



**Biindigen! Ojibwe Language and Tradition I
Semesters A & B 18-19**

MSC Online Learning Project www.msconline.us



COURSE CREDITS / LENGTH:

2 semesters / 1 credit

Students may take a single semester (Part A or Part B) for .5 credit, as long as course prerequisites are met. Semester courses are designed to be 18 weeks in length. All MSC Online courses are offered on a flexible, rolling-enrollment basis.

OR

One semester Part A / .5 credit

Semester courses are designed to be 18 weeks in length. All MSC Online courses are offered on a flexible, rolling-enrollment basis.

INSTRUCTOR INFORMATION: Instructor name and contact information will be provided to the student, parents and the enrolling district by the MSC Online Learning Project prior to start of course. The language instructor is MN State certified in Ojibwe Language & Bilingual/Bicultural Education as well as community expert .

TEXT AND OTHER RESOURCE MATERIAL:

Required Book: A Concise Dictionary of Minnesota Ojibwe (Paperback) by John D. Nichols and Earl Nyholm, 1995. \$10-15, Order from www.Amazon.com or through your school.

No additional resources are required; all course materials are included in the course or available online.

PREREQUISITES AND STUDENT EXPECTATIONS:

There are no **COURSE PREREQUISITES** for Ojibwe Language Semester Part A.
The **PREREQUISITE** for Semester Part B is successful completion of Part A.

Students must have daily access to a computer with Internet connection and be able to complete basic computer tasks like saving files, looking for information on a web site, downloading and uploading files and sending email. One-on-one voice assessments by instructor will be conducted via online video tools or telephone.

Students are expected to participate in their learning by logging in to the course regularly (5-6 days per week), spending adequate time on course content and activities (5-15 hours per week, on average) and completing work according to the schedule set by the instructor.

Please refer to the MSC Online Technical Guide and the MSC Online Student Agreement Form at <http://www.msconline.us> for additional information about student technical requirements and expectations.

COURSE DESCRIPTION:

Ojibwe Language and Tradition is an introduction to Native Ojibwe language and culture for high school students. This course will acquaint students with beautifully descriptive language vocabulary and sentence structure patterns. The standardized Double Vowel System of reading and writing the language will be used. Students will explore the circle of season's woodland tradition in the context with language acquisition. Activities are designed to promote speaking and listening, as well as reading and writing the language.

Instructor Vision of the Course

Ojibwe Language can be the most life-changing high school course a student will experience. Not only does it impact the student's world-view, it challenges the student to recognize the cultural beauty and diversity in their own region. These students gain pride in becoming an elite group of people who connect with Native American heritage and promote Ojibwe language renewal and preservation. For a Native student learning their own language, the experiences and connections can be deeply personal.

COURSE OBJECTIVES / TOPIC OUTLINE:

Ojibwe Language and Traditions Course Goals, Objectives, and ACTFL.org World Languages Standards Alignment

Practice sounds, verbs and nouns to communicate.

1. Learn and recite Ojibwemowin daily: vowels, consonants, syllable sounds, words, phrases.
2. Introduce yourself in Ojibwe
3. Produce audio conversation practice in person or by recordings.
4. Use grammatical patterns in speech with action verbs and common nouns Beg. 1.1, 4.1

Use the Double Vowel System writing system.

1. Translate oral and written language topics
2. Recognize grammatical patterns in two verb forms, both A & B conjugations.
3. Utilize standard writing system Beginning 1.1, 1.2, 1.3, 4.1, 4.2

Identify and utilize Ojibwe language relating to cultural traditions in Indian Country.

1. Explore geography of regional Native people
2. Identify seasonal, historic, and contemporary cultural traditions Beginning 2.1, 2.2, 5.1

Create and recite simple dialogs.

1. Write simple sentences using appropriate grammar inflections.
2. Recite a variety of sentences to tell a story. Beginning 4.1, 4.2

Gain technical knowledge relating to online education.

1. Use various technologies to efficiently complete assignments. Beginning 3.1, 3.2



- ✦ **LCSC Online Learning Project**
- ✦ **NE Online Learning Project**
- ✦ **Resource Student Online Learning**
- ✦ **SSC Online Learning Project**

Part A Vocabulary and Concepts: Vowel Sounds, Introductions of Self, Verbs/Grammar, Pluralization, People, Animals, Sugarbush, Berries, Wild Ricing, Storytelling, Weather.

Part B Vocabulary and Concepts: Forming Introduction Questions, Verbs/Grammar, Locations, Household Rooms and Objects, Kitchen, Counting, Months, Colors.

ASSESSMENT OF STUDENT WORK:

Course strategies include Native philosophies such as hands-on exploration, respect, humor, collaboration and community. A Native Ojibwe elder's voice will help practice vocabulary. Grammar lessons will offer second chances for completion. Interactive components include student group chat, forum, glossary activities, threaded discussions, multi-media presentations, practice activities and puzzles. There are oral and written assignments, off-line projects, independent readings, quizzes, a week 7 midterm and final exam. Several online resources are available for cultural discovery and expanded research. Numbered learning topics (14) are opened in order based loosely on a weekly calendar, the course enrollment date and school calendars.

MSC Online Standard Grading Scale:

93.00 - 100.00 %	A
90.00 - 92.99 %	A-
83.00 - 89.99 %	B+
80.00 - 82.99 %	B
73.00 - 79.99 %	C+
70.00 - 72.99 %	C
63.00 - 69.99 %	D+
60.00 - 62.99 %	D
0.00 - 59.99 %	F

Additional information about exam administration, grading policies and extra credit opportunities will be provided to all students by the instructor at the time of enrollment in the course.

MINNESOTA ACADEMIC STANDARDS

MN World Languages Academic Standards' Alignment

A Model for Use in Setting Local Standards for Minnesota World Languages is derived from the National Standards for Foreign Language Learning in the 21st Century developed by the American Council on the Teaching of Foreign Languages (ACTFL). See: <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>

Primary Goals

The national standards set forth the five interrelated goals for language learning: communication, culture, connections, comparisons, and communities. These are the same goals and objectives that we believe serve well as a model for Minnesota districts in setting local World Language standards.

Goal One: Communicate in Languages Other than English

- 1.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students will understand and interpret written and spoken language on a variety of topics.
- 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal Two: Gain Knowledge and Understanding of Other Cultures

- 2.1 Students demonstrate an understanding of the relationship between the perspectives and

practices of cultures studied and use this knowledge to interact effectively in cultural contexts.

2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contribution of the cultures studied.

Goal Three: Connect with Other Disciplines and Acquire Information

3.1 Students reinforce and further knowledge of other disciplines through world languages.

3.2 Students acquire information and perspectives through use of authentic materials in the world languages and from the cultures.

Goal Four: Develop Insight into the Nature of Language and Culture

4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.

4.2 Students recognize that different languages use different patterns of interaction and can apply this knowledge to their own culture.

Goal Five: Participate in Multilingual Communities at Home and Around the World

5.1 Students use the language both within and beyond the school setting for a variety of purposes.

POLICY STATEMENTS:

Academic Honesty

MSC Online students are expected to abide by the highest standards of academic honesty in their online work. In addition to being subject to the academic honesty policies of their enrolling districts, MSC Online students agree to not engage in any of the following activities:

Cheating refers to intentionally using or attempting to use unauthorized materials, information, or study aids in any academic activity. An academic activity includes all forms of student work submitted for a score, a grade or for credit. Cheating includes, but is not limited to:

Giving or receiving unauthorized aid from another person on any academic activity;
Giving or receiving advance information about quizzes, tests, or examinations;
Using or consulting unauthorized materials or using unauthorized devices on any academic activity;
Using any portion of a paper or project to fulfill the requirements of more than one course, without receiving prior permission;
Participating in unauthorized collaboration with other students;
Intentionally misrepresenting the need for extra time on any academic activity, in order to gain more information;
Lying about any of the above or assisting another student to cheat.

Plagiarism refers to the deliberate adoption or reproduction of ideas, data, language, or statements of another person as your own without proper acknowledgement. Plagiarism includes, but is not limited to:

Presenting someone else's work or ideas as your own;
Having a parent or another person do work which you then submit as your own;
Including another person's work as part of your work, without proper acknowledgement or documentation.

The first violation of these guidelines will result in (at a minimum) a score of "0" (zero) for the work submitted, plus any additional consequences defined by the student's enrolling district.

A second offense may result in expulsion from the course with a failing grade, plus any additional consequences defined by the student's enrolling district.

Accommodations for Students with Special Needs

MSC Online is committed to providing equitable access to online courses and instruction in compliance with state and federal guidelines for students with disabilities. MSC Online staff and teachers will work closely with students and their enrolling districts to design and implement any accommodations for students with individualized educational plans.

Expectations for Teacher Contact with Students

Excerpted from MSC Online Instructor Requirements and Responsibilities document.

All MSC Online teachers will:

Contact each student and parent (if student is 17 years of age or younger) within the first three days of the course by phone;

Maintain frequent written contact with students - a minimum of twice weekly - in order to monitor progress, encourage student participation and assess student work;

Set and hold virtual office hours each week for each course being taught, or provide alternate methods for students to reach them;

Acknowledge the submission of student work and answer email and phone messages within 24 hours, except on weekends, holidays or unless other arrangements have been made;

Provide students with individualized written feedback on all work submitted within 48 hours, except on weekends, holidays or unless other arrangements have been made;

Initiate the student support process with the student, parents (if student is 17 years old or younger), school administrators and/or MSC Online staff if the student fails to meet course progress goals.

Academic Support

MSC Online staff and teachers are committed to the academic success of all our online students. We will work closely with students, parents, teachers and the enrolling district to make sure students receive the academic and technical support needed to succeed.

Please see the complete MSC Online Enrollment Policy at <http://www.msconline.us> for additional information.

Progress Reports

MSC Online will provide student progress reports to students, parents and the enrolling district approximately every four (4) weeks during the semester. The progress reports will be sent via email communication.

Final Grade Report

MSC Online will provide a final grade report to the student, parent and the enrolling district within 5 days of receiving notification from the instructor that the student has completed the course requirements and upon the return of the any course materials to the MSC Online Learning Project. The final grade report will be sent via email communication. A paper copy of the report is available upon request.