

Proposed Locally Developed Native Studies Course
Aboriginal Transitions to High School, Grade 10, Locally Developed
(NAT 20)
Draft #6
Lakehead Public Schools
March 31, 2009

Background Information

January 31, 2009

This is a draft of a proposed locally developed Native Studies course. I have kept the strands the same as the other Native Studies courses currently approved by the Ontario Ministry of Education (Identity, Relationships, Sovereignty, and Challenges), and have yet to decide whether literacy and numeracy should be incorporated into each of these strands as overall or specific expectations, or if they should be separate strands with their own expectations.

Some overall expectations and many specific expectations have not been filled in yet, or need to be changed or reworded. To this end, I am looking for feedback and suggestions from the community. If you have ideas, concerns, and/or suggestions, please forward them to me. I would be happy to arrange to meet with anyone who would like to share her/his ideas in person. I will be working on this over the next couple of months to submit to the Ministry of Education by the end of March, so hopefully this course will be approved and then offered to students at Lakehead Public Schools in September 2009.

Thanks for your help.

Sincerely,

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Aboriginal Transitions to High School, Grade 10, Open (NAT 20)

This course focuses on Aboriginal student success in high school through building relationships, acquiring knowledge of the school and community, and improving literacy. Students will learn to overcome any barriers they may have when transitioning into the secondary level, by learning about the administrative functions of a high school; discovering the governmental policies that effect Aboriginal education; investigating the requirements for high school graduation, participating in events that connect them to their peers, school, and community; and improving literacy skills utilizing culturally relevant materials in a welcoming environment.

Identity

Overall Expectations

By the end of this course, students will:

- Create a sense of belonging in the high school that will reflect Aboriginal identity, backgrounds, cultures, and perspectives
- Recognize the value Aboriginal students bring to the high school and the community
- Acquire knowledge of Aboriginal ways of life and traditions and their importance to our society
- Use a variety strategies to improve literacy skills

Specific Expectations

Aboriginal World View

By the end of this course, students will

- Be aware of the board's Aboriginal Education Advisory Committee and their mandate
- Meet the Aboriginal Education Advisor and the Aboriginal Education Resource Teacher(s)
- Meet the Youth Workers from the Neighbourhood Capacity Building Project
- Connect with post-secondary institutions that have Aboriginal Education curriculum, or courses (i.e. Negahneewin College, Lakehead University...)

Language

By the end of this course, students will

- Use inclusive language (ie. Our school, our achievements, our successes) when referring to educational facilities and activities
- Read a variety of literary texts (ie. Traditional Aboriginal stories), graphic texts (ie. Comics from the Healthy Aboriginal Network, maps of treaty areas and language families), and informational texts (ie. The Indian Act, Charter of Rights and Freedom, The Constitution Act).
- Identify purposes for reading and choose reading materials appropriate for those purposes
- Extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
- Distinguish between stated and implied ideas in oral texts (ie. Distinguish between the actual words and the emphasis placed on them by the speaker)
- Identify some of the presentation strategies used in oral texts and explain how they influence the audience
- Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions
- Identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning

- Identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning

Connections

By the end of this course, students will

- Participate in school events that promote the value of the Aboriginal traditional and cultural way of life with all students
- Participate in community events that promote the values, beliefs, and practices of the Aboriginal traditional and cultural way of life
- Recognize the value in community in education (ie. Focussing on the holistic nature of learning through community)

Skills and Applications

By the end of this course, the students will

- Develop and establish goals and a plan to achieve these goals (ie. Post secondary and career goals)
- Develop self-esteem. Recognize what is missing in feelings of self-worth (ie. Through participating in sharing circles, one-on-one work with student services and Elders)

Relationships

Overall Expectations

By the end of this course, students will:

- Describe the relationship between Aboriginal peoples and the various historical and current educational system
- Identify barriers to education caused by the relationships between Aboriginal peoples and educational systems
- Demonstrate understanding of the relationships between students and staff within the school
- Create and sustain relationships between students, peers, staff, and community
- Use a variety strategies to improve literacy skills

Specific Expectations

Aboriginal World View

By the end of this course, students will

- Collaboratively and/or individually share their story(ies) with another group of students in the school (ie meet with another class and collaborate on an assignment with a focus on personal world view and roots)
- Assess the education programs provided on-reserve versus the educational programs off-reserve (ie. Amount of money spent per student in federal schools versus amount of money spent per student in provincial schools)
- Acknowledge the continuing trauma caused by residential schools and determine daily barriers that must be overcome due to this trauma

Language

By the end of this course, students will

- Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- Make inferences about texts using stated and implied ideas from the texts as evidence
- Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand texts
- Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details
- Identify the point of view presented in a text and suggest some possible alternative perspectives (ie. Retell the story from the point of view of someone other than the author)
- Identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as legend or adventure story (ie. Plot development, characters, setting), graphic texts such as a comic book (ie. Speech bubbles, illustrations, captions), and informational texts such as an Aboriginal magazine (ie. Table of contents, diagrams, photographs, labels, captions)

Connections

By the end of this course, students will

- Meet a variety of staff members (Principal, Vice-Principals, Student Services, Student Success, Department Chairs, Cooperative Education, Special Education, Educational Assistants, Secretaries, Custodians) and gain an understanding of their jobs in the school
- Tour the school to learn the layout and where to find services provided to students
- Bring family members (parents, grandparents, aunts, uncles, boarding parents, extended family) in to the class to discuss their educational (formal and informal) experiences
- Be knowledgeable in requirements to graduate from high school, as well as courses required for post secondary courses that may be of interest to them (ie have credit counselling sessions and go through university and college course calendars to find prerequisites)
- Be aware of the self-identification process (ie. What is involved, what is the purpose of self-identification)

Skills and Applications

By the end of this course, the students will

- Have detailed knowledge of what different staff members at the school are responsible for. (ie. Write a job description for one of the staff members who came into the classroom)
- Understand the importance of informal and formal education (ie. create an educational (informal and formal) timeline on one of the family members who visited the class)
- Examine and analyze their current relationships and the role these relationships play in their lives
- Develop plans to establish meaningful relationships with peers, families, community (ie. Students will be able to identify socially and emotionally supportive resources and services in the school and community)
- Develop a plan of courses to take to graduate from high school and enter into the post secondary program and/or career of their choice

Sovereignty

Overall Expectations

By the end of this course, students will:

- Identify issues that prevent Status Indian students from having autonomy over their own education
- Investigate governmental policies that control Status Indian education
- Demonstrate understanding of the connection between education and Aboriginal sovereignty
- Explain how education connects to health and wellness and community development
- Use a variety strategies to improve literacy skills

Specific Expectations

Aboriginal World View

By the end of this course, students will

- Learn how to access post secondary education funding for Aboriginal students (i.e. invite funders into the school to go through the steps of the funding process – who is mostly likely to be accepted, how to apply, etc.)
- explore the differences in world views between Aboriginal peoples and Eurocentric peoples (ie. Cyclical vs. linear ideas of time/life) and how this effects an understanding of education and its role in society
- discuss the extended family and its importance in Aboriginal world view (ie. Who do children learn from and how? Why is this important to Aboriginal ways of life?)

Language

By the end of this course, students will

- Be familiar with and use terms related referring to sovereign nations (ie. identity, pride, sovereignty, world view)
- Increase their knowledge of the multitude of terms artificially given to First Nations peoples from outside sources without the permission of First Nations peoples (ie. Indian, Aboriginal, Status and Non-Status, 6(1) and 6(2), Treaty and Non-Treaty, Native)
- Express personal opinions about ideas presented in texts
- Generate ideas about a potential topic, using a variety of strategies and resources
- Gather information to support ideas for writing in a variety of ways and/or from a variety of sources
- Sort ideas and information for their writing in a variety of ways (ie. By using graphs, charts, webs, outlines, or lists)
- Identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers (ie. A story grammar, a t-chart, a paragraph frame) and organizational patterns (ie. Comparison, chronological order)
- Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary (ie. Discuss the content with a peer or reading buddy; review material using a story map or web)
- Write short texts using a variety of forms

- Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (ie. A strong opening or lead; the clarity of the main idea)
- Make revisions to improve the content, clarity, and interest of their written work, using several types of strategies (ie. Reordering sentences, removing repetition or unnecessary information, adding material needed to clarify meaning, adding or substituting words to increase interest, adding linking words or phrases to highlight connections between ideas, using gender-neutral language as appropriate)
- Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (ie. Pronounce a word as it is spelled: Wed-nes-day; make analogies to rhyming words; apply knowledge of short-vowel and long-vowel patterns; cluster words by visual similarities; follow rules for changing base words when adding common endings: hope/hoping, slam/slammed; use memory aids such as visualization)
- Confirm spellings and word meanings or word choice using several different types of resources
- Use punctuation to help communicate their intended meaning, with a focus on the use of : commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
- Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of : proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; questions words (ie. When, where, why, how)
- Proofread and correct their writing using guidelines developed with peers and the teacher (ie. A checklist modified in teacher-student conference to support individual writing strengths and indicate next steps; a posted class writing guideline)
- Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (ie. Use different font sizes and colours on a poster to attract attention, use proper paragraph form including spacing and margins; supply captions for photographs)
- Describe how different audiences might respond to different media texts

Connections

By the end of this course, students will

- Assess Sections 25 (General) of the Charter of Rights and Freedom and 35 (Rights of the Aboriginal Peoples of Canada) of the Canadian Constitution Act, 1982 (i.e. what does it mean, who does it affect, is it enforceable)
- Assess Section 93 (Education) of the Canadian Constitution Act 1867 (i.e. how does this affect education provided to Status Indians, what does it mean that Status Indians are the responsibility of the federal government – Section 91(24) but education is a provincial mandate?)
- Assess the Indian Act, Sections 114 to 122 (Schools) (i.e. what education has the federal government said it will provide, how does this affect Status Indians, by law can Status Indian families home school?)
- Determine how these federal Acts effect Aboriginal students in the provincial education system

- Discuss sovereignty issues related to education as detailed in the Constitution Act and the Indian Act
- Analyze Section 188, Agreements re education of Indian pupils, of the Ontario Education Act (ie. What does it mean when this part of the act states “a board shall not enter into an agreement ...that requires the board to provide special services for Indian pupils that it does not provide for its resident pupils unless, in addition to the fees ... the costs of such services is payable by the Crown in right of Canada”)

Skills and Applications

By the end of this course, the students will

- Use words and images to represent a definition of sovereignty (ie. Class flags, mandalas)
- Establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feelings towards the subject or audience (ie. Words used literally or figuratively to communicate intensity of feeling: a shiver of excitement; hot anger)
- Identify their point of view and other possible points of view on the topic and determine if their information supports their own view
- Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies
- Identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers (ie. Use a writer’s notebook to record ideas, sources for future reference, and useful types of organizers for sorting information)
- Produce revised, draft pieces of writing to meet identified criteria based on expectations related to content, organization, style, and use of conventions
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Challenges

Overall Expectations

By the end of this course, students will:

- Identify how public education impacts the livelihood of Aboriginal students
- Describe the challenges that the educational system creates for Aboriginal students
- Demonstrate understanding of how the public education system works
- Use a variety strategies to improve literacy skills

Specific Expectations

Aboriginal World View

By the end of this course, students will

- Investigate the following quote by Cohn J. Bourke, “How can you expect your culture and identity to survive if you give all the responsibility for education to another group of people? It is absolutely essential, if we are to know what it is to be Aboriginal, to take charge of the education system.”
- Use information from resources such as “Indian Control of Indian Education”, written in the 1970’s, and “Measuring Success in First Nations, Inuit, and Metis Learning”, written in 2008, to determine what challenges, in the educational system, Aboriginal students have already overcome, and what is still being fought for
- Discuss how the Seven Grandfather Teachings can help students overcome the obstacles on their educational journey

Language

By the end of this course, students will

- Be familiar with terms such as colonialism, oppression, racism, assimilation, and systemic barriers
- Identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers
- Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
 - Semantic (meaning) cues (ie. Prefixes, suffixes, base words, phrases, sentences and visuals that activate existing knowledge of oral and written language)
 - Syntactic (language structure) cues (ie. Word order, language patterns, punctuation)
 - Graphophonic (phonological and graphic) cues (ie. Onset and rime, syllables; similarities between words with common spelling patterns and unknown words; words within words)

Connections

By the end of this course, students will

- Describe the past, present, and possible future of the Indian Student Support Program (ISSP) and its impact on Aboriginal students and post secondary education

- Understand how challenges have affected their lives and make personal, specific connections (ie. Residential schools and poverty, abuse, addictions)
- Understand how legislations have impacted students (ie. The Indian Act – loss of status of a Mother affects generations, for example growing up in a small, mostly white community because the family is no longer allowed to live on the Reserve without status)

Skills and Applications

By the end of this course, the students will

- Visit a grade 8 classroom to explain the transition from elementary to high school (ie. Meet with the grade 8's and reflect on their own experiences – might help the grade 8's when they make their transitions to high school)
- Identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used
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