

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 03/19/2019 Date revised 04/22/25

4. Department/discipline: Anishinaabe

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Anishinaabe Language for the Classroom  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: ANSH 8. Course Level: 2010

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course is designed to provide pre-service teachers with the requisite knowledge to facilitate an Anishinaabe language-learning environment. Methodology and best practices for teaching an endangered language will be explored. The course will cover general and specialized language for teaching Anishinaabe language in an educational setting. Vocabulary and grammar for classroom management, elementary content areas, and traditional Anishinaabe harvest practices will be the language focus of this course. Students will develop and compile lesson plans and curriculum for a final portfolio that can be used in the classroom.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): ANSH 1001 Introduction to Anishinaabe Language

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Clark, Jessie & Gresczyk, Rick. Ambe Ojibwemodaa Endaayaang: Come on, Let's Talk Ojibwe at Home. Eagle Works (1998)

Jones, Nancy, et al. Ezhichigeyang. Lulu.com, 2011

Moose, L., et al. "Aaniin Ekidong: The Ojibwe Vocabulary Project." Treuer and Paap eds., Minnesota Humanities Center (2009)

14. **Course Content** (Provide an outline of major topics covered in course)

1. Verb Animate Intransitive (VAI), Verb Transitive Inanimate (VTI), and Verb Transitive Animate (VTA) positive and prohibitive command forms
2. First, second, and third person verb forms
3. Science vocabulary
4. Math vocabulary
5. Reading vocabulary
6. Seasonal vocabulary
7. Lesson planning with Ojibwe language objectives
8. Songs and games for classroom management and language learning
9. Curriculum development

#### 15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

| Learning Outcomes  | Competencies (CAC) | Cultural Standards |
|--|--------------------|--------------------|
| 1. Identify, select, and analyze Ojibwe language resources for classroom use.  | A, C               | 1                  |
| 2. Develop and present Ojibwe language lesson plans.   | A, B, C            | 2                  |
| 3. Inflect Ojibwe verbs for forms frequently used in the classroom (commands: first, second, and third person forms).  | B, C               |                    |
| 4. Select, adapt, and create Ojibwe language curricular materials.   | A, B, D            | 1                  |
| 5. Use learners' native languages as a resource in creating effective differentiated instructional strategies for multilingual learners, including those who are developing literacy skills. | A, B, D            |                    |

|  |      |  |
|--|------|--|
| 6. Explain details for cross disciplinary instruction, with particular attention to historically marginalized disciplines to engage learners purposefully in applying content knowledge. | B, D |  |
| 7. Describe how their learning influences cognitive processes and identify strategies to stimulate these processes within a cultural framework.  | B, D |  |

### **WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

☒ Yes ☐ No

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 4. **Standard 3, Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

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