KWAYACIIWIN CURRICULUM

NON-IMMERSION (ENGLISH)

GUIDE DOCUMENT

Revised 2014

Kwayaciiwin Education Resource Centre
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Acknowledgments

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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
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List of Documents – Kwayaciiwin Curriculum

1. GENERAL Guide Document	
IMMERSION STREAM	**NON-IMMERSION STREAM**
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
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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.

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THE PURPOSE OF THIS GUIDE

This document is the NON-IMMERSION(English) 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 which choose to use English 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 Anihshininiimowin 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.

Realizing that, along with academic excellence, a curriculum should reflect, promote and retain the values, heritage, languages and beliefs of the local communities it was decided that:

The Kwayaciiwin Curriculum will be followed for:

- **Social Studies** (K-Gr.6)
- **History/Geography** (Gr.7-8)
- **The Arts** (K-Gr. 8)
- **Anihshininiimowin Immersion** (K-Gr.8)
- **English Language Development** (ELD) (Gr.2-Gr.8)
- **Guidance** (Gr.4-Gr.8)

The Ministry of Education curriculum will be followed (and adapted when necessary) for:

- **Mathematics**
- **Science and Technology**
- **Health and Physical Education**

The Kwayaciiwin Curriculum reflects, promotes and retains the values, heritage, languages and beliefs of the First Nations communities in the Sioux Lookout district. It is:

- based on First Nations' pedagogy (learning and teaching styles)
- culturally relevant
- spiritually grounded
- community and land-based
- value-based

The Kwayaciiwin Curriculum also reflects and promotes the learning skills and grade level, subject-specific skills that are presented in the Ontario Ministry of Education curriculum.

Kwayaciiwin Integrated Studies Program

The Kwayaciiwin Integrated Studies program is an integrated model based on the topics outlined in the Kwayaciiwin Social Studies curriculum and the Ontario Ministry of Education Science and Technology curriculum and are aligned with the expectations in those curriculums. A year-long framework or overview of units has been developed for Kindergarten to Grade 6. The units are based on the six seasons: Takwaakan, Picipipoon, Pipoon, Siikwan, Minookamin and Niipin. Each unit has been (or will be) expanded into a set of lesson plans and classroom resources that reflect seasonal traditional and contemporary community life.

Because the Integrated Studies program was designed primarily for the Anihshininiimowin Immersion program, each lesson has language targets,

expectations and activities to build students' language ability in Anihshininiimowin. This is not to say that the Integrated Studies program is only for the Anihshininiimowin Immersion classes. All schools and grade levels are encouraged to follow the Integrated Studies Framework to ensure that the curriculum being taught is culturally relevant and community and land-based. Teachers are encouraged to take the learning out of the classroom onto the land whenever possible and to bring elders into the classroom to teach.

About Integration

Most attempts at integrating Aboriginal perspectives and subject area content involve the integration of the Aboriginal content into the academic program. Thus, Aboriginal cultures are examined using anthropological, political, economic and scientific constructs.

It is possible to reverse the direction of integration so that the academic skills and concepts are integrated into an Aboriginal culture and language program.

Such a reversal provides a new way of perceiving the understandings and assumptions of the academic disciplines and allows a more explicit and judicial adoption of their skills and concepts into Aboriginal life.

Western Canadian Protocol Framework for Aboriginal Language and Culture Programs
Kindergarten to Grade 12. 2000

Life is integrated. And knowledge is culturally and historically determined. There are no human views of reality except through cultural lenses. One cannot understand knowledge or reality outside of the culture that defines who we are and how we view the world. Our science cannot be separated from our culture nor can we separate bodies of organized knowledge from one another.

English-stream Curriculum

As outline in the general guide, First Nation students need a culture-based curriculum. Some communities will choose to follow a Non-Immersion English-stream program which will meet the needs of their students.

The English-stream program will follow a culture-based curriculum based on the Ministry of Education guidelines. The language of instruction will be the English language. However, the provincial curriculum will be adapted to better meet the needs of the students.

Over the past decades, our First Nations schools have been expected to follow the provincial language curriculum. Following the provincial curriculum is not working for us. We need specialized education programming which involves indigenous knowledge and skills, and English as a Second Language programs. Specialized curriculum guidelines are necessary to implement quality learning opportunities for our students.

Past outside-imposed education systems were set up to eradicate Native languages and culture. These education systems have not recognized First Nations language, culture and history. Our children were deprived of learning their own language and culture; the schools were focused on assimilating our people and destroying our identity. It is now time to reverse the trend in our First Nations schools; however we cannot succeed if our schools are not funded in those crucial areas. The government continues to use education as a way to deprive our children from learning about their own people and heritage. There is a dire need for language recovery, retention and development. Our traditional knowledge must be incorporated into our education programs; it is what makes us who we are, it is our identity. If we deprive our children of learning about their ancestors, then we are destroying the identity of our children and future generations. (NAN, 2013)

English as a Second Language (ESL) Instruction

English literacy development is for students who speak another language, other than English at home. This guide provides suggestions as to how teachers can meet their language needs in a classroom setting.

English literacy development instruction is designed to help students improve their skills in reading, writing, and oral communication in English. If a student does not have the necessary English language skills, they will be hindered in other subject areas such as social studies, history, science, the arts, etc.

The English-stream programming must ensure that:

- Language is used in a natural way, in real and practical contexts
- Classroom activities should provide regular opportunities for listening and speaking
- Learning activities should integrate the skills of listening, speaking, reading and writing
- Opportunities for gaining new vocabulary are always available and are related to curriculum guidelines
- Opportunities for interesting conversation in English are provided on a regular basis
- Mistakes are accepted as part of learning; students should be given time to process the English language and are not pressured to speak it until they are ready
- Intent of various communication, both oral and written, is clear to the learner

Educators must take into consideration:

- Identification of students who are ESL speakers
- Determine each student's language skill level
- Incorporate ESL/ELD teaching strategies into all curriculum areas
- Conduct ongoing assessment and evaluation of students' English language acquisition
- Find ways to use and adapt resource materials for ESL students

Stages of Second-Language Learning

In English as a Second Language programs, students progress in their learning skills in various stages. The list below indicates the language learning skills that students acquire as they move on through the elementary grades. Teachers can use this a guide in curriculum planning, teaching techniques, and assessment/evaluation strategies.

LISTENING:
1. Students understand basic spoken English
2. Students understand key information presented in highly supported contexts in a variety of settings
3. Students understand social English, but require contextual support to understand academic language
4. Students understand spoken English in most contexts

SPEAKING:
1. Students speak English for basic communication
2. Students speak English in increasing spontaneity and accuracy

3. Students initiate conversations and participate in discussions and presentations using a variety of strategies
4. Students speak English accurately in most situations

READING:
1. Students read and comprehend simple written English
2. Students read for specific purposes when background knowledge and vocabulary are familiar
3. Students demonstrate increasing independence in a variety of reading tasks, with ongoing support
4. Students demonstrate control of grade-appropriate reading tasks

WRITING:
1. Students begin to write using simple English structures
2. Student write in a variety of contexts using simple English structures
3. Students write English in a variety of contexts with increasing independence and accuracy
4. Students write English for a variety of purposes using appropriate conventions

Student Assessment and Evaluation

The main purpose of assessment and evaluation is to improve student learning. It helps teachers determine students' strengths and weaknesses, which may result in the adaptation of curriculum and teaching approaches to meet students' needs.

Assessment is an ongoing process of gathering information from a variety of sources such as assignments, daily observations, conversations , demonstrations, projects, and tests. From these student activities is a reflection of how well a student is achieving the curriculum expectations.

Evaluation is the process of judging the quality of student work and assigning a value to their work. The value can be in form of a letter for lower grades (K to grade 6), and is usually a percentage grade for grades 7 and 8.

Assessment and evaluation is based on the curriculum expectations outlined in the curriculum guidelines.

Teachers must use assessment and evaluation strategies that:
- examine both what the students learn and how well they learn
- are based on the expectations outlined in each subject's curriculum guidelines
- are varied in nature, not all the same type
- are administered over a period of time, not based on one assessment
- provide opportunities for students to demonstrate their full range of learning
- are reflective of what students were actually taught
- are fair to all students

- accommodate special needs in regards to Immersion or English as a Second Language
- promote individual students' needs and set specific goals for those students
- keep on record samples of students' work which reflects their achievement
- communicate with students and their parents throughout the school year on students' achievement levels

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
Knowledge & Understanding	The student:			
Knowledge of content (e.g. facts, terminology, definitions)	- demonstrates **limited** knowledge of content	- demonstrates **some** knowledge of content	- demonstrates **considerable** knowledge of content	- demonstrates **thorough** knowledge of content
Understanding of content (e.g. concepts, ideas, theories, principles, procedures, processes)	- demonstrates **limited** understanding of content	- demonstrates **some** understanding of content	-demonstrates **considerable** understanding of content	-demonstrates **thorough** understanding of content
Thinking	The student:			
Use of **planning** skills and strategies (e.g., gathering information, generating ideas, organizing inquiries)	-uses planning skills & strategies with **limited** effectiveness	- uses planning skills & strategies with **some** effectiveness	- uses planning skills & strategies with **considerable** effectiveness	- uses planning skills & strategies with a **high degree** of effectiveness
Use of **processing** skills and strategies (e.g., analyzing, interpreting, evaluating, forming conclusions).	- uses processing skills & strategies with **limited** effectiveness	- uses processing skills & strategies with **some** Effectiveness	- uses processing skills & strategies with **considerable** effectiveness	- uses processing skills & strategies with a **high degree** of effectiveness
Use of **critical/creative thinking** processes (e.g., problem solving, decision making, scientific inquiry, oral discourse).	- uses critical/ creative thinking processes with **limited** effectiveness	- uses critical/ creative thinking processes with **some** effectiveness	- uses critical/ creative thinking processes with **considerable** effectiveness	- uses critical/ creative thinking processes with a **high degree** of effectiveness

Communication	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual and/or written forms	- expresses and organizes ideas and information with **limited** effectiveness	- expresses and organizes ideas and information with **some** effectiveness	- expresses and organizes ideas and information with **considerable** effectiveness	- expresses and organizes ideas and information with a **high degree** of effectiveness
Communication 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 **limited** effectiveness	- communicates for different audiences and purposes with **some** effectiveness	- communicates for different audiences and purposes with **considerable** effectiveness	- communicates for different audiences and purposes with a **high degree** of effectiveness
Use of **conventions**, **vocabulary** and **terminology** of the subject in oral, visual and/or written forms.	- uses conventions, vocabulary & terminology with **limited** effectiveness	- uses conventions, vocabulary & terminology with **some** effectiveness	- uses conventions, vocabulary & terminology with **considerable** effectiveness	- uses conventions, vocabulary & terminology with a **high degree** of effectiveness

Application	The student:			
Application of knowledge and skills in familiar contexts.	- applies knowledge and skills in familiar contexts with **limited** effectiveness	- applies knowledge and skills in familiar contexts with **some** effectiveness	- applies knowledge and skills in familiar contexts with **considerable** effectiveness	- applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts.	- transfers knowledge and skills to new contexts with **limited** effectiveness	- transfers knowledge and skills to new contexts with **some** effectiveness	- transfers knowledge and skills to new contexts with **considerable** effectiveness	- transfers knowledge and skills to new contexts with a **high degree** of effectiveness
Making **connections** within and between various contexts.	- makes connections within and between various contexts with **limited** effectiveness	- makes connections within and between various contexts with **some** effectiveness	- makes connections within and between various contexts with **considerable** effectiveness	- makes connections within and between various contexts with a **high degree** of effectiveness

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