



MSC Online Fall & Winter 2018-19

High School Ojibwe Language II Semesters A&B

Ojibwe Language II-A&B Instructor: Mrs. Ceglar

Messages: Within the Online Language Course

Phone: 218-780-2722 email: nij712@gmail.com

Course Website: www.msconline.us

•Schedule: Course open 24/7. Teacher office hours: Mon. & Thurs. 6-8 pm. Or by appointment

•**Weekly you will be live online with instructor during your regular school class time. This is a mandatory for speaking Ojibwe and set up during the first week of your class. Check course messages!**

•**Curriculum Support Websites: Voki.com, Quizlet.com, ojibwe.lib.umn.edu, You Tube, Skype and others as assigned.**

√ **Course Description** - Ojibwe Language and Tradition II is the second year of Native Ojibwe language and culture for high school students. This course will expand speaking skills and understanding the descriptive vocabulary and sentence patterns. The standardized Double Vowel System of reading and writing the language is used. Students will explore Native woodland cultural traditions. 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 community Ojibwe language renewal and preservation. For a Native student learning their own language, the experiences and connections can be deeply personal.

New! After completing 2 years of HS Ojibwemowin, students are invited to be evaluated for language proficiency. The MN Department of Education and your school can award Seals of Proficiency. This opportunity will allow you to skip the first year of Ojibwe language at any State of MN college offering Ojibwe language.

√ **Course Materials & Resources**

Folder/Notebook and Writing Utensil. Computer Access at school and/or home. Student email. Parent/Guardian/ Telephone Access for assignment help. Computer/ Internet access with audio/Printing of course items as needed. Elective Book: A Concise Dictionary of Minnesota Ojibwe (Paperback) by John D. Nichols and Earl Nyholm, 1995

√ **Teacher and Student Roles in this Course.**

The teacher is a facilitator and will be online daily at varied times, communicating within 24 hours of a course or phone message. During the course 1 to 1 phone or internet conversations are expected to practice and evaluate student learning. Other website tools provide flashcard practices and voice recording evaluations. Assignments will be corrected within the course and you will get feedback and a grade in your online gradebook. At midterm and final or as requested, a grade is provided to your school officials. Provide your current student and parent phone number with message capability. I am very excited to help you learn. I would like feedback and enjoy learning from you. I am still a learner of the language. I started by learning the alphabet and vowel sounds, just like you. Let me help! It can be a new worldview! **Teacher office hours are Mon. & Thurs. 6-8 pm. Communicate your class hour/time to me ASAP.**

You, the student is expected to be an active learner with a new language voice. Be online daily during school hours following topic activities in order to gain course points for grades. See the schedule and your calendar. Students are expected to message replies back to the teacher and report school absences. For help message within the course or leave a phone message. Set aside a daily class time assigned for your language learning. Use the time for schoolwork while following all the rules as written in their student handbooks. Hand in your assignments within the online course. See instructions. Good online etiquette and secure private access is expected in our course. Check your grade book often. There may be some group work, but it is expected you do your own work. NO cheating or copy and pasting. Testing is best proctored, but if not, be honest. Logins are your responsibility to remember, it is your private information. Enjoy this! Aaniin !! Greetings!! Biindigen! - Come in Welcome!

√ **Types of Learning Activities in this Course.**

Course strategies include Native philosophies such as hands-on/VOICE-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 student group discussions, dictionary activities, multi-media presentations, practice activities and puzzles. There are oral and written assignments, homework project, art, online video, independent readings, quizzes, midterm and final exam. Several online resources are available for cultural discovery and expanded research.

Semester Topics (approximately 8-10 class periods per Topic) **May change at a cosmic moment!!**

Vocab/Grammar, Culture Connection/Research, Voki and Quizlet & Evaluations

1 Introduction to Course, Introductions, Language Basics Review

2 VAI "S/he" verbs: new & review, A-form conjugation, Culture Connection-Rice

3 VAI new B-form/Conjunct form- complex sentences, Communities, CC

4 VAI New Question Grammar/B-form, Initial Vowel Change, CC Midterm 5 VII "It is" verbs: A-form Weather review, Days, CC

6 VII new B-form/Conjunct form. Yes/No/Negations, Niiyaw-My body, CC 7 VTI "To it" verbs review, Household, School, CC

8 VTI – new B-form/Conjunct form, Body Part,s CC

9 Beadwork, Reservation Website Stickers, Review for Final. Catchup 10 Voice and Written Final

√ **Course Policies**

a. Attendance: It is stressed that students will attend each class session and come on time, log in everyday. Late entry and absences have consequences as stated in the Student Handbook of each site. Report absences to instructor. Be respectful of your home school teachers/monitors.

b. Late Assignments: Late assignments are accepted with absences. No credit if not in by midterm. Watch the calendar or ask for help!

c. Make-ups: Make-ups will be accepted within two weeks of absence. Make-up school time is limited. It is great to ask for help!

d. Exams and Quizzes: There will be a midterm and final based on topics. Study guides will be supplied. Voice evaluations!

e. Extra Credit: Extra credit may be assigned after all other assignments are completed in full. Extra credit is not to take the place of daily work credit.

List your positive ideas of how to plan your day. You are in charge of yourself. It is a grownup thing. I respect your way- keep it positive.

- 1.
- 2.
- 3.
- 4.

LESSON #1: Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

Display respect for all members of the classroom community online, both your instructors and fellow students in class and on Telepresence.

Be attentive to and participation in lectures, group activities, workshops, and other classroom exercises.

Avoid unnecessary disruptions during class such as not being prepared with a pencil or other, private conversations, reading outside documents, cell phones, and doing work for other classes.

Avoid racist, sexist, homophobic, bullying or other negative language that may unnecessarily exclude members of our school or classroom community.

These features of classroom civility do not comprise an exhaustive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned. Those students who do not behave in a responsible civil fashion will be asked to leave class (and face all consequences.)

√ Course Goals, Objectives, and ACTFL Standards Alignment

Download the summary: [WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES](https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary) <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>

Course Goals Related to Standards	Course Objectives The student will:	World Languages Standards Alignment
<p>1. Communication:</p> <p>Communicate effectively in Ojibwe to function in a variety of situations and for multiple purposes.</p> <p>Interpersonal, Interpretive and Presentational</p>	<ol style="list-style-type: none"> 1. Review sounds & pronunciations of the language using the Double Vowel System of standardized writing. 2. Use intermediate A & B-form grammar patterns in four verb categories in a variety of subjects. 3. Speak the language aloud as it relates to self, others, home, school, Indian Country and the natural world. 	<p>Communication</p> <p>.1 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students will understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.</p>
<p>2. Culture:</p> <p>Interact with cultural competence and understanding.</p>	<ol style="list-style-type: none"> 1. Translate oral and written language topics 2. Utilize language skill with Ojibwe art and Traditional Dance. 3. Listen to <ul style="list-style-type: none"> • Use language verbs nouns and complex grammar patterns to communicate. 	<p>Culture</p> <p>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.</p> <p>2.2 Students demonstrate an understanding of the relationship between the perspectives and products/ contribution of the cultures studied.</p>

<p>3. Connections:</p> <p>Connect with other disciplines and acquire diverse perspectives to use language in academic and career related situations.</p>	<p>With language explore cultural topics of woodland Native people.</p> <p>2. Identify significant Ojibwe historic concepts.</p> <p>3. Create functional Ojibwe designed art using natural materials.</p> <ul style="list-style-type: none"> Identify seasonal traditions, and historical events important to Native people. 	<p>Connections</p> <p>3.1 Students reinforce and further knowledge of other disciplines through world languages.</p> <p>3.2 Students acquire information and perspectives through use of authentic materials in the world languages and from the cultures</p>
<p>4. Comparisons:</p> <p>Develop insight into the nature of language and culture in order to interact with cultural competence.</p>	<p>Write complex sentences using tenses, negations, pluralizations, and A & B forms of verbs</p> <p>2. Recite a short story.</p> <p>3. Compare Ojibwemowin grammar to English: Bun tense, obviation, animate nouns and traditions</p>	<p>Comparisons</p> <p>4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.</p> <p>4.2 Students recognize that different languages use different patterns of interaction and can apply this knowledge to their own culture.</p>
<p>5. Communities:</p> <p>Communicate and interact with cultural competence to participate in multilingual communities at home and around the world.</p>	<p>1. Create digital and other art projects- and computer links to share with the others at school and home.</p> <p>2. Utilize language skills with Ojibwe art and Traditional Dance projects.</p> <p>3. List lifelong language learning goals.</p> <p>4. Use technical knowledge to create connections to Ojibwe speakers in Newspaper column, Facebook and YouTube</p>	<p>Communities</p> <p>Participate in Multilingual Communities at Home and Around the World</p> <p>5.1 Students use the language both within and beyond the school setting for a variety of purposes.</p>

