

# KWAYACIIWIN CURRICULUM

## IMMERSION GUIDE DOCUMENT



Revised 2014

Kwayaciiwin Education Resource Centre  
P.O. Box 1328, 43 Queen St.  
Sioux Lookout, Ontario  
P8T 1B8

[www.kwayaciiwin.com](http://www.kwayaciiwin.com)

## Contents

Acknowledgments.....	3
Kwayaciiwin Curriculum.....	3
Purpose of this Guide.....	4
Academic Readiness Project.....	4
Language of Instruction .....	4
The Kwayaciiwin Anihshiniimowin Immersion Program .....	6
Fluency and Language Loss in the Sioux Lookout District .....	7
Towards a New Beginning.....	8
Overview of Kwayaciiwin Anihshiniimowin Immersion Model.....	9
Curriculum Planning.....	10
Kwayaciiwin Curriculum Achievement Levels.....	11

## Acknowledgments

The Kwayaciiwin Education Resource Centre wishes to thank the many people through the years that have contributed to this program, whether through participation on Advisory teams, as writers, DEPC members, Kwayaciiwin staff, teachers, principals, or Education Directors. We especially would like to thank those who offered feedback and suggestions for improvement.

## Kwayaciiwin Curriculum

The following Kwayaciiwin Curriculum documents are distributed free of charge for the First Nations schools in the Sioux Lookout District. Copies of these documents may be requested from:

Kwayaciiwin Education Resource Centre  
 43 Queen St., P.O. Box 1328  
 Sioux Lookout, Ontario  
 P8T 1B8  
 (807) 737-7373

### List of Documents – Kwayaciiwin Curriculum

1. GENERAL Guide Document	
<u>IMMERSION STREAM</u>	<u>NON-IMMERSION STREAM</u>
2. IMMERSION Guide	3. NON-IMMERSION (ENGLISH) Guide
4. KINDERGARTEN - IMMERSION	5. KINDERGARTEN –NON-IMMERSION
6. LANGUAGE ARTS 1-8 - IMMERSION	7. LANGUAGE ARTS 1-8 NON-IMMERSION
8. MATHEMATICS 1-8-IMMERSION	9. MATHEMATICS 1-8 NON-IMMERSION
10. SCIENCE 1-8 - IMMERSION	11. SCIENCE 1-8 –NON-IMMERSION
12. SOCIAL STUDIES K-6 – IMMERSION	13. SOCIAL STUDIES K-6 –NON-IMMERSION
14. HISTORY 7&8 - IMMERSION	15. HISTORY 7&8 –NON-IMMERSION
16. GEOGRAPHY 7&8 - IMMERSION	17. GEOGRAPHY 7&8 –NON-IMMERSION
18. THE ARTS K-8 - IMMERSION	19. THE ARTS K-8 NON-IMMERISON
20. PHYSICAL EDUCATION 1-8 - IMMERSION	21. PHYSICAL EDUCATION 1-8 NON-IMMERSION
22. GUIDANCE 4-8 –IMMERSION	23. GUIDANCE 4-8 – NON-IMMERSION
24. ENGLISH LITERACY DEVELOPMENT 2-8 IMMERSION	25. ENGLISH LITERACY DEVELOPMENT 2-8 NON-IMMERSION
26. NATIVE STUDIES RESOURCE GUIDE 1-8 IMMERSION	27. NATIVE STUDIES RESOURCE GUIDE 1-8 NON-IMMERSION

**Kwayaciiwin Curriculum Documents are also available by grade.**

© 2013 Kwayaciiwin Education Resource Centre

## **THE PURPOSE OF THIS GUIDE**

This document is the IMMERSION stream guide for the Kwayaciiwin Curriculum guidelines which will be implemented in September 2014. It provides the background information and intent of the Kwayaciiwin Curriculum project. This guide is to be used by those communities who choose the local Aboriginal language as the teaching language in their schools.

There are 2 separate guidelines: one for the Immersion stream, and one for the Non-immersion (English) stream. Each school will decide which stream they will follow.

### **The Academic Readiness Project**

The Sioux Lookout District Chiefs, by resolution, formed the District Education Planning Committee (DEPC) and gave them the mandate to begin the **Academic Readiness Project**.

The goal of the Academic Readiness Project was to increase academic achievement in the elementary years so that the students would be successful in secondary and post-secondary academic programs. The DEPC developed a long range plan that included several components. These components included:

- writing curriculum documents that are culturally relevant, that support the values and beliefs of the Sioux Lookout district First Nations and that meet or surpass the level of the Ministry of Education curriculum;
- developing an Anihshiniimowin Immersion program to ensure the survival of the languages of the district by producing bilingual and bicultural students;
- provide professional development to all First Nation schools in the district, including Principal and Education Authority training

The Kwayaciiwin Education Resource Centre was opened in 2002 and thus began the task of writing curriculum.

### **Language of Instruction**

In majority of our communities, our Aboriginal language are the first language, and it is the main means of communication. Therefore, our schools must address specific needs in regards to the unique language situation of the students. A government document on First Nations education affirms that “language is by far the most significant factor in the survival of Indigenous knowledge ... educational reforms need to redefine literacy to affirm Aboriginal languages as essential to Aboriginal learning and identity.” (Minister’s WG, 2002). A vital part of our school programming must be language and culture. There is a need for immersion programs for those communities who want to offer it, as most

of our communities have maintained their Aboriginal languages, and in those communities in which there is less fluency, there is a need to revive the language. (NAN, 2013)

*To reject a child's language in the school is to reject the child. When the message, implicit or explicit, communicated to the child in the school is, "Leave your language and culture at the schoolhouse door", children also leave a central part of who they are - their identities - at the schoolhouse door. When they feel this rejection, they are much less likely to participate actively and confidently in classroom instruction. It is not enough for teachers to passively accept children's linguistic and cultural diversity in the school. They must be proactive and take initiative to affirm children's linguistic identity by creating an instructional climate where linguistic and cultural experience of the whole child is actively accepted and validated.*

Jim Cummins  
OISE/University of Toronto

One of the components of the Academic Readiness Project was to develop an Anihshiniimowin Immersion Program for the schools in the Sioux Lookout district. The Kwayaciiwin Education Resource Centre staff visited all the communities in the district to present information about the Immersion program. It was then the responsibility of the community to decide whether or not to implement the Anihshiniimowin Immersion program in their school. The Kwayaciiwin Education Resource Centre staff produced an Anihshiniimowin Immersion curriculum guideline to support schools in implementing the new program. Some schools chose to implement the immersion program while others maintain English as the language of instruction in their schools.

Kwayaciiwin curriculum and resources are available free of charge to any school in the district, regardless of their language of instruction. Anihshiniimowin language materials are developed in collaboration with school staff and elders and are produced in the requested dialect and writing system. All language materials are available to Native Language Teachers and classroom teachers to promote the language in the schools.

## The Kwayaciiwin Anihshiniimowin Immersion Program

*Children's mother tongues are fragile and easily lost in the early years of school. Children can lose their ability to communicate in their mother tongue within 2-3 years of starting school. They may retain receptive (understanding) skills in the language but they will use the second language in speaking with their peers and siblings and in responding to their parents. By the time the children become adolescents, the linguistic gap between parents and children has become an emotional chasm. Pupils frequently become alienated from the culture of both home and school with predictable results.*

Jim Cummins

The goal of the Kwayaciiwin program is to graduate bilingual students who are fully fluent and literate in Anihshiniimowin and English. Being bilingual means students dream in both languages and think in both languages without translating.

There are 3 language groups in the Sioux Lookout district with several distinct dialects.

### 1. Anihshinabemowin

- Cat Lake
- Lac Seul
- Pikangikum
- Mishkeegogamang
- Poplar Hill
- Saugeen
- Slate Falls

### 2. Anihshiniimowin

#### Western

- Deer Lake
- North Spirit Lake
- Keewaywin
- Koocheching
- McDowell Lake
- Sandy Lake

### **Central**

- Bearskin Lake
- Muskrat Dam
- North Caribou Lake
- Kitchenuhmaykoosib
- Wapekeka

### **Eastern**

- Kasabonika
- Kingfisher Lake
- Wawakepaywin
- Wunnumin Lake

### **3. Inihniimowin**

- Fort Severn

With each passing generation, we are leaving behind our language and in the process becoming an English speaking people. Through the Kwayaciiwin Anihshiniimowin Immersion program, we can provide the opportunity for our children to continue to use and learn our language and culture. Our language enables us to express our world view, beliefs, philosophy, values, traditions and customs. Our language is our vehicle for our learning and passing on our culture to our children.

## **Fluency and Language Loss in the Sioux Lookout District**

Students in the Sioux Lookout district come to school with varying degrees of fluency in Anihshiniimowin. In some communities, students come to school speaking only English while in other communities students are fairly fluent in their mother tongue. Communities have different reasons for implementing an immersion program. One community may be looking to build fluency and literacy in their first language while maintaining good English language skills, while another community may be hoping to maintain good first language skills while bringing English language skills up to grade level by Grade 8. The Kwayaciiwin Anihshiniimowin Immersion program must meet the needs of all the children enrolled in it. Teachers must model the language and expect the children to learn to understand and converse in the language.

*Early immersion provides more exposure and practice in the language than any other approach and produces as close to fluent speakers as can be produced outside of learning the language naturally in the home.*

## **Towards a New Beginning**

### **The Task Force on Aboriginal Languages and Cultures**

The Task Force on Aboriginal Languages and Cultures published their report entitled **Towards a New Beginning** in June 2005. This report made 25 recommendations for preserving and promoting Aboriginal Languages and Cultures. Aboriginal Elders were an integral part of the Task Force process. Mary Siemens, a Dogrib language specialist from the Northwest Territories explained the importance of Aboriginal languages.

Our language is very important to us because it identifies us as a people in a unique culture within the land we occupy. Our language holds our culture, our perspective, our history and our inheritance. What type of people we are, where we came from, what land we claim, and all our legends are based on the language we speak.\

Our culture depends on our language, because it contains the unique words that describe our way of life. It describes name places for every part of our land that our ancestors traveled on. We have specific words to describe the seasonal activities, the social gatherings and kin relations. Rules which govern our lives bring stability to our communities and our feast days, which bring people together, are all inter-related within our language. Losing our language will not only weaken us as a people but will diminish our way of life because it depends so much on our language.

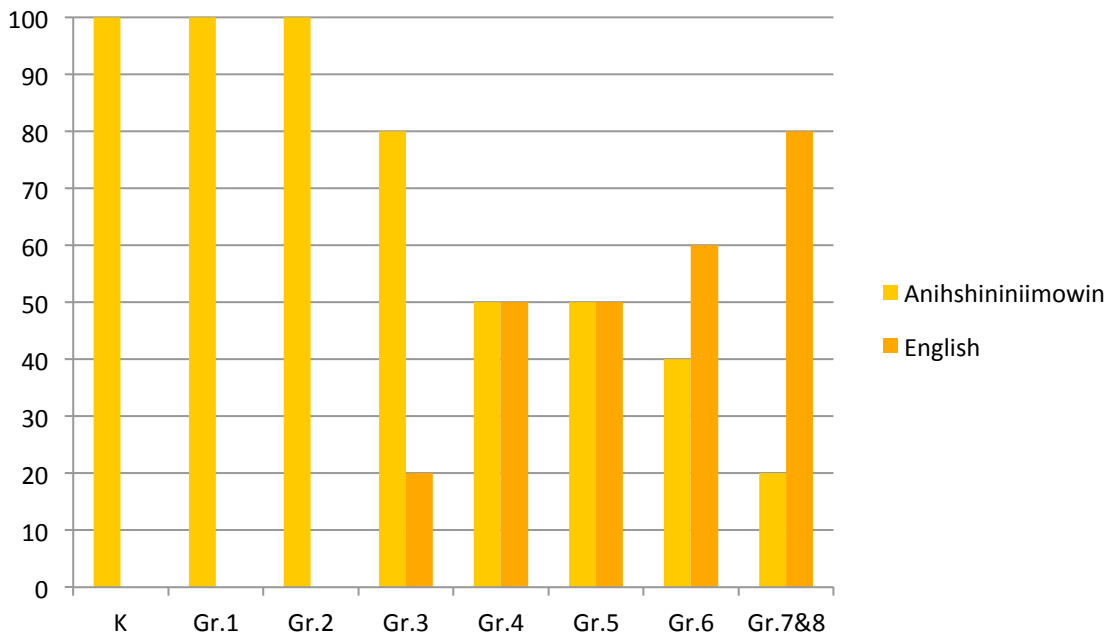
Mary Siemens - Dogrib

Task Force Elders gave these recommendations:

- Do not forget our languages.
- Speak and write our languages.
- Teach and learn our languages.
- Respect each other's dialects and do not ridicule how others speak.
- Focus on young people.
- Start in the home to strengthen the will of the people to bring back our languages.
- Work together to build a foundation for our people.
- Speak with a united voice.



## Overview of Kwayaciiwin Anihshiniimowin Immersion Model



**Kindergarten-** Anihshiniimowin is taught and used as the language of instruction 100% of the day (English should not be used at all except in emergencies)

**Grade 1** - Anihshiniimowin is taught and used as the language of instruction 100% of the day

**Grade 2** - Anishiniimowin is taught and used as the language of instruction for 100% of the day

**Grade 3** - Anihshiniimowin is taught and used as the language of instruction for 80% of the day (about 3 hours)  
- English is taught and used as the language of instruction for 20% of the day (about 2 hours)

**Grade 4/5** - Anishiniimowin is taught and used as the language of instruction for 50% of the day (about 2.5 hours)  
- English is taught and used as the language of instruction for 50% of the day (about 2.5 hours)

**Grade 6** - Anihshiniimowin is taught and used as the language of instruction for 40% of the day (about 2 hours)  
- English is taught and used as the language of instruction for 60% of the day (about 3 hours)

**Grade 7/8** - Anihshiniimowin is taught and used as the language of instruction for 20% of the day (about 1 hour)  
- English is taught and used as the language of instruction for 80% of the day (about 4 hours)

The Anihshiniimowin Language Arts program should stress literacy as well as fluency. It is very important that literacy skills continue to be developed in the upper grades thereby producing students who can read and write Anihshiniimowin at an academic level, similar to their skills in English literacy.

## **Curriculum Planning**

Planning is crucial for any school program. Both long range, short term and immediate planning is necessary for the success of progressive student learning. For teachers, long range planning involves an outline of topics to be covered over the school year. Short term planning is focused on curriculum units of specific topics, while immediate plans are the daily lesson plans.

Each of the curriculum guidelines will provide some samples for long range and short term planning. While there is no one specific template for program planning, the samples are to provide examples from which teachers can provide more details. (Daily lesson plans are developed by teachers and there are a variety of forms of daily lesson plans. Each teacher devises their own templates to meet the expectations at their grade levels).

## KWAYACIIWIN CURRICULUM ACHIEVEMENT LEVELS

The following chart indicates the expected levels of achievement by students at each grade level. It is important to keep in mind that this is a general guide, and that curriculum guidelines for each subject area will have more detailed level descriptions.

There are 4 categories of knowledge and skills, and there are 4 levels of achievement. This chart is used as a standard province-wide guide by teachers.

The achievement chart provides a common basis for curriculum expectations for all grades. It guides the assessment of student learning and helps teachers plan instruction for learning.

The categories of knowledge and skills are areas within which achievement of curriculum expectations can be evaluated. The four categories are interrelated which reflects wholistic and interconnected learning.

The four levels of achievement are based on specific qualifiers. Achievement is identified by levels: level one is ‘limited’; level 2 is ‘some’; level 3 is ‘considerable’; and level 4 is ‘high degree’ or ‘thorough’. Students may be at different levels in various categories. For example, a student can be achieving at level 4 in knowledge and understanding, but may perform at level 1 in application category. By following this achievement levels chart, teachers can identify areas of strength and those areas in need of improvement.

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Knowledge &amp; Understanding</b>	The student:			
<b>Knowledge</b> of content (e.g. facts, terminology, definitions)	- demonstrates <b>limited</b> knowledge of content	- demonstrates <b>some</b> knowledge of content	- demonstrates <b>considerable</b> knowledge of content	- demonstrates <b>thorough</b> knowledge of content
<b>Understanding</b> of content (e.g. concepts, ideas, theories, principles, procedures, processes)	- demonstrates <b>limited</b> understanding of content	- demonstrates <b>some</b> understanding of content	-demonstrates <b>considerable</b> understanding of content	-demonstrates <b>thorough</b> understanding of content
<b>Thinking</b>	The student:			
Use of <b>planning</b> skills and strategies (e.g., gathering information, generating ideas, organizing inquiries)	-uses planning skills & strategies with <b>limited</b> effectiveness	- uses planning skills & strategies with <b>some</b> effectiveness	- uses planning skills & strategies with <b>considerable</b> effectiveness	- uses planning skills & strategies with a <b>high degree</b> of effectiveness
Use of <b>processing</b> skills and strategies (e.g., analyzing, interpreting, evaluating, forming conclusions).	- uses processing skills & strategies with <b>limited</b> effectiveness	- uses processing skills & strategies with <b>some</b> effectiveness	- uses processing skills & strategies with <b>considerable</b> effectiveness	- uses processing skills & strategies with a <b>high degree</b> of effectiveness

Use of <b>critical/creative thinking</b> processes (e.g., problem solving, decision making, scientific inquiry, oral discourse).	- uses critical/creative thinking processes with <b>limited</b> effectiveness	- uses critical/creative thinking processes with <b>some</b> effectiveness	- uses critical/creative thinking processes with <b>considerable</b> effectiveness	- uses critical/creative thinking processes with a <b>high degree</b> of effectiveness
<b>Communication</b>	The student:			
<b>Expression and organization</b> of ideas and information (e.g., clear expression, logical organization) in oral, visual and/or written forms	- expresses and organizes ideas and information with <b>limited</b> effectiveness	- expresses and organizes ideas and information with <b>some</b> effectiveness	- expresses and organizes ideas and information with <b>considerable</b> effectiveness	- expresses and organizes ideas and information with a <b>high degree</b> of effectiveness
<b>Communication</b> for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual and/or written forms.	- communicates for different audiences and purposes with <b>limited</b> effectiveness	- communicates for different audiences and purposes with <b>some</b> effectiveness	- communicates for different audiences and purposes with <b>considerable</b> effectiveness	- communicates for different audiences and purposes with a <b>high degree</b> of effectiveness
Use of <b>conventions, vocabulary and terminology</b> of the subject in oral, visual and/or written forms.	- uses conventions, vocabulary & terminology with <b>limited</b> effectiveness	- uses conventions, vocabulary & terminology with <b>some</b> effectiveness	- uses conventions, vocabulary & terminology with <b>considerable</b> effectiveness	- uses conventions, vocabulary & terminology with a <b>high degree</b> of effectiveness
<b>Application</b>	The student:			
<b>Application</b> of knowledge and skills in familiar contexts.	- applies knowledge and skills in familiar contexts with <b>limited</b> effectiveness	- applies knowledge and skills in familiar contexts with <b>some</b> effectiveness	- applies knowledge and skills in familiar contexts with <b>considerable</b> effectiveness	- applies knowledge and skills in familiar contexts with a <b>high degree</b> of effectiveness
<b>Transfer</b> of knowledge and skills to new contexts.	- transfers knowledge and skills to new contexts with <b>limited</b> effectiveness	- transfers knowledge and skills to new contexts with <b>some</b> effectiveness	- transfers knowledge and skills to new contexts with <b>considerable</b> effectiveness	- transfers knowledge and skills to new contexts with a <b>high degree</b> of effectiveness
Making <b>connections</b> within and between various contexts.	- makes connections within and between various contexts with <b>limited</b> effectiveness	- makes connections within and between various contexts with <b>some</b> effectiveness	- makes connections within and between various contexts with <b>considerable</b> effectiveness	- makes connections within and between various contexts with a <b>high degree</b> of effectiveness

The characteristics given in the achievement chart for Level 3 represent the standard for achievement of the expectations.