

DRAFT - Our Languages (OLC) 20 Teacher Guide



ECE

2021-2022

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Cover Photo Credit: Students in Délı̨nę play *Guess Who* as their teacher, Albertine Aya, monitors their ability to ask and respond within the language. Photo by Albertine Aya.

OLC 20 Course Outline

NOTE: Units can be done in any order. For example, select the appropriate season for your On-the-Land unit and do one of the other units first instead.

Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
Unit 1: On-The-Land Experience AD 2.1, 2.3, 3.1, 4.2, 5.4, 7.2 (Note: Can be done in any order)	Students should either individually or as a group prepare for a land experience (could be as simple as a walk or more complex like an overnight excursion). During the preparation students need to learn and use the appropriate vocabulary while preparing and while on the land. They should be aware of the protocols of the experience, be safe and complete a project where they describe their experience orally or in written form.	20%
Unit 2: Reading and Writing in My Language AD 1.3, 3.2, 3.3, 5.1, 5.2, 5.7, 5.8, 6.1, 7.3, 7.4, 7.5, 7.6	Students should be given frequent opportunities to read new text and to practice out loud to their peers and teacher. Students should apply strategies for reading unfamiliar text. The text should include different tenses, and cultural idioms. Different assignments could include: <ul style="list-style-type: none"> • Writing three language goals for year • Reading or writing a weather report, letter to a friend, event announcement or social media posts in language • Writing a short story and sharing it aloud 	20%
Unit 3: Interviewing a Speaker AD 1.1, 5.4, 5.6, 5.7, 6.1, 7.1, 7.2, 7.4	As a final assessment of this unit students record (either audio or video) an interview with a speaker. They should be prepared with how to introduce themselves and what questions they want to ask the speaker and be prepared for possible answers. They should follow reciprocity protocols. In preparation they should practice the questions they have prepared with their peers and teacher.	20%
Unit 4: Sharing My Language AD 1.2, 2.2, 3.1, 4.1, 4.2, 4.3, 5.3, 7.3, 7.6	Students need to select a method to share their language skills on social media either orally or in writing, through a video, blog or other form. The sharing must be near or at an advanced level including approximating the pronunciation and by using complex verb tenses.	20%
Summative Assessments using Oral/Reading and Writing Proficiency Scales	At the beginning and end of the course students will be assessed using the Oral, Reading and Writing Proficiency scales. To get into OLC- 30 students need to obtain a 16 on the Oral Proficiency Scale and 14 on the Reading Proficiency Scale. For OLC 20 the classroom teacher may do the assessment, however, for OLC 30 the assessment will be done by someone who is not the teacher, so it is advisable to start this process in earlier grades.	20%
Total		/100%

Unit 1: On-The-Land Experience

Elders have reminded us that language and culture are tied together. In our schools this wisdom is honoured in both *Dene Kede* and *Inuuqatigiit*, which were designed to teach the stories, beliefs, values, and traditional practices through wide-ranging activities.

This On-The-Land Experience unit is designed to help you prepare your students with the specific language needed for these on-the-land experiences so that they are immersed in them through the lens of the language.

The goal of this unit is to support students as they interact with language speakers and other participants during an on-the-land experience and, through it, to gain perspective about culture, traditions, and identity.

Main Curriculum (Advanced) Outcomes Met Through This Unit

- AD 2.1 Model willingly the protocols associated with key cultural practices and activities (greetings, ceremony, medicines, prayer, feed the fire, lighting the qulliq)
- AD 2.3 Actively prepare for community and on-the-land experiences by using language specific to the activity
- AD 3.1 Develop the relationships that contribute to my spirituality and affect the way I act, think and express myself
- AD 4.2 Participate in and encourage others to join in activities conducted in the language
- AD 5.4 Describe, inform and make observations and predictions while engaged in authentic conversations
- AD 7.2 Experiment with longer and more complex sentences (share experiences and feelings, provide directions, offer assistance)

NOTE: Other outcomes will be met depending on which activities you choose.

Things to Remember

1. Plan ahead for your on-the-land experience. This unit is labeled Unit 1, but you can do it at any time depending on what season is appropriate for the land activity.
2. Many activities can take place in the classroom to practice what that they can expect and prepare for when they have an on-the-land experience.
3. The on-the-land experiences may be single-day events or multi-day camp experiences. Each will have language specific to the tasks and activities offered. Students should prepare for and practice the language needed for the activities offered in the on-the-land experience.
4. All on-the-land experiences will have idioms (expressions or sayings) that are unique to your language and culture so they can't be named here. Include some idioms that are specific to the language that connect with your lessons.

Materials (Most have been provided or are on the website):

- A collection of authentic tools and items used in the on-the-land experience
- Images provided for language blocks (there are many images of cultural activities included)
- Vocabulary cards – a collection of pictures/word cards.
- Making a fire – images provided as laminated set (also available on the website at www.ourlanguagesnwt.com to print to fit the soft language blocks with pockets found under Resources/Language Blocks)
- Making a Fire – PowerPoint book (you may need to translate into your language, some are already done by teachers who shared them on website)
- ‘Cruncher’ (Fortune Tellers) – with fire images and phrases
- Rabbit snaring images
- Fish netting images
- Language blocks
- On-the-land barrier games (there are several different seasons provided)
- Fire making tools and materials
- On-the-Land wordless books including:
 - On the Ice (big book with fish above and below the ice great for numeracy)
 - How Many Animals Did We See?
 - Big, Bigger, Biggest
 - Going on the Land (with sled and skidoo on front)
 - What We need for Our Trip
 - Walk to Tuk books (on the website and can be projected in front of the class)

Criteria for Success

- Students understand and respect the protocols and community traditions regarding on-the-land experiences.
- Students are well prepared for the on-the-land experience and able to use their language to interact with others in most cultural activities.
- Students can share descriptive details of their on-the-land experience with others.

Duration of Unit: 3-4 weeks (20+ hours)

Duration depends upon the prior learning experiences of the students particularly as they relate to on-the-land experiences. As an introduction to the unit, make sure students know how long they will be working on the unit, the due dates of assignments, the details of the on-the-land experiences, and the expectations for the final project. The on-the-land experiences may be a single-day event or multi-day events, each with their own set of activities. Depending on student ability, they may take on a leadership role by supporting the organization of the on-the-land experience. All students are expected to be active participants in on-the-land activities organized by their peers.

Pre-Activity

Take some time at the very beginning of the unit to describe important unit details, such as:

- Start and stop dates of the unit and due dates for the assignments and major projects. This can be displayed in your language in the classroom to remind students.
- The language goals for the unit (some of the new vocabulary and sentences that will be introduced). Ideally, at the advanced level, the students will be having conversations about the 'how to' of the on-the-land activity. These conversations should include relevant idioms, the protocols, and the emotions that go with practicing the cultural activity.

Building Vocabulary

OLC Links – AD 5.1, 5.8, 6.1, 7.2

Assemble and display a collection of camp equipment specific to the planned on-the-land activities. This may include items such as a skinning knife, an axe, firewood, matches, a lantern, an ice chisel, a school bag, a kettle, a flashlight, a first aid kit, a fish net, rope, a snare wire, etc. Authentic items are preferable to pictures or models for this activity as the tactile nature of this activity can boost learning.

Display the items and challenge individual students to come up and name as many as they can (holding up or touching each item as they call out its name). See who can name the most items.

Introduce any new or unfamiliar items to the class with a sentence (modelling language such as, “Go get me the axe.” or “Where is the rope?”) so they can hear the new words used in familiar sentences. This helps students build their understanding.

Divide the class into pairs and have student work with a partner to create interesting sentences using each item. Challenge the students to combine two or more on-the-land words into more interesting and complex sentences. Students can share some of their sentences with the class.

Consider writing the new vocabulary on index cards and adding these new words and sentences to your word wall. Students can even be the ones to create these cards for display and reference during the unit.

Examples of sentences could be:

Give me the matches.

Be careful, the axe is sharp.

I want the ice chisel and the net.

Activity Ideas

The following activity ideas are suggestions only. You will need to either adapt them for your class or use your own creative ideas to teach and reinforce the language that is part of this unit. For those who choose to use these activities, feel free to arrange them in a lesson sequence that will be most effective within your unit plan.

Activity 1: Where's my axe?

OLC Links – AD 1.1, 2.3, 5.1, 5.2, 5.3, 5.4, 6.1, 7.1, 7.2

The goal of this activity is to review vocabulary associated with on-the-land experiences. Replace the vocabulary with the words and expressions that are most appropriate for the on-the-land experience you will be doing.

Display the camp items and review the new vocabulary once again.

Pass out one item to each student. Start with twenty or more questions and their answers using a simple sentence frame such as, "Who has the axe?" The student holding the axe will then respond with, "I have the axe." Repeat the question until everyone has had a chance to respond.

After everyone has had a chance to respond to the question, have students take turns asking and responding to each other's questions.

Student 1 – "I have the rope. Who has the lantern?"

Student 2 – "I have the lantern. Who has the matches?"

Vary the question asked to encourage students to become flexible when responding during a discussion. Check for understanding by asking a student to identify another person holding an item.

Teacher – "John, who has the firewood?"

Student – "Brittany has the firewood."

Variations: Change up the sentences to have commands, pronouns, prepositions and elements of time. Here are some examples. The *italicized* word can be substituted for any new vocabulary word.

- Questions
 - "Where's my *axe*?"
 - "Where did you put the *lantern*?"
- Commands
 - "Bring me the *knife*."
 - "Give me the *snare wire*."
 - "Take the *first aid kit* to John."
- Pronouns
 - "I have the *fish net*."

- “You have the *ice chisel*.”
- “They have a *match*.”
- “This is my *knife*.”
- “This is your *axe*.”
- Time
 - “Yesterday, I bought a new *lantern*.”
 - “Tomorrow I will be getting a new *axe*.”
- Prepositions
 - “The *rope* is under the *canvas*.”
 - “The *kettle* is beside the *firewood*.”
 - This can be used as a barrier game as one student describes the placement of items using these prepositional phrases to another who tries to replicate their placement.

Remember to use the real items to help make the dialogue as authentic as possible. The learning should be active with the students handling, pointing to and even passing around the items as they engage in these conversations.

Activity 2: I See

OLC Links – AD 2.3, 5.1, 5.7

This is a variation of the classic children’s game ‘I Spy’. This activity is a good way to develop more descriptive vocabulary, particularly as it relates to the look, feel or function of the on-the-land items.

Display the on-the-land items on a table. Start by giving one hint about an item - noting its colour, function or some descriptive element. Hints might be, “I see something brown.” or “I see something made of metal.” or “I see something that can burn.” After the clue is given, the students respond with a guess using the sentence frame “Is it _____?”

After you have modelled the language of the activity, have the students take the lead and play the game. Once the language of the on-the-land vocabulary has been taught, start including all familiar items in the classroom (display board items, word walls, furniture, etc.). Hints such as, “I see something blue” would prompt guesses using a wide range of new and review vocabulary.

Activity 3: Word Jenga

OLC Links – AD 2.3, 5.1, 6.1, 7.2

Jenga is an entertaining game which challenges participants to remove wooden blocks from a tall structure in hopes of not collapsing the structure itself. This is a store-bought game that can be ordered online or from local stores.

Jenga can be turned into a language game by writing vocabulary words onto the blocks. The game uses more than 36 blocks so it can be used for an assortment of new and review vocabulary words.

Gameplay: Assemble the block structure and play the game as described in the rules. For each block that gets removed, ask the students to create a sentence using the word written on the block to score a point. The winner is the person with the most points when the structure finally collapses.

This is a good game to play with a small group or to during center time. It's helpful in reinforcing and developing vocabulary, and challenging students to be creative in using these words in sentences.

Activity 4: Protocols and Norms

OLC Links – AD 2.1, 2.3, 3.1, 7.3

This activity is intended to introduce certain cultural protocols, cultural norms, and beliefs that are important for the on-the-land experience that students are preparing for.

The activity described below is one way to introduce these beliefs, practices, and protocols to the students and to open the topic for further discussion.

Write the protocols on two differently coloured cards so that each statement is divided into two parts. Write the sentences so that the two parts can be easily switched with the other sentence cards. This will add to the challenge of the activity. You will need to write your own sentences that match the culture of the local community, but we've provided some examples below, so you get the idea of the activity:

After a kill, the ears of the moose...	... are cut off and hung from a tree.
After a young hunter's first kill, the meat...	... is shared among Elders in the community.
After a young hunter's first kill, their shirt...	... is burned in a fire.
Prior to a hunt, a hunter takes some tobacco and it...	... is buried in the earth while saying a prayer to the creator.

Mix up the cards and post them on the whiteboard with the text hidden. Ask students to come up, one at a time, to reveal two random cards: one of each colour. Read the cards together and decide if the statement is a community belief or protocol or not. If the cards make a true statement, remove the cards. If the statement isn't true, put the cards back in place on the whiteboard for others to select.

Continue the activity until all of the cards have been correctly matched. Use this opportunity to have a discussion about these practices as you help the students understand their origins and connections to the on-the-land experience. Discuss how this might guide their behaviours and actions during on-the-land experiences.

Make sure you teach or reinforce the language that will be used during on-the-land experiences to serve as reminders about these practices and protocols. These may be warnings, such as “Be careful!”; commands, such as “Don’t step over the rifle.” or reminders, such as “Remember to...”.

Consider having an Elder on hand to answer questions, offer insight, share stories and guide this very important discussion as some of these protocols or beliefs might stimulate many questions and much curiosity.

After doing this activity as a class, this activity could also be done as a center where students match the first part of the sentence with the second and practice saying the phrase out loud to their partner.

Activity 5: Making A Fire (Refer to OLC 10 – Fire Unit)
OLC Links – AD 2.3, 5.3, 5.4, 7.3

It is important to revisit the language related to making fire (or lighting camp stove) so that students can engage fully in the activity through their language. Fire making and the language associated with it is a unit that was covered in OLC 10.

Here’s an activity from the OLC 10, which may be helpful in reviewing the steps to making a fire and the language associated with it.

Picture Match: Use the fire-making images provided or print more from the *Our Languages* website (found under Resources/Language Blocks). The pictures show the sequence for making a fire: getting kindling (birch bark, spruce twigs, grass, etc.), getting an axe, chopping the wood, etc. Each picture corresponds to dialogue and text that students should have explored through this unit in OLC 10.

Pass out the fire-making pictures randomly to some students and the related phrase cards to others. Challenge the students to work together as a whole group to order or sequence the steps to building a fire by placing the pictures and their matching text in the correct order. Pair up the students to review the order and make sure that the picture and text correspond.

Once the pictures and text has been sequenced correctly, review the text with the full class (choral read) and then ask for a few student volunteers to read the text out loud for the class.

Activity 6: First, Next, Last (One, Two, Three)
OLC Links – AD 2.3, 5.3, 5.8, 6.1, 7.1, 7.5

Divide the students into small groups and have each group select a cultural activity to study. Depending on the time of year these activities may include harvesting berries and making bannock, boiling down tree sap, fletching fish, drying meat, setting nets, skinning

muskrats, setting snares, etc. Write the name of the activities being studied on index cards (one activity per card).

Have the students discuss by sharing their knowledge about the activities. Ask them to decide upon and write out the four of five main steps that are involved in completing the cultural activity starting with the items or materials they need to complete the task. Offer whatever support the students need in this writing phase of the activity. Encourage the students to use words that indicate time (first, then, next) if this is applicable to your language.

For example, the steps for setting snares might be written in these simple sentences:

I will need a roll of snare wire and a small branch.
First, I make a loop with the snare wire.
Then, I look for rabbit tracks in the snow.
Next, I attach the snare to a small branch over the rabbit tracks.
Finally, I will come back to check the snare.

Have the groups of students present their activity sequences to the rest of the class so that everyone is exposed to the language of the different activities.

Remember there are cards available on the *Our Languages* website. Click on *Resources*, then click *Seasonal Activity Ideas*, which will bring you to cards for activities like rabbit snaring and fishing. Ideas on how to use the images are also provided.

Whole Group Follow up activities:

Cultural Activities Display: Create a display board featuring the activity titles and the student-created sequence for each activity. Add pictures, photos or illustrations of these cultural activities, especially those featuring students doing the activities. Use the display board as a reference tool during class discussions and unit activities.

Partner Talk: Divide the class into small groups of two or three students. Pass out one index card with a different activity name to each group. Ask them to discuss the steps involved and any other information they know for each activity. Set a tight time limit (2-3 minutes) so that discussion is focused. Select one or two groups to share the details of their discussions.

Charades: Select a student to come to the front of the class and have them act out the steps for one of the cultural activities studied by the class. The other students must try to guess the activity. After each successful guess, review the sequence of steps associated with each activity.

All Mixed Up: Have the students work in groups of two or three for this activity. This encourages discussion. Mix up the cultural activity sequence cards from all activities and post them on the walls around the class. Pass out one index card with the name of one

activity to each group. Have the groups move around the class and collect the cards they need to sequence the events for their activity and put them in the correct order. Have each group read their card sequence to the class to check the accuracy of their work.

Variation: Arrange the students in groups of two or three. Pass out one set of activity sequence cards to each group. Have them read the cards and arrange them in their proper sequence. Have groups race to see who it can do the fastest while having the correct answer.

Centre Ideas:

Many of the activities described above lend themselves to centre activities. Ensure that the students are familiar with the gameplay and language expectations of each activity before setting it up as a centre. Here's a summary of some activities that can be used during centres:

Barrier Game: Use two sets of the real-life on-the-land items to play a barrier game. Each student gets a set of items. With a barrier between two tables, have Student A arrange the items on their table and then describe the arrangement to Student B. Student B tries to arrange their items to match Student A's description of their arrangement. Encourage the use of prepositional phrases (beside, under, over, next to...) in the dialogue. Once complete, the students remove the barrier and compare the arrangements to check for accuracy.

Word Jenga: Once introduced in a class setting, this activity is well suited as a centre activity. Several students can play at the same time and each game is different from the one before. The game can help build the target vocabulary of this unit as students create unique sentences for each of the words on the blocks that they pull.

Language Blocks: Insert pictures of on-the-land activities into the soft language blocks with pockets. Have the students toss the block to each other. Students must look at the picture that their thumb is pointing to and describe some part of it to the others. An alternate activity is to replace the pictures with some of the vocabulary words and phrases specific to this unit and have the students use these words in sentences.

On-the-Land Reading Centre: Collect books written in the language that feature on-the-land activities and traditional practices. Some of the wordless books are about going on the land and packing for an on-the-land trip. Start with these. Encourage the students to read these books to themselves and others and discuss the ideas shared in them. As a follow-up activity, they might record their readings to share with others. These recordings can be incorporated into a listening centre sharing the same collection of books.

Project Ideas

Projects for this unit provide the opportunity for the students to showcase their growing language skills and share their on-the-land experiences with others.

Teachers should share details of the various project ideas with the students at the very beginning of the unit and continually point out how their day-to-day language work, both

orally and written, will contribute to greater success in the projects. Encourage students to explore their creativity and develop dialogue.

Assessment of the projects should fit the fluency levels of the students. In this unit and at the Advanced level of fluency, the students should strive to meet the outcomes from the OLC curriculum.

Below is a list of possible projects that can be completed either during the on-the-land experience or after a return to class. Choose from among the list below or create your own project that best suits the needs, interests, and abilities of your students.

On-The-Land Experience in the Language

OLC Links – will vary based on the design of the on-the-land experience

In some cases, the on-the-land experience itself may be the project and students will be assessed on their success in communicating with others and staying in the language while engaged in these cultural activities. Other teachers may plan for the on-the-land experience as just another activity designed to build language capacity and, upon their return to class, students would draw upon their experiences and complete a project to share their knowledge and language.

One of the outcomes is for students to actively prepare for community and on-the-land experiences by identifying and using language specific to the activity (AD 2.3). Depending on the season, as individuals or as a group, students should help to plan for an activity such as going to check the fish net. In planning, they need to gather the equipment, complete the activity while following all the protocols, and summarize their experience afterwards. Students need to practice the expected language ahead of time and then use the language during the on-the-land activity.

Living on the Land – A Shared Reading Experience

OLC Links – AD 1.1, 1.2, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 7.2, 7.4, 7.5, 7.6

The goal of this project is for students to create a book or presentation to share their on-the-land experience and newly gained skills with others. The focus of the project might be a skill they have learned through the land experience (preparing fish, cooking bannock on a stick, etc.) or some accomplishment during the camp (My First Hunt). Any relevant on-the-land topic is acceptable.

It is suggested that the students document their experiences by taking photos while engaged in the on-the-land experience. These photos will be the visuals around which the text is written. If the students are writing about a specific task or traditional activity, make sure they document the many steps involved.

Have the students load their pictures onto a computer and organize them so that they show the sequence of an activity and tell the story of that process. Have the students then add

sentences to each picture, making sure to include vocabulary from the on-the-land experience. The text might describe a sequence of actions or it might be a full story describing an event. Encourage the students to add descriptive language so that the story is interesting to read.

There are several options for publishing their story. Students might choose to share it as a PowerPoint presentation with audio, an electronic book or a hard-copy book. Allow opportunities for the student to share their story with others. Perhaps the students might read the story to an Elder, to members of their family or to other students. Uploading the story to a social media site may be another consideration.

This project provides the opportunity to preserve and extend their experiences on-the-land.

Remember to check the Oral, Reading, and Writing Proficiency Scale levels to ensure the students are writing and sharing their experience at the Advanced level. Sharing these criteria with students as they work on their projects can help make sure they understand and meet the expectations.

Storytelling: Sharing a Story During the On-the-Land Experience

OLC Links – AD 1.1, 1.2, 3.1, 3.3, 4.1, 5.1, 5.2, 5.3, 7.1, 7.2, 7.3, 7.4

Use the on-the-land experience as a backdrop for a storytelling event. A moonless night and a crackling fire casting long shadows is the perfect atmosphere for a storytelling experience. These stories may be ones the students have created in other units, stories that they have heard from others and have permission to share or stories from books they have read and can retell in detail.

Students should be encouraged to learn and practice their story prior to going out on-the-land and be prepared to share it with the group with the dramatic flair of a master storyteller.

Puppet Play

OLC Links – AD 1.1, 1.2, 3.1, 3.2, 3.3, 4.1, 5.1, 5.3, 5.5, 5.7, 7.1, 7.2, 7.3, 7.5, 7.6

The goal of this project is to create a dialogue to summarize the activities and teachings of the on-the-land experience and share some of the highlights through the voice of two or more puppets in the creation of a play. The students should start by discussing the highlights of the on-the-land experience and then create a script with twenty or more questions and answers describing these key experiences. Challenge the students to use song, dance or chants within the dialogue and add jokes, idioms and humor where appropriate. Also, encourage them to touch on the protocols and traditional practices that were part of life on the land.

Provide plenty of time for the students to practice their play and perform it in front of an audience. This may be their classmates, family members, Elders or a group of younger students.

Self-Evaluation and Reflection

OLC Links – AD 1.2, 1.2, 1.3

Pair the students for partner talk. Share copies of the student portfolio document with each set of partners - *Traits of a Strong Language Learner*. The *Traits of a Strong Language Learner* resource is found on the *Our Languages* website by clicking on *self-assessment*, which brings you to a page where you will see two documents. The document on the right side of your screen is designed for students at the high school level.

Discuss these traits in relation to the On-the-Land Experience unit they just completed. In their partner groups, have the students discuss their thoughts and feelings about the experience and their learning. Pose the questions, “What did you learn from this experience?” and “How has your connection to the land affected you as a language learner?” Ask students to provide concrete examples of behaviours that show or support their thoughts.

Select students to share their thoughts with the class. Contribute by orally providing your own insights and evidence of student growth that you have witnessed and documented during the unit. Be particularly attentive to the accomplishments and achievements of the students during the on-the-land experience. Draw attention to student growth and help students appreciate the impact of on-the-land experiences on their own cultural identity and pride in their culture and language.

As a final activity, have the students fill in the *Traits of a Strong Language Learner* (Advanced version) chart and add this to their student portfolio.

Teacher Assessment

There are three distinct layers of assessment within this unit of instruction and all three lend themselves to both formative and summative assessment.

The first layer of assessment is made up of the activities leading up to the on-the-land experience. Through these activities, students prepare for the on-the-land experience by learning about the activities they will experience, the protocols and beliefs that will guide their participation, and the language they will need to fully engage as speakers in the on-the-land experience. Monitor the student’s efforts in these activities to determine if they are building the confidence and language capacity to fully benefit from the on-the-land experiences.

The second layer of assessment is made up of the on-the-land experience itself. Students should be fully prepared to engage in all aspects of this experience in the language. Monitor the students’ language usage throughout the on-the-land experience. Are they using the language specific to the activities they have learned and practiced in class? Are they trying

to stay in the language with their peers? Can they express themselves and carry-on conversations with Elders and other speakers? Do they show pride in using the language?

The third area of assessment is made up of the project. Students should understand the expectations and criteria of oral and written language, the project, and the presentation prior to starting the planning stage. Support the students as they work on their projects and continue to remind them of the criteria by which they will be assessed.

The Land Experience - Unit Rubric

	4	3	2	1	Score
Conversation (Fluency) AD 1.1, 1.2, 2.3, 3.3, 4.2, 4.3, 5.1, 5.3, 5.4, 5.6, 5.7, 6.1, 7.2	Student shows great capacity and dedication in using dialogue and integrates this into conversation both on the land and beyond.	Student works hard to learn new dialogue related to this theme and is able to use this without prompting during land experiences.	Student has learned new vocabulary related to this theme but requires some prompting to use this during land experiences.	Student requires additional support and prompting in learning and using vocabulary related to this theme.	
Verb Forms AD 5.2, 7.1	Student uses verb forms (past, present and future tense) and uses context to understand their use with unfamiliar verbs.	Student understands and uses familiar verb forms comfortably in unscripted conversations.	Student uses familiar verb forms in scripted conversations.	Student has difficulty understanding and following conversations using verb forms.	
Protocols and Traditional Practice AD 2.1, 2.3, 3.1, 4.2	Student values traditional practices, models protocols in all activities and can explain their importance to others.	Student understands the importance of protocols and acts respectfully and accordingly.	Student needs a reminder to follow protocol and act respectfully during traditional practice.	Student requires frequent prompting to act respectfully during traditional practices.	
Interacting with Others AD 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 4.2, 5.3, 5.4, 6.1, 7.2	Student makes a great effort to stay in the language in most activities and encourages others to do the same.	Student stays in the language for most camp activities but occasionally uses English.	Student switches between English and the language to interact with others.	Student predominately uses English to communicate with.	
Project AD 1.1, 1.2, 2.3, 3.3, 5.3, 5.4, 5.6, 5.7, 7.3, 7.4,	Student approaches the project with commitment and determination and works independently to create project of a high standard.	Student works hard with limited support to create a project that is creative and attractive.	Student requires some support and guidance and produces a project that meets basic advanced level standards.	Student requires significant support to complete project that meets only minimum standard.	
Literacy Reading and Writing AD 3.3, 5.1, 5.7, 5.8, 7.3, 7.4	Student is independent in reading and writing to support their project presentation design and development.	Student requires limited support in identifying text that supports their project design and development at advanced level.	Student requires significant support in reading and writing text at advanced level to support their project.	Student has difficulty reading or writing text at an advanced level.	

Unit 2: Reading and Writing in the Language

Main Curriculum (Advanced) Outcomes Met Through This Unit

- AD 1.3 Personalize the strategies to remain a successful language learner (set goals)
- AD 3.2 Use humour to generate funny stories, jokes, idioms, slang, games
- AD 3.3 Seek out written and performed works and related material that celebrate my culture (library, museum, media archives)
- AD 5.1 Approximate the pronunciation and spelling of new and unfamiliar words
- AD 5.2 Distinguish between various verb tenses in both written and oral communication (future tense)
- AD 5.7 Apply strategies to derive meaning on unfamiliar topics both while listening and reading
- AD 5.8 Read and interpret text that uses patterns involving time (**spiraling**, or chronological sequences)
- AD 6.1 Seek out both **ancestral words** and new words dealing with both familiar and unfamiliar topics
- AD 7.3 Under the guidance of a teacher or language speaker, lead a shared reading or shared writing experience with others in a school or community setting
- AD 7.4 Write with some accuracy in different styles and purposes (weather report, announcements, letter to a friend or for a job)
- AD 7.5 Produce and share a story incorporating description and elements of emotion (adventure, scary, funny)
- AD 7.6 Identify the characters, the sequence of events, and morals or lessons learned from a story (shared reading, storytelling, or read aloud)

Things to Remember

1. Try to provide explanations and descriptions of tasks and activities in your language. Try to stay in the language.
2. Provide students frequent opportunities to actively participate in language activities and practice their language by planning for daily reading and writing activities.
3. This unit builds on their skills as readers and writers in their language. As advanced-level students, they may still need support with some early reading skills such as developing vocabulary, decoding, and using picture and context clues.
4. Collect a variety of written material in the language, including picture books, wordless books, graphic novels, dictionaries, teacher-created or student-created materials, magazines, articles from CBC, government pamphlets, posters, newspapers. Ensure that the collection offers a variety of different reading levels so that you can accommodate the needs of all students. Display this collection in an in-class library so that these books and resources are visible and easily accessible.
5. Prepare your students for the fact that there may be variations in spelling. The publication of the many books and resources that now exist is a relatively recent phenomenon and as such, differences in dialect and pronunciation still influence written text. Use these variations as a source of learning and discovery as our students become more fluent speakers in the language.

NOTE: View the Reading and Writing effective strategies videos on the website under 'Curricula +' and then click on Planning Strategies.

Materials

- A collection of books, magazines, posters, job-postings written in the language
- A set of community dictionaries
- Language blocks
- Deck of blank playing cards
- Art and crafts supplies
- Book making supplies
- Technology – computers, writing and publishing programs

Criteria for Success

- At the advanced level, students should strive to meet the following criteria in their work, assignments, and final project:
- Students can employ a variety of different comprehension strategies to understand the stories and books they read and the conversations they have with others on a variety of different topics.
- Students can lead a shared reading or a shared writing experience with others
- Students can write with some accuracy in different styles and for different purposes and audiences.

Duration of Unit: 3-4 weeks (20+ hours)

The duration of the unit depends upon the prior learning experiences of the students and their exposure to tasks involving reading and writing. Make sure you tell the students how long you will be working on this unit, the due dates of assignments, and the details of the final project. Also remember that a 5-minute reading or writing activity could be planned regularly throughout the duration of the course (e.g., journal entries or read-to-self time).

Pre-Activity

Take some time at the very beginning of the unit to describe important unit details, such as:

- Start and end dates of the unit, and due dates for the assignments and major projects. This information can be displayed in the language on your class calendar.
- The language goals for the unit and some of the new vocabulary and sentence structures that will be introduced to support advanced comprehension.
- Learning expectations: how students can contribute to their own learning – see *Traits of a Strong Language Learner* in the student portfolio, also found on the *Our Languages* website. As a class, identify one or two traits that can become the focus of student improvement throughout the unit. Print off the trait icons and display them in the classroom for students to reference.

- Comment regularly on students who display these traits in their day-to-day work. The traits of *“I take risks in learning my language.”* and *“I make connections in my language.”* both speak to the kinds of learning experiences that are foundational to this unit. Students will be taking risks as they explore reading and writing in the language. They will be encouraged and supported to make connections as they search for meaning in the world of text while developing their skills as readers and writers.
- Assess students by using the Reading and Writing Assessment scales to see what level they are at on the two scales. Remind them that the goal is that by the end of OLC 20 they will be at a 14 on the Reading Scale and a 13 on the Writing Scale. Students should be informed about where they are at the beginning of the unit. This information helps students figure out what to work on in order to progress to the next level on the scales.

Activity Ideas

The surest way to increase a student’s skills in reading and writing is to provide them with plenty of opportunities to do just that, read and write. The activities described in this section are designed to motivate students to both read and write more often. These are quick (5-15 minute) activities that can be included in lessons to provide focused reading and writing time. The goal of these activities is to improve the students’ skills and confidence as readers and writers. In some cases, the activities may require the pre-teaching of specific dialogue (key vocabulary, sentence frames, etc.). This can be taught by teacher modelling and throughout the activity itself.

Activity 1: Reading

OLC Links – AD 1.1, 1.2, 1.3, 2.1, 2.3, 3.3, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.5, 5.6, 5.7, 5.8, 6.1, 7.1, 7.2, 7.3, 7.5, 7.6

Storytime: Immerse students in a literacy-rich environment by reading to them frequently and modelling the strategies that skilled readers use to decode and understand new vocabulary and story details. Display a wide selection of reading materials and select interesting books that meet the reading levels and interests of your students.

Use Storytime to teach reading strategies that can help develop students as readers. Use think-alouds (a strategy where the teacher talks about their thinking as they decode new words and make meaning of story details) to model decoding and comprehension strategies.

For example,

- decoding new words might prompt the think-aloud statement “This looks like the word....”
- Looking for cues in a picture might prompt the statement, “Hmmm, there’s an ice chisel in this picture. Let’s look for that word.”
- “It has ‘tomorrow’ here so that means it is taking place in the future.”

Teachers can also use this same think-aloud strategy to model and teach more advanced comprehension strategies. Here are a few examples:

- Making connections: “What do you know about...?”
- Making predictions: “I wonder if...?”
- Making inferences: “What time of year is this? How do you know?”
- Summarizing story details: “This story is about...”

The students are probably skilled at using these same strategies in the English language, but they may lack the fluency to fully explore these strategies in the language of instruction. They also may not realize that the same strategies can often be applied when reading another language. Reinforce this concept through the continued use of think-alouds during Storytime.

Remind students that, although the books you are reading to them may seem basic or for a younger person, they will eventually be expected to lead story reading experiences with younger students using these very books.

Silent Reading: Provide students with many opportunities to select books and read independently. Plan a 5–10-minute silent reading time as part of each class. Have the students take out a book, put away any distractions, and read silently to themselves. Encourage students to use the same strategies that have been modelled during Storytime by asking questions and making connections in their own mind as they read to themselves. Make sure to answer any questions the students might have after silent reading, particularly around word meanings. This is a great time to conference with a student or two 1-on-1, during which time you can listen to their reading, discuss the story, and answers any questions they may have about what they’ve read.

The students should list the books and other materials they have finished reading in their portfolios to provide evidence of their learning and accomplishments.

Also, if possible, encourage students to take books home to read on their own and share with family members.

Partner Reading: As students become more comfortable and skilled at reading books in the language, have students find a partner. Partner A will read their book aloud while Partner B listens during the first half of the given time. In the second half of the given time, the students will reverse roles, with Partner B reading aloud and Partner A listening. Encourage students to use the strategies that have been modelled in class.

Buddy Reading: This activity builds on the skills students learned in OLC 10. The goal of this project is to select an appropriate book and partner with a younger student for a shared reading experience. To avoid scheduling issues, you might want to run this as a full class project where the entire class of advanced students visits a younger grade classroom with all students partnered with a reading buddy for these reading experiences.

If you choose to have buddy reading as an ongoing activity between two classes, consider deepening the language experience for both your students and their younger reading buddies. Here are some ideas to add more to the shared reading experience:

Review vocabulary and reading strategies your students can use with these younger students as they engage in a picture talk of the book in the language (“I see a..., what do you see?”). Encourage students to use the same strategies they have been using in class with their younger reading buddies to bring more understanding to the language experience. Encourage your students to model and use affirming statements to provide feedback about the book and the storytelling experience with their reading buddies. This can include statements such as: “I like the book,” “The book was funny,” “...is a good reader.” This can help both students engage more deeply in the reading and language-building experience. Remind students to stay in the language as much as possible during this activity.

Variation: Consider expanding buddy reading to include a shared writing activity. Reading buddies would work together to write a simple story. The story may be a retelling of a favourite story or something from their imaginations. A quick and easy writing idea is having the buddies work together to create a three or four panel comic where they both discuss the story idea. The younger student creates the illustrations (drawings), and the older student does the writing. Together, they practice reading it aloud and sharing their work with others.

Activity 2: Writing

OLC Links – AD 1.1, 1.2, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6

Journal Writing: Have students to write in a journal, recording some of their thoughts and experiences each day. Model this activity in the beginning by keeping a class journal, using some of the main events of the day as an example. The possibilities for topics to model are endless, but could include describing the weather, retelling recent on-the-land experiences, their sports or weekend activities and upcoming events, etc. Writing in a journal can be a daily 5-minute exercise.

Encourage students to begin with basic sentence starters, such as *Today I am (happy, tired)* or *Yesterday I played soccer*. Encourage creativity as the students seek out new ways to express their thoughts and feelings and describe their activities. Have a few student volunteers share their daily journal entry at the end of writing time. Encourage the audience to give positive feedback in the language.

Make sure you have plenty of local language dictionaries on hand to support the students in their writing and add some of the basic sentence starters to your word wall.

Sit and Write: Start by posting a few familiar words on the whiteboard, such as *white*, *caribou*, *happy*, *pet*, and *cold*. Partner students for partner talk and ask them to tell everything they can about one of the words. For example, if the pair chose the word *pet*, they would:

- Talk about the pets they have: “I have one cat and two dogs. Or, I don’t have a pet.”

- Their names: “My cat’s name is Sam, and my two dogs are Jake and Max.”
- What they like to do: “My cat likes to sit and sleep. My dogs like to go hunting with me.”

After 2 minutes of partner talk, ask the groups to each share the word they chose and a bit about their discussion.

Next, ask students to write about their discussion for 5 minutes. Encourage the students to go beyond the discussions and add even more details if possible. Expect students to write a 3-5 sentence story about their discussion, focusing on the word they chose but writing in full sentences.

After the time is up, ask a few students to share their writing with the class. Have them add a title (summarizing) and date the stories. Collect these stories for their portfolios as an end-of-unit reflection activity.

The goal of this activity is to help students understand the connection between talk and text, and understand that if you can say it, you can write it. Encourage them to be inventive with their spelling, relying on the sounds they hear in the words, so that it doesn’t stop them from the task of getting thoughts on paper.

Circle Story: This activity provides students with the opportunity to work with others in a shared writing activity. The objective is for each student to develop a simple four or five sentence story with a twist: each story is the collective work of the group.

Discuss some good story starters with the class. Talk about what makes a good opening sentence for a story and write their suggestions on the board for everyone to see. Examples might include:

- “John liked to play soccer but...”
- “Sarah was walking in the bush and she heard a strange sound”
- “Billy had never seen a sleeping bear before.”
- “It was a dark and stormy night.”

Next, divide the class into groups of four or five and tell them that within each group, each student will be writing a simple four or five simple sentence story, but this will be a shared writing experience and others will be adding to their story. Here are the instructions:

- Have each student write an opening line for their story on a piece of paper. They might use one of the class story-starters or make up their own.
- Once everyone has written the first sentence of their story, have them pass their paper to the person to their left. Everyone will now have a new paper with their neighbor’s opening sentence.
- Everyone writes a second sentence to add to the story they received from their neighbour.

- The papers will then get passed to the third person who adds a third sentence and so on until each student has their original story back.
- The final task is for each student is to read their new story and finish it with a final, concluding sentence to wrap up the action.

Encourage students to read their stories to the others and share what they think about these stories. No doubt, the stories may have taken some surprising or funny twists. Ask the group to select one of the more interesting or funny stories from their small groups to read to the class.

Once students have done this activity a few times, it can be included in a regular centre rotation where other small groups can be working on their journals or doing different reading activities at the same time.

These three writing activities are intended to engage students in the writing process and support them in becoming more comfortable writing in the language. All can be short segments of your class lesson. Use them to add variety to your lessons and rotate between the activities so that the students stay keen and motivated to write.

At this point, don't worry about spelling. That can come later if you're wanting to have final products or for them to publish. For these activities, spelling can be approximate (close as they can) and should be based on the student sounding out the words to the best of their ability.

Activity 3: Mini Projects

OLC Links - AD 1.1, 1.2, 1.3, 2.2, 2.3, 3.3, 4.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8. 6.1, 7.1, 7.2, 7.3, 7.5

Some high school classes have longer periods. Students can use some of this time to work on short, high-interest projects that are very language-focused and provide additional practice in reading and writing. Some mini project ideas to consider are:

Breakfast of Champions: This project will appeal to students who are imaginative and artistic. Their task is to design a cereal box. Students will need to come up with an appealing name for their cereal, an eye-catching and attractive cover design, some creative statements to entice the buyer, an ingredient list, and a short description of what makes this cereal so great. This is all written in the language.

These cereal boxes can be put on display for others to see. For further motivation and an added challenge, have students make a short commercial or sales pitch for their cereal and share these with other classes. Consider having students vote on the cereal they would most likely purchase after looking at the cereal boxes and hearing the sales pitches.

Storysacks: Here's a chance for students to create an exciting resource to add to the school or community library and help make reading books in the language fun and interactive for others. Storysacks are bags filled with items that can help bring life to a reading experience.

It's a great project for those students who have a creative mind, appreciate hands-on learning, and have a desire to help others learn the language.

Students design and create a Storysack which could be shared with younger students through reading buddies, or through school or community libraries. Students are tasked with selecting a book, building props to act out the story, creating an audio recording of the story, and creating some activity cards that would help enrich the reading experience in the language. All of this would be put into a sack, box or bag.



Maryann Vital from Délı̨nę made a storysack to go with one of the books in her language. She included puppets, songs, puzzles and other activities for the students to use, photograph by Mindy Willett.

The NWT Literacy Council has a guidebook on how to create a Storysack.

The guidebook is online at the website: <https://www.nwtliteracy.ca>. According to the guidebook, "Storysacks usually contain a high-quality picture book, props or costumes for acting out the story, an audio recording of the story, non-fiction book and an idea card with activities to do together."

Activity 4: Centre Ideas

Toss It (Language Blocks): Have the students generate stories using the three language blocks included in each OLC Resource kit. Add words to each block - verbs on one block (sleep, eat, hunt...), nouns on a second block (gun, hunter, caribou...) and adjectives on the third block (big, brown, old, strong...).

Working in pairs or small groups, the students roll the blocks and read the three words appearing face up. The goal is for the group to build a sentence together using the three words. Challenge students to write their sentences in their journals. This authenticates their work and enables the tracking of skill development.

Sentence Builders: This is an adaptation of the Toss It game but with the added challenge of a five card draw game like poker or Go Fish. Start with a deck of blank playing cards. Divide the deck into four sets of 13 cards. On one set, write 13 adjectives (wet, strong, old, bright...). On the second set of cards, write 13 nouns (tree, dog, mosquito, school...) and on the third set of cards write 13 verbs (eating, swimming, running, and reading...). Leave the fourth set blank.

Gameplay:

1. Shuffle the cards and pass out five cards to each player.
2. Players organize their cards hoping to create a sentence using the words they have. Blank cards can be used as any word in a sentence.
3. As students take turns, they must either a) discard one card face up and select a new card from the deck, or b) lay down a series of cards that make a sentence. They can use blank cards in place of any word they need to complete their sentence. They must read the sentence aloud to the others. The player then picks up new cards ensuring that they always have five cards in their hand.
4. Play continues to the next person and they repeat step 3.
5. Players can only set down sentence sets on their turn.
6. The winner is the first person to lay down cards to form three sentences.
7. Points are awarded to encourage longer and more complex sentences:
 - 1 point for each blank card used in the sentence
 - 2 points for each word card used in the sentence

Mystery Words: This is an adaptation of a commercial game called Balderdash. Mystery Words encourages the students to investigate the language and learn unique or ancestral words through the fun and challenge of a game. It helps expand their vocabulary and challenges students as both readers and writers. It is played using a community dictionary and a set of index cards.

Gameplay:

1. Every student looks through the dictionary and selects a mystery word that others might not know. They write the word on an index card and show it to the others. On a separate index card, they write out the meaning using their own words.
 - Example: hínaí – a small white worm that eats garbage (maggot).

2. Each of the other players take turns and reads one of the words and then makes up a definition for the word. The goal is to fool the other players into thinking that their definition is the real definition of the word.
3. The leader of the game collects all the definition cards and reads them aloud.
4. The students vote on the definition they think is correct.
5. Points are awarded in the following ways:
 - 2 points to players who guess the correct definition
 - 1 point for each incorrect guess when players think your definition is correct
 - 5 points to the leader if nobody guesses correctly
6. The next person then selects a new mystery word from the list and play continues.

Project Ideas

OLC Links - AD 1.1, 1.2, 1.3, 2.2, 3.2, 4.1, 4.3, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8. 6.1, 7.1, 7.2, 7.3, 7.5

The end of unit project provides students with the opportunity to showcase their language skills in reading and writing, and to participate in an authentic, shared language experience.

Teachers are encouraged to share project ideas with the students at the very beginning of the unit. This allows students to develop a clear understanding of how their day-to-day language learning and engagement will prepare them for work on these projects. Assessment of this project should measure the students' ability to read with understanding and communicate through writing.

At the advanced level of fluency, the students will demonstrate the following skills and abilities:

- Use a variety of comprehension strategies to understand text and oral conversations on a variety of topics
- Lead a shared reading or writing experience with others
- Write, with some accuracy, in different styles and for different purposes and audiences

Keep in mind that some of the activities and projects suggested in this unit can be used as end of unit projects. For example, the reading buddies activity, when used as both a shared reading and writing activity, can make for an ideal end of unit project, as can the Storysack activity. Here are a few more ideas for your consideration:

Class Recipe Book

The goal of this project is to have the students create a class recipe book. The project connects students with Elders and other family members and challenges them to collect and record information accurately in their language.

Have a class discussion about students' experiences with cooking. What are some of their fondest memories? What are their favourite foods? Task the students with interviewing a language speaker to get the recipe for their favourite dish.

The students will need some specialized vocabulary to complete the task of writing their recipe in the language. Students can access resources like community dictionaries to find words in the language for cooking, various ingredients, and measurement. Have students contribute new vocabulary to the class word/phrase-wall.

Each student is responsible for collecting, writing, and designing their own recipe page. After writing the recipe out in the language, students find a photo of or draw an illustration of the finished dish. Once the recipe book is complete, consider inviting people to an evening of food and fun with samples of these favourite dishes and copies of the recipe. Students can also present about their favourite foods and cooking experiences in the language.

As an added challenge, students can create a script for a televised cooking show featuring their favourite recipes. The students could all have different tasks, both in front of and behind the camera. The end product would be a cooking show filmed and produced entirely in the language. With some editing, these cooking shows can be shared through social media or televised on community channels.

Pen Pals

The purpose of this project is to connect students with new friends from other communities and have them share experiences through a series of pen pal letters, postcards, or social media posts. This is a project best arranged between teachers from different schools. It's likely that some of the students from these communities may already know each other but this project challenges them to communicate through the language. To begin this activity, discuss the following ideas in preparation for students writing their first letter:

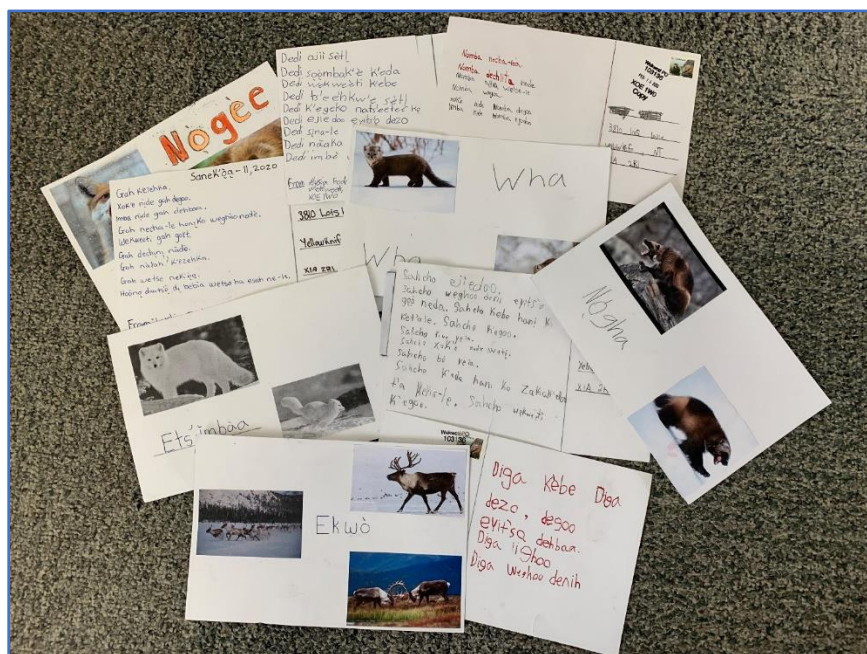
- **Introduction:** Say a little about who you are, where you're from and your family. It's possible you might have some friends in common and may even have a distant family connection.
- **Talk about your interests:** Mention some of your interests and ask about theirs. Describe why you like these activities, so they get to know you a bit better. Add details to make your letter interesting.
- **Ask some questions about their life:** What information do you want to learn about them? It's important to be curious and ask questions about their life and interests. This will help deepen the relationship and make the pen pal experience more rewarding.
- **Sign off:** Thank them and say you look forward to reading their reply.

It is up to the teacher to determine if communication between pen pals will take place through handwritten letters or through emails. It is suggested to start with a traditional

mail approach, providing students with an authentic letter writing experience and provide the opportunity to receive mail, which is rare for many students.

Another option is to use postcards created by students featuring animals from your community. Note, these pictures of postcards were done by younger students who are not at the Advanced stage.

This project offers many benefits for language learning. It's a great way for students to connect with others in the language and practice their reading and writing skills at a similar level of fluency. Crafting a letter to send to someone can help students learn new vocabulary, practice talking about specific themes, and improve their grammar.



Communicating with others and developing these friendships through writing helps confirm the importance of the language in the community in all forms.

Cici Judas started a post-card project with her students in Wekweeti. Students enjoyed receiving a response in the mail, photograph by Mindy Willett.

Children's Story Book

The goal of this project is to write a children's book. The story may be a retelling of a familiar story, an adaptation of a story they have heard or read before, or a totally new and original creation. It can be a work of fiction or nonfiction. The choices are endless, and the task is a positive challenge to grow as a writer by applying their acquired language skills.

The intended audience will be younger readers so students should select topics that will be of interest to that age group. Writing needs to be attentive to the readability of the story, keeping the age of the audience in mind.

In partners, have students brainstorm story ideas for a children's book. These may be simple stories that use basic vocabulary with repetitive text, or it might be a more involved story with funny or dramatic events unfolding through the storyline. Encourage students to

create an outline of their story and share these with others for feedback before beginning the formal writing process.

Consider using the simple four step writing and editing process described in the *OLC 10 unit: Sharing a book or story in my language*. Remind students to be mindful of their audience and the writing style that they plan to use.

Once the students have written their story, provide them with class time to go through the editing and proofing process. Provide plenty of opportunity for the students to share their stories with others for constructive feedback.

Once the story has been edited, students can begin to plan and design illustrations or photos for their story. This is a time intensive aspect of the project so language teachers might consider teaming up with the art teacher for added support and creative ideas to complete illustrations in a timely manner. Likewise, connecting with the school's media teacher can be helpful as the students merge their story with the illustrations to possibly layout and publish digital versions of their books. Involving other students and classes in the publishing of these books adds a new dimension of authenticity of the project.

Once the books have been published, provide your students with the opportunity to share them with their intended audience: a class of younger students. Find ways to celebrate the accomplishments of the students by acknowledging and recognizing the challenges they faced to become published authors.

Consider sharing these stories through social media sites or maybe even submitting them to some commercial publishing houses for their consideration. Likewise, some schools house their own publishing divisions, and they might consider publishing some of these stories and making them available to other schools and libraries throughout the north. As one example, the South Slave Divisional Education Council based out of Ft. Smith sponsor an annual Children's Storybook contest. Students throughout the NWT can submit entries of new and original stories each year. The first prize includes publication of their book and a sizable cash prize. Indeed, this may be the start of an exciting career as a published author for some of your students.

Self-Evaluation and Reflection

OLC Links: AD 1.2, 1.3

Pair the students for partner talk. Share copies of the student portfolio document *Traits of a Strong Language Learner*. With the "Reading and Writing" unit they just completed in mind, discuss these traits. Ask the students to provide concrete examples of behaviours that demonstrate how they were focused on self-improvement and meeting their goals.

Have students volunteer to share their thoughts with the class. Provide your own insights and evidence of student growth that you have witnessed and documented during the unit.

Using personal writing samples collected throughout the unit (journal entries, circle writing, children's picture book etc.), have students self-assess their writing samples so that they can see evidence of their growth and progress as writers. Have the students select their best two writing samples to add to their portfolios. Make sure the samples are dated and added to the students' own portfolio.

Teacher Assessment

Assessment of student reading and writing should be an ongoing process. Assessment of student reading and writing and their performance in the class should occur at many different stages.

In this unit, students need to see and hear what makes for powerful reading and writing. Students respond best to projects and tasks where the goals and expectations are clear from the beginning of the unit, allowing students to understand why the project is important and what they will learn through the process of completing it.

Repeat the assessment using the Reading and Writing Assessment tools provided. Select something for the students to read and write and determine where they are on the scale at the end of the unit. Discuss the results with each student, including goal setting for what is required to advance to the next level.

Unit 3: Interviewing a Speaker

Main Curriculum (Advanced) Outcomes Met Through This Unit

- AD 1.1 Initiate and engage in conversations that help build my identity and confidence
- AD 3.1 Develop the relationships that contribute to my spirituality and affect the way I act, think and express myself
- AD 5.3 Comprehend the natural flow of conversation in familiar situations
- AD 5.5 Interview a language speaker on a topic of mutual interest
- AD 5.6 Ask and respond to open-ended questions and “I wonder” statements (what if, how, tell me about, why, because)
- AD 6.1 Seek out both ancestral words and new words dealing with both familiar and unfamiliar topics
- AD 7.1 Vary verb tense while engaged in new and spontaneous dialogue and lengthy conversations
- AD 7.3 Under the guidance of a teacher or language speaker, lead a shared reading or shared writing experience with others in a school or community setting

Things to Remember:

1. Try to provide explanations and descriptions of tasks and activities in your language. Try to stay in the language.
2. Provide students with activities to prepare them for their final project, such as mock interviews.
3. As you begin to plan your unit, start by creating a list of sentences, questions and answers, verbs and descriptive phrases. Follow-up with the unique sentences and vocabulary that the students will need for their interviews. This may differ from student to student as they prepare for their interviews and consider the person they choose to interview.
4. Try new things such as an exit routine where you ask each student to respond to a question developed for their particular interview. This validates student work and provides them with practice in understanding and responding to unique and challenging questions.
5. Provide students frequent opportunities to actively participate in language activities and practice their language by planning for daily oral language activities.

Duration of Unit: 3-4 weeks (20+ hours)

Duration depends upon the prior learning experiences of the students and their comfort level in conversing with others. Make sure you tell the students how long you will be working on this unit and the due dates of assignments and the details of the final project.

Materials:

- Elder puppets/puppet theatre (any puppets will do such as moose or raven or any other puppets you have)
- Video or audio recording devices (cameras, phones)
- Small pictures of important or noteworthy people (real and fictional)
- Guess Who? game

Criteria for Success:

At the Advanced Level, students should strive to meet the following criteria in their work, assignments, and final project:

- Students can comfortably engage in a naturally flowing conversation with a language speaker, including asking challenging questions and using follow-up dialogue from these responses.
- Students can understand and participate in dialogue using different verb tenses (past, present and future) of familiar verbs in conversations.
- Students will learn interesting facts, stories, and traditional knowledge collected through these interviews and share this information with others through a shared speaking, reading, or writing activity.

Pre-Activity:

Visualizing

OLC Links - AD 1.1,4.2, 5.1, 5.3, 7.2

Prepare students for the interview by helping them visualize the experience.

Explain the goal of the unit and the interview activity and explain how it will support the student in terms of growing the language, learning something new, and connecting with an important or noteworthy person. Explain that over the next few minutes you are going to take the students on a journey into the future to the moment they sit down to interview a skilled speaker. Their task is to sit with their eyes closed, listen carefully to the instructions, and form visuals and thoughts in the language as they picture themselves in the interview.

Ask the students to close their eyes and picture the interview space.

Begin to ask questions and describe details as much as you can in the language.

Here are some examples of the questions you might ask students in prompting them to visualize their interview and the space they are in:

Look around the room. What do you see? Listen... what sounds do you hear?

Offer your interviewee some tea and bannock. What does it smell like? How does the person respond? Make the speaker feel comfortable. Tell them a bit about yourself and why you chose them for this interview. Tell them what you hope to learn. Ask for their permission to record and share their stories.

Think of your first question. Why did you choose this question? Ask it... listen to the speaker's response.

Ask your next question. (continue the process until you have gone through your list of interview questions).

Thank the interviewee for their time and follow local protocols.

Conclude the visualizing experience by asking the students to either write in their books what questions they want to ask the speaker or to share their thoughts with a partner. What types of questions will they ask the person they are going to interview? If they don't know the words needed for the questions in the language, this will be the work of preparing for the interview.

NOTE: Use the visualizing experience as an anchor for the other lessons and activities in the unit. As the students learn the protocols and vocabulary necessary for their interviews and as they script out their questions and ideas, have them visualize each step using their actual questions. Add new vocabulary to the class phrase wall in order to support students staying in the language and becoming familiar with new terms.

Activity Ideas

Activity 1: Twenty Questions

OLC Links - AD 1.1, 1.3, 4.2, 5.1, 5.2, 7.1, 7.2

This activity gives the students practice in developing effective interview question skills and teaches the value of strategic questioning. Teachers should model this activity first and then assign the lead role to a student. This is a good activity to start a class or as a 5 minute opener to consolidate language and energize the group between activities or at the end of the class.

Select one student as the leader to think of a person, place, or thing. The other students can now ask up to 20 questions to try to identify the thing. The questions can be answered only by a *yes* or *no* reply. If the class has not identified the word after twenty questions the student leader has stumped the class and wins the round. If the class has guessed correctly, the student who guesses the mystery item now becomes the leader and thinks of a new mystery word to be guessed by the class.

The students will soon learn to ask strategic questions. Questions such as "Is it living?", "Is it something in this room?", "Is it a place you have visited?" can help the students to quickly identify the mystery word. Encourage the students to develop and use these clarifying questions.

Note: It's important to pre-teach some of these phrases and do a review so they have the needed vocabulary to participate in the activity.

Variation 1: Divide the class into two teams. One team collaborates to identify the mystery word and the other team asks the questions. Scores can be kept to see which team is most successful at making correct guesses.

Variation 2: Five Hints - Instead of asking questions, give hints with one guess allowed after each hint. The student-leader must be strategic in providing hints that don't immediately point to the mystery word. After five hints, open the guessing to all students to see if anyone can put together all the information provided to reveal the mystery word.

Examples of clues might be:

- I am thinking of an animal.
- It has four legs.
- It has a long tail.
- It has pointy ears.
- It hunts for birds and mice.
- It lives near our community.

NOTE: This activity also helps with skill-building for playing *Guess Who?* and *My Secret Friend*.

Activity 2: My Secret Friend

OLC Links - AD 1.1, 1.3, 4.2, 5.6, 7.2

This activity challenges students to ask questions that are biographical in nature with a focus on questions related to life, career, interests and experiences. This will help prepare students in scripting the questions that may be useful in their interview.

Ask each student to research the life details of any person they choose. This may be an actual person they know in their community, a historical figure or even a fictional character. This will be their secret friend and they should NOT reveal the identity of their friend to anyone. The only rule is that the friend must be someone that others will know.

Working in teams, challenge students to create a series of questions that will help reveal the identity of these secret friends. Select one student to be questioned to reveal details about their secret friend by answering questions asked by the other students using the same process as twenty questions. After the questions have been asked, the students try to guess the identity of the secret friend. Questions should help them with their actual interview such as "Where were you born?" or "Where do you live?" or "What do you like to do with your time?"

Variation 1: Print pictures of important and noteworthy people, both real and fictional. After instructing students not to look at the image, pass out one picture to each student and ask them to display them on their forehead using masking tape. Next, students move about the classroom asking and answering questions of the other students in the language as they try to guess the identity of their secret friend.

Suggested questions could be:

- Is this friend a male?
- Is this friend a mom?
- Does this friend sing?
- Does this friend play hockey?

Activity 3: Mock Interviews:

OLC Links - AD 1.1, 2.3, 4.1, 5.5, 5.7, 6.1, 7.3, 7.6

This activity provides the students with practice in developing probing and clarifying questions among their peers. This is a good opportunity for students to become more comfortable with the skills required to converse with others and seek information.

Pair up students and challenge them to find details about the life and experiences of their partner by developing and asking a series of questions. Teachers may choose to keep these mock interviews open-ended or provide specific direction (ie: find out information about their family, get them to tell you about an experience that made them proud, find out about their favourite sport or activity, etc.).

Once students have had time to question and respond, provide time for students to share interesting details about the life and experiences of their partners with a small group or the class. This encourages students to not only be good at asking questions but to be good listeners as well. Write out and display some of the more interesting and probing questions. These will be good reference points as students develop their own set of questions for their interview.

Activity 4: Two Truths and a Fib

OLC Links - AD 1.2, 2.2, 2.3, 4.1, 4.2, 5.1, 5.4, 5.5, 5.6, 6.1, 7.3, 7.6

Note: We know that it is important to always tell the truth. Talk with your students ahead of time that this is a game and there will be ‘fibs’ or exaggerations in the activity.

Ask students to write out three statements describing some interesting life experiences. These may be about their accomplishments; places they have visited or people they have met. Two of the statements should be true and one must be an exaggeration or fib.

Collect these and, throughout the course, read the statements from one or two students. Challenge the students to listen carefully to the statements and 1) guess the person, and 2) identify the one thing that isn’t true.

The reveal can often lead to surprise reactions, especially if most failed to guess the fib. Encourage the author to share additional details of their interesting life experiences and challenge the other students to ask some questions which probe these life experiences even further.

Teachers should model so that students know what to do. Examples may include *I have 4 sisters. I like to swim. I have flown a plane.*

This activity provides practice in developing questions that are more complex. Once student statements have been generated, written, and displayed for the class, teachers can use this activity at the start of each class or as a quick energizer between activities.

NOTE: Some might think the obvious fib would be that I've flown a plane. In truth, I've flown a plane and I have 4 sisters, but I don't like swimming.

Variation: If students are open to this, post everyone's three statements on social media in the language and invite the community to try and guess which statement is false and who each set of statements was written by. This can fulfil several outcomes such as AD 2.2 where students are asked to seek out opportunities to celebrate and share their language through social media, and AD 4.2 that asks students to encourage others to join in activities conducted in the language.

Activity 5: Interview with an Elder Puppet

OLC Links - AD 1.2, 2.2, 3.2, 4.1, 4.2, 5.1, 5.4, 5.5, 5.6, 6.1, 7.3, 7.6

This activity provides another opportunity for the students to develop questions and practice the interview process using the Elder puppets or any other puppets you might have.

Divide the students in groups of two or three. Assign the task, which is to script out a conversation with two Elder puppets or other kinds of puppets. If there are two students, each will become the voice of one of the puppets and if there are three students, the third student will act as the interviewer tasked with asking questions of both.

The script should include an introduction and questions which allow the Elders to share information about their life and experiences. Students may want to consider injecting humor into the Elder responses or perhaps incorporating drum songs, chants or poetry into the responses by the Elder puppets.

Provide class time to develop the script and opportunity for the students to practice their performances using the puppets and then set up a class for the students to share their puppet plays.

Consider performing for another class or at an Elder or parent function. Filming the puppet plays also provides opportunity for revisiting the dialogue, perfecting it and sharing the puppet plays on social media.

Activity 6: Centers**OLC Links - AD 1.2, 2.2, 2.3, 4.1, 4.2, 5.1, 5.4, 5.5, 5.6, 6.1, 7.3, 7.6**

To practice vocabulary, try some of the following in rotations or centers. Students can utilize any of the centers that work for their needs.

Guess Who?: This game gives the students the opportunity to practice asking questions and responding using descriptive language. The suggested list of questions within the board game should be pre-taught in the language and reviewed to ensure student success.

Barrier Games: To practice vocabulary for interviews on specific themes, set up barrier games that would be appropriate for different vocabulary. Get students to think about items that will be likely for the person they will be interviewing. They should prepare the materials for that interview that's specific to them. For example:

- **Ingredients:** If they're interviewing someone for their cooking skills or recipes practice with all the dishes and ingredients (flour, salt, bowl, spoon, moose meat, measuring cup).
- **Rabbit Snaring:** If they are going to ask an Elder about how to snare a rabbit, they could make a barrier game with the following sets of items or pictures of items (rabbit, willows, snare, snowshoes, ski do, knife, mitts, tea, etc.). It would also be great to provide the on-the-land pictures so students can use phrases such as, "Place the snare in the willows."

Reading: Provide a reading centre with a variety of books at different levels. Students should read the books and look up words in the dictionary they don't know. More practice reading helps to build vocabulary, especially for some of those high frequency words (and, with, etc.).

Listening/Viewing: If possible, provide time for students to watch any videos of interview you have in the language of Elders or other speakers being interviewed. CBC has a wealth of these types of interviews and recordings, as do many communities and governments. Active listening is an important skill and if they can listen to Elders and try and figure out what they're saying, this is time well spent. To ensure they are actively listening tell the students you will be asking them what the interview was about when they are done. Go around the room and ask students:

- Who was the Elder?
- What were they talking about?
- What's a question you'd like to ask that Elder?

Activity 7: Preparing for the Interview**OLC Links - The main focus of this activity will have the students find success with outcome AD 5.5, which asks students to interview a language speaker.**

This task is intended to help students combine all that they have learned through this unit and put the finishing touches on the script that will help them in the interview. They

should not just read the script, but they can use the text to help them when they are conducting the interview.

The students should first consider who they'd like to interview, perhaps a relative or friend of the family, and the topic for their interview. The students may want to ask questions about family lineage or seek out stories or biographical information from the past. Teachers should be supportive in helping the students define a topic, identify a speaker, prepare for, and schedule these interviews.

The first part of the interview will be when the students introduce themselves and why they are doing it. This gives the students an authentic way to practice their own introduction that they've learned in other units and observe local protocols.

The script should also include three or four questions which put focus on the topic of the interview. Challenge students to anticipate the responses they might receive and to consider follow-up questions that might be used to clarify details. Also challenge students to personalize the interview and, where appropriate, share details about their own life and experiences so that the interview is more conversational in nature.

Remind students that they will need to really be listening to the speaker and that they might need to use some of the survival phrases such as, "Can you say that again?" and "Can you say it slower?" etc.

Students should be attentive to new or unfamiliar words used by the fluent speaker in the interview. This helps with outcome AD 6.1. They should prepare dialogue that allows them to clarify meaning to better understand these words and phrases. They should also have a strategy for preserving these words (writing them into a personal dictionary or adding them to a class word/phrase list) so that they are more likely to learn them long term.

As a class, review protocols and social norms that may be associated with the interview experience. Consider the importance of reciprocity, are they allowed to record the interview, should or should they not make eye contact, the importance of patience (waiting for a full and complete response from the speaker), proximity (where the student should position themselves to help make the speaker at ease), and other cultural norms that may influence the success of the interview.

Have the students review these questions with a friend and visualize the interview using the scripted questions that have been developed.

The script should be reviewed by the teacher prior to the interview taking place.

Project Idea

The end-of unit project provides students with the opportunity to showcase their language skills and to participate in an authentic, shared language experience. This provides motivation for practicing and perfecting one's language skills and offers opportunities for reflection, inspiration, and immediate feedback.

In the case of this unit, the focus is on a single project: the interview of an Elder or other fluent speaker. Teachers will share expectations of this interview experience with the students at the very beginning of the unit and continually point out how their day-to-day language work and all the activities and tasks they complete are designed to prepare the student for the interview.

Assessment of this project will measure the students' ability to converse with a fluent speaker and to understand and share knowledge and information.

At the Advanced level of fluency, the students should strive to meet the following criteria in their interviews:

- Students can comfortably engage in a naturally flowing conversation with a language speaker, including asking challenging questions and using follow-up dialogue from these responses.
- Students can understand and participate in dialogue using different verb tenses (past, present and future) of familiar verbs in conversations.
- Students will learn interesting facts, stories, and traditional knowledge collected through these interviews and share this information with others through a shared speaking, reading, or writing activity.

Below is a more detailed description of the interview project along with some possible follow-up activities designed to enrich and extend the learning.

Interview with a Speaker

OLC Links - AD 1.1, 1.2, 1.3, 2.1, 3.1, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 6.1, 7.1, 7.2, 7.3

The goal of this project is to interview an Elder or other fluent speaker on a topic of mutual interest. The interview will provide students with the opportunity to connect with a fluent speaker, boost their own language skills and gain new knowledge about both the language and culture.

The unit activities and tasks will have prepared the students for this project, guiding them as they gained experience in the interview process and tasked them with preparing and scripting the questions to be asked.

Once the students have prepared for their interview, provide them with class time to practice their oral delivery, including intonation, pacing and expression so that they are comfortable as the interviewer.

Arrange for the student interviews. These may be in the school or at home or on the phone depending on mobility and availability of the speakers. For example, in some communities with limited speakers, you may need to arrange that they phone someone in another community. In some cases the person they want to interview may be you.

In some cases, one Elder or fluent speaker may be asked to be interviewed by several different students especially if that speaker is familiar with the students and is able to adjust their conversational style to fit the fluency levels of the students. In any case, all Elders or fluent speakers participating in this project should be prepped so that they understand the goals of the project and can be successful in supporting the students as they grow and practice their language skills.

Consider filming the interviews with the permission of the speaker. A camera or smart phone set off to the side can be inconspicuous. The videos provide a valuable snapshot of the students' skills, fluency and confidence in their language and also preserve the words of the speaker: the knowledge and stories they have shared. These can be used as building blocks for even more language work as you expand the scope and impact of the projects through tasks which make the learning public.

REMEMBER: After the interview, students should be expected to share with the rest of the class what they have learned about the person and from the person they interviewed. This will help solidify the language they've practiced as they've had to do all the phases including, preparing ahead of time, listening while doing the interview and then speaking to share what they've learned.

Extension Ideas:

With permission from the Elders or other fluent speakers, consider posting segments of the interviews on social media so that others can also enjoy and learn from the information, stories and knowledge shared in the interview. Students can select the most memorable moments of the interviews, those segments that are most telling and important, and polish these up with video editing tools so that the videos are compelling, entertaining and instructional.

If the Elders or other fluent speakers have told a story that can be shared with others, consider illustrating segments of the story, and use these to create an illustrated story accompanied by the audio using the actual words of the storyteller. These can be created in a PowerPoint presentation, published in book form or posted on social media for all to enjoy. All these projects should be reviewed by the Elders or other fluent speakers before they are shared publicly.

These are just a few ideas to extend the learning through the interview project and help deepen the impact of this important language learning experience.

Self-Evaluation and Reflection

OLC Links - AD 1.3

The *Interviewing a Speaker* experience is an important unit of study. It formally connects the student with other fluent speakers and provides them with an opportunity to take a lead role in initiating dialogue and conversation. In a sense, this is their first opportunity to project themselves not just as a learner, but as a speaker.

It is important that the students have the opportunity to reflect on this experience. This can be done through partner talk by asking the students to discuss their feelings and thoughts about the interview experience and to share these with the class. This discussion can help the students gain insight into their own journey as language learners and engage them as active partners in their own learning.

Teacher Assessment

A rubric has been developed to support assessment in this unit. The rubric is divided into three sections:

- Section 1 provides assessment of the learning criteria associated with this unit.
- Section 2 provides assessment of the reading and writing (literacy) aspects of this unit.
- Section 3 provides an assessment to the project itself – the student’s success in preparing for the interview and their creativity and efforts in post-interview tasks.

This rubric is only one aspect of a full assessment program. The unit activities can all be part of a formative assessment as the students gain skills and knowledge, confidence and added fluency as they work to prepare for the interview itself.

All the activities within this unit are also designed to help increase the students’ oral proficiency. One option is to repeat the assessment using the Oral Proficiency Scale to see if they are at a 16 which is what is needed by the end of the course to move onto OLC 30. This will also inform you as to areas where they still need work such as using the future tense.

Interviewing a Speaker Rubric

	4	3	2	1	Score
Conversation (Fluency) AD 1.1, 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 7.2	Student converses with speakers on a variety of topics using a natural flow. Unscripted conversations are understood.	Student can ask and understand most questions and responses on a variety of topics when conversing with a speaker.	Student can ask and respond to most questions using learned responses but experiences difficulty with unscripted conversations.	Student relies on learned dialogue to converse. They often show confusion in understanding lengthier conversations.	
Verb Tenses AD 5.2, 7.1	Student understands and uses verb forms (past, present, and future) in day-to-day dialogue and uses context to understand their use with unfamiliar verbs.	Student understands and uses familiar verb forms comfortably in unscripted conversations.	Student uses familiar verb forms in scripted conversations.	Student has difficulty understanding and following conversations.	
Reading* AD 5.1, 5.2, 5.7, 5.8	Student can read and comprehend text that support the interview project. Oral reading is fluid and expressive.	Student selects, reads and understands text with increasing levels of difficulty with some support.	Student selects and reads books with simple text.	Student can read text that is self-created.	
Writing * AD 5.2, 7.3, 7.4, 7.5, 7.6	Students independently composed interesting interview questions and transcribed the interview responses.	Students composed interview questions and transcribed some responses with limited support.	Students composed interview questions and transcribed some interviewee responses with support.	Students required significant support to compose interview questions.	
Interview Preparation AD 1.3, 4.1	Student approached the task with commitment and determination and was well organized and prepared for interview.	Student was well prepared for the interview.	Student needed some support in getting prepared for the interview.	Student required significant support and encouragement in preparing for the interview.	
Post interview Shared Speaking Reading / Writing AD 1.2, 5.2, 5.7, 5.8, 7.4	Student showcased the stories and knowledge shared by the speaker and shared this with others beyond their class.	Student used the information and knowledge shared in the interview and has shared this with classmates.	Student completed the interview and has made an attempt to share the knowledge and information with others.	Student completed the interview but has not gone beyond that to share the knowledge and information with others.	

* These strands should only be used when assessing the reading and writing parts of the unit.

Unit 4: Sharing the Language

Main Curriculum (Advanced) Outcomes Met Through This Unit

- AD 1.2 Celebrate the social and emotional benefits in speaking my language
- AD 2.2 Seek opportunities to celebrate and share my language and culture through **social media**
- AD 3.1 Develop the relationships that contribute to my spirituality and affect the way I act, think and express myself
- AD 4.1 Show my pride by participating in activities that showcase my language and accomplishments (contests, morning announcements, using my traditional name, informal acknowledgments)
- AD 4.2 Participate in and encourage others to join in activities conducted in the language
- AD 4.3 Defend my choice to use my language when facing criticism
- AD 5.7 Apply strategies to derive meaning on familiar topics both while listening and reading
- AD 7.5 Produce and share a story incorporating description and elements of emotion (adventure, scary, funny)
- AD 7.6 Identify the characters, the sequence of events, and morals or lessons learned from a story (shared reading, storytelling, read aloud)

Things to Remember

1. Try to provide explanations and descriptions of tasks and activities in your language. Try to stay in the language
2. This unit requires lots of partner talk and self-reflection.
3. As you begin to plan your unit, start by creating a list of sentences, questions and answers, verbs and descriptive phrases. Follow-up with the unique sentences and vocabulary that the students will need for the unit. Add these words and phrases to your word wall and encourage students to use them in their day-to-day conversations as well.

Duration of Unit: 3-4 weeks (20+ hours)

The duration of the unit depends upon the prior learning experiences of the students, including their comfort level with the technology and in conversing with others. Make sure you tell the students how long you will be working on this unit, the due dates of assignments, and the details of the final project.

Materials

- Indigenous language keyboards
- FirstVoices App
- Phones or tablets
- Improv question prompts prepared

Criteria for Success

At the Advanced Level, students should strive to meet the following criteria in their work, assignments and final project:

- Students show obvious pride in speaking the language, can clearly communicate the benefits of learning the language and willingly make an effort to share the language with others.
- Students have the skills and resources to effectively share the language through social media.
- Students share the language with others through clear and coherent messaging.

Pre-Activity

OLC Links - AD 1.2, 1.3, 2.1, 3.1, 5.3, 5.4, 7.6

The concept of sharing the language fits well with traditional Indigenous values. As a way to introduce this unit, lead a discussion about the importance of sharing within their family and community. Pair the students and pose the following questions:

- *How does sharing help your family and community?*
- *How do people in our community share with one another?*

Have some of the partner groups report out the results of their discussion.

Turn the discussion to the idea of sharing our language. Pose the questions:

- *What benefits come from sharing the language?*
- *What are some ways we can share the language with others?*

Make a list of ideas that the students contribute and, if possible, integrate these ideas as activities or projects within this unit. Discuss project plans for the unit and link these to the value and importance of sharing the language.

If time permits, view a YouTube video about a young Peruvian singer named Renata Flores who uses music to share her language with others (search YouTube: Reviving the Quechua Language in Peru). As students to find Canadian Indigenous videos that speak to the value of preserving one's ancestral language through music, poetry and the arts. The videos might spark some interest in the students producing their own music video as a tool to celebrate and share their own language.

Activity Ideas

Activity 1: Texting Fun!

OLC Links – AD 1.1, 1.2, 1.3, 2.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.7, 5.8, 6.1, 7.1, 7.2, 7.3, 7.5, 7.6

This section has several activity ideas all related to using social media in the language. The OLC link are for all of the suggested activities within "Texting Fun!"

a) Indigenous Languages Keyboards

The purpose of this activity is to provide the students with the opportunity practice their language using the same messaging tools they use for regular day-to-day communication in their social life.

The first step is to introduce the students to the Indigenous language keyboard that can be loaded onto any mobile device. There are several apps that provide keyboards specific to Indigenous languages but the one most often used for our northern languages is First Voices (found here: <https://www.firstvoices.com/content/apps>). This free app is available for both android and Apple devices and can be found in the App Store. First Voices provides keyboards for a number of northern Indigenous languages. It's easy to switch between the Standard English keyboard and any number of Indigenous language keyboards using this app. Each keyboard provides an array of special characters, accents and symbols specific to each of the northern Indigenous languages.

If you are intimidated by the technology, just ask the students to research and download the app. Their skill level in such tasks may surpass that of you, the teacher. Seek out your technology support person on staff if you require assistance with the installation and use of the First Voices app.

Once you have become familiar with using First Voices, walk the students through how to navigate using the app. Provide time for the students to practice using the app, writing out messages in their language and toggling between the English and Indigenous language keyboards. It's important that the students feel comfortable using the new keyboards and writing in their languages. Here are some activities that will help consolidate their skill in using these language keyboards on their devices.

b) Message Me!

This activity will require some set up as it's important that the students have a messaging forum that they can use. This may be through such social media forums as Twitter, Facebook messaging or phone text. It's probably best if the students set up a new password protected identity within the forum you plan to use so that the messages shared between students remain in-house and do not get confused with the students' own personal social messaging identities.

Once these new identities have been established, get your students to text messages to each other within this protected forum. These may be of a general nature (*Hi, How are you doing? What are you doing after school? ...*) or you can steer their communication towards specific topics (Talk about the places you've visited, talk about your first hunt, talk about your favourite activity etc.)

All texting must be done in the language and must always be respectful and considerate dialogue. Monitor the messages and occasionally ask students to share their messages with the others in the class.

c) Text Champ

Divide the class into several teams and have each team select one player to serve as the text master. Bring the text masters together and provide them each with a secret message. The message may be oral or written down. Their role, once a countdown has been given (3-2-1 go!) is to text the message (in their language) to their teammates standing in another part of the classroom.

You could either just write it on a piece of paper and then carry it over to the other side of the room, or if possible, one of their teammates could have a phone or tablet to receive the message.

The text message will contain an action that must be read and acted upon by the entire group. The team completing the action first, wins the race.

Messages might include instructions to *'turn around three times'* or *'touch the tallest person'* or, *'where is the moose puppet?'*. Make the messages fun and interesting.

d) Short Cut

Most text and chat messaging systems have their own language filled with abbreviations, acronyms and symbols that help to quickly convey a message. Shortcuts like LOL (Laughing out loud) and CU (see you) are common text and chatting abbreviations.

The goal of this activity is to create a set of common abbreviations that might be used by individuals as they text and chat in their language.

Divide the students into small groups and discuss some of the more common English language text and chat abbreviations. List these and look for common features. Some are mere acronyms (GOI- Get over it), whereas others use a combination of letters and numbers that sound like the phrase (G2G – Got to go).

Working in groups, ask the students to talk about texting and chatting in the language and identify common words, phrases or sentences that could be abbreviated. Challenge the groups to create a list of five abbreviations or acronyms that might be integrated into the chatting and texting process that the students now use. For example, mahsı might be written simply as M-E and I Love You in Dene Suline might be abbreviated to NGT.

Encourage creativity as the students decide on the shortcuts to some of the more common words and phrases in their language that can be used when texting and chatting.

Have each group share their list with the rest of the class and decide which abbreviations might be most appropriate for the class chats.

Activity 2: Improvisation

OLC Links – AD 1.1, 1.2, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.5, 5.7, 5.8, 6.1, 7.1, 7.2, 7.3, 7.6,

With students working at the Advanced Level, the emphasis of daily lessons should be on providing opportunity for students to engage in conversation on a wide range of topics. At

this level, they should have the confidence, the knowledge, and the skills to communicate their desires, wishes and plans to others. In this activity, students are encouraged to take risks in the language as they try to respond authentically to the scenarios provided. Perfection is not the goal; clear communication and appropriate use of common vocabulary, phrases, and grammar are prioritized while having fun in the language with their peers.

The challenge at this level is to build students' capacity to think on their feet and respond with ease and accuracy. This is where the improvisational (improv) skits and scenarios can help.

Improv is a drama technique that challenges students to think quickly and creatively as they confront the unexpected as there is no script provided. Improv scenarios usually involve two or more actors responding to a unique and often humorous situation or problem. Their dialogue and actions serve as the medium through which these problems are resolved.

In many improv scenarios, the actors must assume the identities of different characters (a store owner, a teacher, an Elder or a hunter) and so, as a language learning activity, the improv can help students learn to talk through issues from different perspectives. Over time and with practice, students will learn to be fast, clever, and smart with their dialogue, just as we hope them to be as speakers.

There are an endless variety of skits and scenarios that can be used to engage students in this activity. An internet search for improv scenarios will provide ideas for skits, scenarios, games, and activities as well as many tips to improve these performances.

Here are some ideas to use in class that will introduce students to improv and gently lead them towards greater creativity and confidence in using the language through the use of improv:

a) Question and Response

Before class, prepare a number of questions in the language on strips of paper. Examples include:

- *Can I borrow your red shirt tonight?*
- *Do you want to eat lunch together?*
- *How did you get to school today?*
- *What are you doing tomorrow?*

Gather the students in a circle and give one student a question. They then approach another student in the circle and ask them the question written on their strip of paper. The other student must then think of a complete sentence (not just yes or no answers) to say in response to that question.

Once the student has responded, it is now their turn to receive a question on a strip of paper and repeat the process with a different classmate. This game is fast paced as students respond to the question they were asked with only one sentence.

Once everybody has had a chance to ask a question and respond to another, students then come up with additional questions so the activity can be played again with fresh new question strips.

b) Tell Me Why

Four students play this game at a time. Two students will speak and two will pantomime (act out) actions. One of the speaking students will act as the boss and the other acts as an employee who has arrived late for work. The employee does not know why he or she is late and must rely on the outrageous pantomime actions of the two non-speaking students. Coach the pantomiming students to use actions that reflect vocabulary and sentences that have been learned previously. As the boss questions the employee, the pantomime students act out excuses for the employee's lateness, which can include far-fetched reasons the employee is late. The employee must guess three excuses and explain them to his or her boss. You can also come up with other scenarios that they have to act out.

c) Celebrity

This skit has one student who must assume the identity of a famous celebrity or character from a book or movie while keeping their identity a secret from their classmates. They are appearing at a press conference and must answer questions from reporters, played by the rest of the students. The celebrity student must answer all questions from the perspective of their secret identity. The reporters must try to guess the individual's identity based on their responses to the questions. A podium might serve as a nice prop for this activity.

d) Questions Only!

This activity challenges students to use questioning as a strategy to seek and present information. Choose two students and present them with a setting for the skit. This might be a store customer bringing back a pair of pants, a police officer stopping a driver for speeding or a teacher wondering if a student has completed their homework.

Students must act out the scene using only questions and never providing an answer. For example, if the setting is a teacher asking about homework, the back-and-forth dialogue might go like this:

- *Student 1: "Did you finish your homework?"*
- *Student 2: "What homework?"*
- *Student 1: "Did you remember our science quiz for today?"*
- *Student 2: "Isn't the quiz on Friday?"*
- *Student 1: "Did you study?"*
- *Student 2: "Study for what?"*

- *Student 1: "Can you pass out these papers?"*
- *Student 2: "Is this a test?"*
- *Student 1: "Do you think you will pass?"*
- *Student 2: "Can you help me?"*

Challenge students to see how far they can carry the dialogue in this question asking format.

e) Silent Film

This improv experience will provide a good opportunity for the students to think on their feet and can provide many laughs for your students.

Divide the class into groups of four or five students and challenge each group to come up with a story idea that will form the basis for their silent film. Two of the students in each group will serve as the storytellers, describing the events of the story as they unfold, while the other two or three students act out the events silently.

Provide some time for students to generate their story idea and talk about the physical actions that will accompany the dialogue scene by scene.

The silent film is designed to be acted out scene by scene with the storytellers telling the first part of the story and then pausing while the actors act out the scene. The storytellers provide the details of the next scene, and this back-and-forth activity continues until the story is complete.

The story should lend itself to lots of physical action and the actors should be encouraged to exaggerate with actions and movement. Also, the storytellers should keep their sentences short and descriptive. Remember, the goal here is a cohesive story. The students will have to work together as a team to make the best story possible.

Once the scene is complete, have the students switch roles so that others get the opportunity to tell the story. The activity can be used over and over again as each story will be different.

An interesting variation to this activity is to have the actors act out the scene first and then have the storytellers describe the actions.

Activity 3: Take it Home!

OLC Links – 1.1, 1.2, 2.2, 4.1, 4.2, 4.3, 5.3, 5.4, 5.5, 5.8, 6.1, 7.2

At the Advanced level of fluency, students should have the confidence and the competence to engage other speakers in conversation in the language outside of the classroom. They should feel comfortable greeting others, asking and answering questions, giving opinions and engaging in detailed back and forth conversations on a wide variety of topics.

The challenge is ensuring students have the opportunity and motivation for sharing and using the language outside of the classroom. Indeed, our languages will thrive only when the talk moves from the school and into the home and community. These next activities provide students with opportunities to do so.

NOTE: These activities may take quite a bit of work and are incredibly worthwhile. They may fit in with other classes such as media studies, social studies or a component of their English Language Arts where they learn about the power of language. Consider working with other staff to support these efforts.

a) Signage

Divide students into several small groups and have each group design a poster that illustrates and labels common household items. Each group works on a different room of the house (living room, bathroom, kitchen, etc.). Students may use cut-out pictures from magazines, pictures found on the internet or draw their own. The pictures and illustrations should be displayed on the poster with all the items labelled in the language, so they are easy to read and understand.

Make copies of each poster and encourage the students to take the posters home and display them in the different rooms. These posters will hopefully stimulate dialogue among family members at home.

b) Road Signs

Many northern communities now have road signs in the language. These signs clearly declare to all that the language is important in the community.

If your community is one of those where the signs are not yet in the language, plan and prepare a presentation explaining the benefits of local language signage and asking for new road signage to be installed. Share the presentation with officials from your local government and ask for their support in making this happen.

The student presentation to council should be written out and practiced in the language. However, not all local government officials or counsellors speak the language so it might be important to offer live translation during the presentation. One of the more capable students could take on this role. Another option for translation would be for a digital copy of the speaking notes both in the language and in English to the officials beforehand.

A presentation of this form before council or the local government focused on language in the community may serve as a powerful experience to the students and one that leads to a lifetime of advocacy in support of their language and culture.

c) Store Signage

The community grocery store is one place where everyone in the community comes together. Often, walking up and down the aisles with a shopping cart is as much about community socializing as it is about shopping. Given its visibility, the store is an excellent choice for Indigenous language signage.

Some stores may already have language signage in place, but, for those that don't, consider making this a class task with the permission of the store manager.

Take the students on a visit to the local store and have them document how the store products are organized and arranged in the many aisles. Take pictures of the product displays to serve as reminders in class.

Divide the students into small groups and task each with designing and producing signage for all the products in one or more of the aisles. The signage might include a picture of the product, its name written in the language, and, perhaps, a QR code connected to a recording of the word itself. Make sure the signage will fit within the existing store signage holder bands that appear on the shelves below each product.

Once each group has produced signage for the products in their aisles, do a quality check to make sure that the items are spelled correctly, the size of the signs are correct and the QR codes are linked. Remember these labels will be viewed in a public setting so it's important that the quality of the work is very high.

Complete this task by revisiting the community store and, with the permission of the store manager, installing the signage in their appropriate locations.

d) Community Events

The language should be part of all community events. In some communities this is indeed the reality but in others, English may be the predominant language of these gatherings. Challenge the students to change this fact by becoming advocates for the language and ensuring that the language is welcome at all community events.

Brainstorm with the students the various ways that language can be integrated into regular community events: the Christmas feast, the spring carnival, hand game tournaments, community sporting events, etc. The list might include ensuring that signage advertising the event is written in the language, ensuring that opening ceremonies include greetings in the language and ensuring that some of the activities are conducted entirely in the language. For example, a student talent show could include a language category with students presenting songs and poems in the language.

e) Can You Hear Me?

At all fluency levels, teachers should be encouraging their students to use the language at school, at home, and in the community. The expectation is that students should be seeking out other language speakers to engage with in conversations. Students should be encouraged to share their language everywhere they go.

Make it a point to challenge your advanced speakers to ensure that the language is practiced in their home. Engage the students in conversation as to how they use the language at home and in the community. Take a few minutes at the end of each lesson to remind them of the many ways that language can be used in the home and task them with making an effort to use their language that evening. Check in with them the next day and to see how successful they were in using their language the night before. Share with your class any local resources (local language or school Facebook pages, websites, apps, etc.) designed to support and encourage families to share their engagement with the language.

With regular reminders and encouragement from the teacher, more and more students will be able to share examples of their conversations and interactions.

Your reminders could include specific tasks. For example, ask the students to count all the birds they see in the language as they walk home and share it once they get home, using the language as much as possible. You might ask the students to look at each house they pass and identify the various parts of the house (the windows, doors, roof, paint colour, etc.) and share in the language when they get home. Check-in the next day asking questions about how they used language outside of school.

All these homework tasks encourage students to engage with the world around them in the language. These tasks help students think in the language and, once this skill has been developed, students will be well on their way to becoming capable and competent speakers.

Project Ideas

The end-of unit project provides students with the opportunity to showcase the language skills and to participate in an authentic, shared experience.

In this unit, the focus is on projects that challenge students to share the language with others. This may be in developing language resources that can be used in the community, or it may be developing the tools and strategies to share the language through social media. Teachers should share project ideas with students at the very beginning of the unit and continually point out how their day-to-day language work and all the activities and tasks they complete are designed to prepare them for work on these projects.

Assessment of the project should measure their effectiveness and commitment to share the language with others. The students' messages should be clear and concise, and the means of sharing should highlight and celebrate the language.

At the Advanced level of fluency, students should strive to meet the following criteria in their projects:

- Students show obvious pride in speaking the language, can clearly communicate the benefits of learning the language and willingly make an effort to share the language with others.
- Students have the skills and resources to effectively share the language through social media.
- Students share the language with others through clear and coherent messaging.

Below are a few project ideas for your consideration. Some of the activities listed above may lend themselves to full-fledged projects as well so give some thought as to how the activities can be modified to broaden the audience.

You and the students may have other ideas. Value their suggestions and ideas. The important consideration with any project is ensuring that it challenges the students to use the language in both the development and presentation of the project and that there is a real audience to share it with.

Why I Speak My Language

OLC Links – AD 1.1, 1.2, 1.3, 2.2, 4.1, 4.3, 5.1, 5.2, 5.3, 5.5, 6.1, 7.1, 7.2

The goal of this project is to encourage students to examine the reasons why they have chosen to learn and speak the language and, by doing so, to strengthen their commitment to the language. Of course, the responses need to be in the language, not English. An important secondary goal is that, by examining their own journey as speakers and sharing it with others, they may inspire others to follow the same language-learning pathway.

Start this activity with some quiet reflection, posing the question, “Why have you chosen to learn your language?” to students. Students may respond by saying they had to take the language program as part of their school studies, but encourage them to dig deeper by posing more reflective questions:

- How has the language helped you?
- Can you describe a time when you felt proud to speak your language?
- How do you feel when you speak to an Elder in your language?
- How has the language helped you connect with your culture and traditions?
- How has the language helped strengthen your identity and made you proud of who you are?

Remember the last line in the book *I Want to Learn* (Grandmother and children on the cover): “It feels good to speak my language!”

Provide opportunity for students to share their thoughts through partner talk. Encourage students to have this discussion in the language as much as possible. Provide some time for sharing by asking for volunteers to introduce their partner and describe why their partner has chosen to learn and speak the language.

You can extend the learning by challenging students to share their thoughts outside of the classroom. Some students may choose a visual approach by putting words and images together to make a poster promoting the language – for example, Five Reasons to Learn Your Language. Others may choose to create a PowerPoint presentation with images and text that showcase their personal commitment to the language or promote language learning among others. The projects can be presented and then displayed in the school and the PowerPoint presentations can be added to the school website.

Other students might choose to design a podcast or write a blog post or a speech which describes their personal reasons for learning the language or detailing the benefits that learning and speaking the language has provided. The podcast or speech may relate to a personal story describing a time the student felt proud of speaking the language or sharing a list of reasons why people should learn the language.

As a celebration of learning, the podcasts, blog posts, and speeches can be shared and promoted through social media and the speeches presented at a student assembly or during a community gathering. Again, it is pivotal that these presentations are in the language.

Music Video

OLC Links – AD 1.1, 1.2, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 7.2, 7.5

Music truly is the universal language. It doesn't matter if the song is a traditional chant sung by African fishermen as they pull their nets, a haunting melody of an Inuit throat-singer, an aria sung by an Italian opera star or a tune by a world-famous rock star, music is universal and can be enjoyed by listeners regardless of the language of the song.

Not only can music be enjoyed across languages, it is a valuable tool for teaching languages. Children love music and songs can be used to teach basic sounds, words, and sentence structures in the language. The OLC curriculum recognizes the value of song and has included several in its resource on the Our Languages website.

Music and song can be an extremely valuable tool at the high school level as well. Although students might not be too keen to learn and sing songs for younger students that teach basic routines such as clean up time or time for home, providing them with the opportunity to explore the language through song and challenging them to create and produce a song in the language can be a game changer for some.

Consider, for example, the story of Emma Stevens, a Mi'kmaq high school student from Nova Scotia, who recorded a version of the Paul McCartney song "Blackbird" in her language. Her video was posted on YouTube and became an instant sensation with over a million views world-wide. The video even led to a meeting between the two as Paul McCarthy flew Emma to his concert in Vancouver so that he could meet her and publicly acknowledge her accomplishment.

The video's comments have been extremely positive and encouraging. Many have commented on the beauty of the Mi'kmaq language and her performance and others have talked about the power of the song in promoting Indigenous languages around the world. Not only has the video inspired many to learn and speak their language, but the song has generated millions of new friends and allies of Indigenous languages. All this from a simple class project around recording a song in your language. The process is straightforward: select a song, practice it, add instrumentation, and then record.

For some students who are aspiring singers, songwriters, musicians, producers, or directors, creating a music video might be just the kind of project that could forge a deep and lasting connection to the language.

One option is for the students to find a song that they like that is already in the language. All the NWT languages have popular songs recorded by musicians. Get them to find one and learn it. If possible, connect with the original musician and get permission to make their song into a music video.

Another option is to pick a song that is in English and adapt it, as Emma Stevens did. Songs with simple lyrics and easily recognizable tunes may lend themselves well to this project (see Renata Flores in YouTube for a wide selection of songs). Remember that this does not need to be an exact translation but rather an adaption so that the phrases in the language are culturally relevant. Challenge students to compose their own song in the genre and style that they most enjoy as listeners.

Once a song has been adapted or written in the language, the practice phase begins. Encourage students to practice until they've memorized the lyrics. Schools that offer a music program might want to enlist the help of the music teacher or a musician from the community. For others that don't have a music teacher it is possible to find one on line and request a zoom lesson.

Next comes time to record videos of the songs. Schools that offer media programming might engage students to record the video. The recording can be as simple as the student singing into a phone.

Once the video has been recorded and polished, post the video on YouTube with their permission so that others can enjoy the songs and celebrate the accomplishments of the students. Encourage other students to post positive comments about the videos. Suggest that these comments be made in the language to promote authentic, everyday use of the language.

Track the number of views and shares and watch what happens. The videos of student songs may become another viral sensation and present new, exciting possibilities for students, all in celebration of Indigenous languages.

Share the video with the ECE staff so that the video can be uploaded to the OLC website. As more songs are added each year, the better!

Survival Phrase Booklet**OLC Links: 1.2, 2.5, 3.2, 4.1, 5.1, 5.3, 5.9, 6.1, 7.4, 7.5,**

The goal of this project is to produce a survival phrase booklet in the language, complete with important phrases and conversations that people new to the school or community should learn and use. This is not a dictionary as it's not simply words, rather, it's a focus on phrases.

Think about the I Want to Learn book (grandmother and children on the cover) as a start. The survival phrases in that book are:

- I want to learn _____ (name of language).
- How do you say ____ in _____ (name of your language)?
- Can you say it again?
- Say it slower.
- Try again.

As a group activity, add these phrases to your booklet and then make a list of other phrases that might benefit a newcomer to the community. Organize the lists around important themes like going to the store, asking for help, and greeting people. Make sure to include slang and common phrases that are commonly heard in the community.

Once the lists have been created and organized, divide students into groups and task each group with working on the phrases within one of the themes. Using a computer or tablet, ask them to write out the phrases in the language and add the English translations. Encourage them to use the dictionary and word walls so the spelling is correct, and the lists are free of mistakes and errors. Their work should be print-ready. Remember, these are full sentence phrase books, not a repeat of the dictionary.

For an added challenge, have students record audio clips of each phrase included in this survival phrase booklet and create a QR code for each entry. The QR code will help make the booklet more user-friendly by enabling the newcomers to hear the words and sentences spoken rather than just seeing text in a page. Also, students could send the recordings to ECE to be added to the OLC website. Each year students can add more and more phrases.

Compile these lists into a booklet, make copies and distribute these to offices and businesses around the community, including where tourists and newcomers to the community might visit. Give a copy to the other teachers at school so they can increase their knowledge of the language and share this resource with their students. It is part of the whole school approach to language learning found within the Indigenous language plans. Encourage students to greet newcomers in the language and help others appreciate and use the language of the community.

Self-Evaluation and Reflection

One goal of this unit is to heighten the awareness of the students as to the benefits of learning the language and help them appreciate their role and effort in this challenging task as they share it with others.

As the students reach the end of the advanced level units, it is time for them to reflect on their achievements and progress. The student portfolio document entitled My Language Accomplishments is a good tool to achieve this. There are several sections to the document and each one challenges students to reflect on their learning in different ways. By the advanced level, the document should be translated into the language and all or most discussions held in the language. Go to the Portfolio section on the OLC website to download the documents mentioned.

This activity may take several class periods to complete. It may be wise to chunk up the activities and complete it in stages throughout the unit, perhaps devoting 10 minutes of class time once or twice a week to the various tasks rather than trying to complete it all at once.

Here are some suggestions for managing this task:

I Can Statements: Complete this activity together as a class, discussing each statement, reviewing past tasks and activities that relate to each statement, having the students check off those statements that are true to them. Have them discuss and share their personal ratings in partner talk.

Tracking My Progress: This activity asks the students to review their accomplishments from the perspective of the OLC learning outcomes at the Advanced level. Each statement is related to one or more of the more significant learning outcomes at the Advanced level. Ideally, for each task, activity, and project, these outcomes have been identified and shared with the students so they can link their learning in activities and projects to OLC outcomes.

Challenge the students to review the Advanced level outcomes that are on the portfolio checklist and have them self-evaluate. Support the students in understanding each statement and connecting these to classroom tasks and activities. Keep in mind that the teacher can draw upon this information when completing report cards.

The second part of this activity is for students to identify their strengths as language learners and the challenges that await them. These can be written down in the space provided within their portfolios.

My Language Goals

Building from the previous two, this activity challenges students to establish new language goals for the upcoming learning cycle. Partner students to discuss and reflect upon their strengths and challenges as learners and to identify potential new learning goals. Have

volunteers share the learning goals with the class. Ask students to write their new goals in their portfolios to document how they plan to strengthen their language fluency.

Consider displaying these goals on a classroom bulletin board. The goals can remain anonymous, but they can serve as constant reminders of the collective goals of the students.

Teacher Assessment

Assessment of student skills, abilities, and performances is an ongoing process and occurs at many different stages throughout the unit. Some of the assessments will be formative to support teaching and learning throughout the units. Some will be summative and represent the final outcomes of the unit through a project or an assignment. Students are to be aware of the criteria for success in each activity, as well as how they will be evaluated. This transparency provides them with the opportunity to meet expectations and improve upon their work as it progresses.

Rubrics are also an effective tool for assessing and evaluating many aspects of student work. Rubrics clearly state the criteria by which a task will be evaluated and identify if students met those criteria. Rubrics can be used as a formative tool (teachers providing feedback), a self-reflection tool (students comparing their own work to the standards) or a summative tool (final mark on a project).

Often, teachers will involve students in the process of writing the rubrics. This process can be very powerful as it helps students invest in their learning and allows them to better understand the goals and performance standards of a given project or task.

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Curricular Components	Curricular Outcomes								
AD 1: Students adapt as their language learning strengthens their identity.	AD 1.1: Initiate and engage in conversations that help build my identity and confidence			AD 1.2: Celebrate the social and emotional benefits in speaking my language			AD 1.3: Personalize the strategies to remain a successful language learner (set goals)		
AD 2: Students apply their community's traditions and worldview.	AD 2.1: Model willingly the protocols associated with key cultural and spiritual practices and activities (greetings, ceremony, medicines, prayer, feed the fire, lighting the qulliq)			AD 2.2: Seek opportunities to celebrate and share my language and culture through social media			AD 2.3: Actively prepare for community and on-the-land experiences by using language specific to the activity		
AD 3: Students experience emotional, physical, intellectual and spiritual enjoyment.	AD 3.1: Develop the relationships that contribute to my spirituality and affect the way I act, think and express myself			AD 3.2: Use humour to generate funny stories, jokes, idioms, slang, games			AD 3.3: Seek out written and performed works and related material that celebrate my culture (library, museum, media archives)		
AD 4: Students display their sense of belonging to a community of language speakers.	AD 4.1: Show my pride by participating in activities that showcase my language and accomplishments (contests, morning announcements, using my traditional name, informal acknowledgements)			AD 4.2: Participate in and encourage others to join in activities conducted in the language			AD 4.3: Defend my choice to use the language when facing criticism		
AD 5: Students recognize, understand and confirm meaning.	AD 5.1: Approximate the pronunciation and spelling of new and unfamiliar words			AD 5.2: Distinguish between various verb tenses in both written and oral communication (future tense)			AD 5.3: Comprehend the natural flow of conversation in familiar situations		
	AD 5.4: Describe, inform and make observations and predictions while engaged in authentic conversations			AD 5.5: Interview a language speaker on a topic of mutual interest			AD 5.6: Ask and respond to open-ended questions and "I wonder" statements (what if, how, tell me about, why, because)		
	AD 5.7: Apply comprehension strategies to derive meaning on familiar topics both while listening and reading					AD 5.8: Read and interpret text that uses patterns involving time (spiraling , or chronological sequences)			
AD 6: Students acquire their language through personal, family, community, school and cultural experiences.	AD 6.1: Seek out both ancestral words and new words dealing with both familiar and unfamiliar topics								
AD 7: Students produce a message and validate it for themselves and others.	AD 7.1: Vary verb tense while engaged in new and spontaneous dialogue and lengthy conversations			AD 7.2: Experiment with longer and more complex sentences (share experiences and feelings, provide directions, offer assistance)			AD 7.3: Under the guidance of a teacher or Elder, lead a shared reading or shared writing experience with others in a school or community setting		
	AD 7.4: Write with some accuracy in different styles and purposes (weather report, announcements, letter to friend or for a job)			AD 7.5: Produce and share a story incorporating description and elements of emotion (adventure, scary, funny)			AD 7.6: Identify the characters, the sequence of events, and morals or lessons learned from a story being shared (shared reading, storytelling, or read aloud)		

OLC – Advanced Learners – Curricular Outcomes Checklist

Name: _____

Assessment Key: 1 = Input stage 2 = Approaching standard 3= Meets Standard 4= Exceeds Standard (of individual outcomes)

Learner Profile:

Strengths (date)	
Challenges	
Program Modifications	

Observation Notes / Evidence (date)

Appendix B: Advanced Learners – Portfolio Pieces

My Language Accomplishments (Advanced Level)



Here's What I Can Do

- ___ I can initiate and engage in conversations with others and understand what is said.
- ___ I actively prepare for community and on-the-land experiences by identifying and using language specific to the activity
- ___ I am curious about the Indigenous world and seek to identify within it.
- ___ I can talk about things that happened in the past, are happening now, and will happen in the future.
- ___ I can describe, inform and make observations and predictions in my language.
- ___ I show interest in my language and try to understand ancestral words spoken by Elders.
- ___ I can read and write with some accuracy in my language.
- ___ I can tell descriptive stories in my language.

Tracking My Progress (AD. 1.3)

Date: _____












Learner Outcomes (Intermediate)	Learning Outcomes... I am working on...			
	I have met...			
	I excel in...			
My strengths as a language learner				
Areas where I still need support				

My Language Goals (AD 1.3)

Date	My plan to become a more capable speaker

Date Completed: _____

Traits of a Strong Language Learner

AD 1.1, AD 1.2, AD 1.3	Traits	All of the time	Most of the time	Sometimes	Seldom	Never
	I make an effort to learn my language.					
	I stay in my language when talking with others.					
	I think in my language.					
	I take risks in learning my language.					
	I play in my language.					
	I use my language at home and in the community.					
	I support and encourage others.					
	I make connections in my language.					
	I use my language in social media.					
	I seek out Elders and others to talk with.					
	I celebrate my language accomplishments					



Evidence of my Growth as a Speaker

I am proud of
this because...

I can improve
this by

This is a sample
of my best
work...