coleman stove).* | Students will apply their community’s traditions and worldview through learning the practice of fire making and using the phrases for each of the steps in the process. For their assessment students will go on-the-land and demonstrate their language proficiency by making a fire in the language. Students will use the verbs, to walk, to see to eat in context. They will play, ‘what do you see?’. They will play *Guess Who* to learn the questions (does it fly? do you wear it? is it large etc.?) to be able to play game with a language speaker. | 20% |
| **Unit 3: Sharing a Book or Story** BE 3.3, 5.8, 7.4, 7.5IN 1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1, 3.3, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.9, 6.1, 7.1, 7.2, 7.3, 7.6, 7.7 | Students will practice their reading and speech by reading simple books to the children of a younger grade. They will be able to select from a variety of books and practice with each other and then read to the children. During this time, they will learn a traditional story and be able to retell the story in their own words using visual aids to an authentic audience such as their peers.  | 20% |
| **Unit 4: My Favorite Plant or Animal** BE 5.7, 7.2, 7.5IN 1.1, 1.2, 1.5, 1.6, 3.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 7.1, 7.2, 7.3, 7.6, 7.7 | Students will design and create a written product that may include a song, story, letter, blog, or book on their favorite plant or animal. It will then be presented orally to an authentic audience. The final project needs to describe the plant, or animal with at least 15 sentences meeting the outcomes. | 20% |
| **Summative Assessments using Oral, Reading, and Writing Proficiency Scales** | At the beginning and end of the semester (or year) you will assessed using the Oral, Reading and Writing Proficiency Scales. To get into OLC-25 you need to obtain a 14 on the Oral Proficiency Scale. The teacher will assess your progress according to the outcomes in the *Our Languages* curriculum. | 20% |
| **Total** | **/100%** |

The *Our Languages* curriculum (OLC) is to be used when teaching the languages at the high school level. Most students entering OLC 10 would have had several years of language classes; however, they may still be at an Emergent level or Beginner level. The goal is that, by the end of the semester (or year) of OLC 10, students will be at an Intermediate level. To get into OLC 20, students need to obtain a level 14 or higher on the Oral Proficiency Scale (OPA).

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