



**Anishinaabe and American
Elementary Education Program**

**Fond du Lac Tribal and
Community College**



Outcomes and Assessments

Learning Outcomes

- Identify, select, and analyze Ojibwe language resources for classroom use.
- Develop and present Ojibwe language lesson plans.
- Inflect Ojibwe verbs for forms frequently used in the classroom (commands; first, second, and third person forms).
- Select, adapt, and create Ojibwe language curricular materials.
- Build Ojibwe language vocabulary in the Elementary content areas.
- Develop a classroom management plan that incorporates Anishinaabe values.
- Describe the process of second language acquisition to support the learning of students whose first language is not English.
- Describe how a student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

Cultural Standards*: listed at the end of the syllabus

*Each course within the BS in Elementary Education program must meet a minimum of 2 learning outcomes for 3 different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.*

Cultural Standard (must meet 3)	Learning Outcomes that Align to Cultural Standards (2 for each standard) The student will:	Assessment
<p>1. GIKENDAASOWIN <i>Knowing knowledge</i> To prepare our students to be problem solvers who strive for continuous learning and growth.</p> <p><u>Outcome:</u> Content/Pedagogical Knowledge and Technology Integration To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to an Ojibwe-Anishinaabe way of knowing.</p>	<ul style="list-style-type: none"> • Identify, select, and analyze Ojibwe language resources for classroom use. • Select, adapt, and create Ojibwe language curricular materials. 	<ul style="list-style-type: none"> • Final portfolio: Students will compile Ojibwe resources and lesson plans into a ready to use portfolio of curriculum for their classroom setting. • Language resource analysis (paper/discussion): Students will analyze various Ojibwe resources throughout the course for their use in their selected classroom setting. • Classroom phrasebook: Students will create an Ojibwe phrasebook or classroom phrase posters of phrases to use in their classroom setting.



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		<ul style="list-style-type: none"> • Lesson plans: Students will Ojibwe focused create and present lesson plans to the class.
<p>2. GWAYAKWAADIZIWIN <i>Living a balanced way:</i> To provide students the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.</p> <p><u>Outcome:</u> Community and Collaboration To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.</p>	<ul style="list-style-type: none"> • Develop and present Ojibwe language lesson plans. • Build Ojibwe language vocabulary in the Elementary content areas. 	<ul style="list-style-type: none"> • Ojibwe - based Lesson plan that includes: iskigamizigewin & manoominikewin • Ojibwe Calendar Project
<p>4. AANGWAAMIZIWIN <i>Diligence and caution</i> To develop a student’s capacity to proceed carefully, after identifying, discussing and reflecting on ethical dimensions of political, social, and personal life.</p> <p><u>Outcome:</u> Ethical Practitioner To develop teachers’ capacity to be ethically responsive in respecting their role as an educator and to the community.</p>	<ul style="list-style-type: none"> • Inflect Ojibwe verbs for forms frequently used in the classroom (commands; first, second, and third person forms). • Develop a classroom management plan that incorporates Anishinaabe values. 	<ul style="list-style-type: none"> • Classroom phrasebook: Students will create an Ojibwe phrasebook or classroom phrase posters of phrases to use in their classroom setting. • Lesson plans: Students will Ojibwe focused create and present lesson plans to the class. • Classroom management plan: Students will create an inclusive classroom management plan based on Anishinaabe cultural values taking into consideration students’ culture, family, and community values (paper/presentation)



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Minnesota Professional Education License and Standards Board Standards (MN PELSB)** listed at the end of the syllabus.

MN PELSB SEP Standard	8710.2000 Standards of Effective Practice	Assignment & Assessment	How does this show students will meet the standard: Based on the assignments and assessments, the student will:	FDLTCC Learning Outcomes	Cultural Standard
4A	Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continued learning;	<ul style="list-style-type: none"> Resource analysis assignments Lesson plan assignments Classroom management plan 	<p>Resource analysis: Students will analyze various Ojibwe resources for their use in their classroom settings (target grade level, immersion/world language, community). Students will identify adaptations they could make to better fit the resource to their classroom setting.</p> <p>Lesson plans: Students will design lesson plans that scaffold Ojibwe language learning, building on students’ strength and prior knowledge. Students will incorporate a variety of presentation modes and activities for varied learning styles and multiple intelligences.</p> <p>Classroom management plan: Students will create an inclusive classroom management plan based on Anishinaabe cultural values</p>	<p>Select, adapt, and create Ojibwe language curricular materials.</p> <p>Develop and present Ojibwe language lesson plans.</p> <p>Develop a classroom management plan that incorporates Anishinaabe values.</p>	<p>Gikendaasowin</p> <p>Gwayakwaadiziwin</p> <p>Aangwaamiziwin</p>
4C	Know about the process of second language acquisition and about strategies Develop and present	<ul style="list-style-type: none"> Ojibwe-focused Lesson plan assignments 	<p>Lesson plans: Develop and present Ojibwe language lesson plans that include the process of second language</p>	<p>Develop and present Ojibwe language lesson plans.</p>	<p>Gwayakwaadiziwin</p>



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	Ojibwe language lesson plans that include the process of second language acquisition and strategies to support students to support the learning of students whose first language is not English;		acquisition and strategies to support students to support the learning of students whose first language is not English (Ojibwe).		
4E	Understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;	<ul style="list-style-type: none"> • Ojibwe-focused Lesson plan assignments • Classroom management plan 	<p>Lesson plans: Develop and present Ojibwe language lesson plans that activate prior learning and make connections to students' individual experiences, talents, language, culture, family, and community values.</p> <p>Classroom management plan: Students will create an inclusive classroom management plan based on Anishinaabe cultural values taking into consideration students' culture, family, and community values</p>	<p>Develop and present Ojibwe language lesson plans.</p> <p>Develop a classroom management plan that incorporates Anishinaabe values.</p>	<p>Gwayakwaadiziwin</p> <p>Aangwaamiziwin</p>
4G	Understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;	<ul style="list-style-type: none"> • Ojibwe-focused Lesson plan assignments • Classroom management plan <p>Calendar project</p>	<p>Lesson plans: Develop and present Ojibwe language and culture lessons.</p> <p>Classroom management plan: Students will create an inclusive classroom management plan based on Anishinaabe cultural values taking into consideration students' culture, family, and community values.</p> <p>Calendar project: Students will create an Ojibwe language calendar</p>	<p>Develop and present Ojibwe language lesson plans.</p> <p>Develop a classroom management plan that incorporates Anishinaabe values.</p>	<p>Gikendaasowin</p> <p>Aangwaamiziwin</p> <p>Gwkayawaadiziwin</p> <p>Aangwaamiziwin</p>



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that incorporates Ojibwe
culture.

Course Requirements & Assessment descriptions:

Requirements and Points:

Attendance and participation in class discussion and activities (6x15) 90 points

Self-assessment assignment: Students will use world language proficiency standards to self-assess their language ability. 20 points

Classroom management plan: Students will create an inclusive classroom management plan based on Anishinaabe cultural values taking into consideration students' culture, family, and community values. 50 points

Resource analysis: Students will analyze various Ojibwe resources throughout the course for their use in their selected classroom setting. 10 points x 7 (70 points)

Phrasebook: Students will create an Ojibwe phrasebook or classroom phrase posters of phrases to use in their classroom setting. 30 points

Dictionary assignment: Students will use the dictionary and other word lists to identify high frequency Ojibwe vocabulary. 20 points

Word study project: Students will create an activity to use in teaching Ojibwe word parts in their classroom setting e.g., word spinners, flashcards, word puzzles. 20 points

Lesson plans: Students will Ojibwe focused create and present lesson plans to the class. 30 points x 6 (210)

Quizzes 20 points x 4 (80)

Calendar project: Students will create a classroom Ojibwe calendar for use in their classroom setting e.g. poster, smartboard lesson, interactive PowerPoint, felt board. 30 points

Final portfolio: Students will Ojibwe compile resources and lesson plans into a ready to use portfolio of curriculum for their classroom setting. 100 points

Total: 720 points

**Full descriptions of Competencies and Cultural Standards contained in the Appendix*

To meet the program requirements, students must pass the course with 70% or above.

Grade	%	Points
A	100-90	720-648
B	89-80	640-576
C	79-70	568-399



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D	69-60	496-432
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Course Schedule: Please attach the course schedule/outline

Week	Class Activity-Topic	Assignment: Due
Week 1	Second Language Acquisition/proficiency	Self-assessment (proficiency) Resource analysis
Week 2	Classroom management	Classroom management plan
Week 3	Classroom phrases	Resource analysis
Week 4	Classroom phrases	Phrasebook
Week 5	High frequency vocabulary	Dictionary assignment
Week 6	Double vowel orthography	Sound chart lesson plan
Week 7	Ojibwe morphology	Word study project
Week 8	Numbers and basic math	Lesson plan
Week 9	Iskigamizigewin	Lesson plan Resource analysis
Week 10	Manoominikewin	Lesson plan Resource analysis
Week 11	Weather	Lesson plan
Week 12	Calendar	Classroom calendar project
Week 13	Nagamonan (songs)	Resource analysis
Week 14	Storytelling: Aadizookewin	Resource analysis
Week 15	Storytelling: dibaajimowinan	Lesson plan Resource analysis
Week 16	Final portfolio project	Portfolio

FDLTCC Competencies Across the Curriculum (CAC)

Information Literacy – the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.

Ability to Communicate – the ability to listen, read, comprehend, and/or deliver information in a variety of formats.

Problem Solving – The ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.



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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.

Conceptual Framework

Vision

The vision of the FDLTCCC Education Unit is to be transformational leaders in culturally responsive pedagogy and Indigenous knowledge by embracing Niindaa'iwedaa o'o gikendaasowin, which means sending knowledge into the future by embedding Anishinaabe knowledge, culture, and traditions into the curriculum and instilling these teaching practices in our future educators.

Mission

The mission of the FDLTCC Education Unit is to work within our communities to prepare caring, competent educators by promoting equitable, inclusive, and transformative educational practices that are based on Anishinaabe knowledge, traditions, and culture.

GIKENDAASOWIN – Knowing Knowledge

To prepare our teacher candidates to be problem solvers who strive for continuous learning and growth.

Disposition: Integrates Content and Pedagogical Knowledge

Teacher candidates demonstrate their ability to integrate content and pedagogical knowledge by weaving the following into their teaching:

- *Technology:* Use technology effectively to improve student learning.
- *Theory to Practice:* Applies current theory, research, and best practices to improve one's professional practice as a teacher.
- *Critical and Connected Thinking:* Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.
- *Reflective Practice:* Demonstrates self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.

Professional Outcome: Content and Pedagogical Knowledge

To develop teachers who value and utilize knowledge, learning, and critical thinking that is central to Indigenous and other ways of knowing.

GWAYAKWAADIZIWIN – Living a Balanced Way



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To provide teacher candidates the opportunity to recognize the importance of living in harmony with the community and are prepared to use a collective approach to understanding and deciding on a course of action.

Disposition: **Communication and Collaboration**

Teacher candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive collaborative partnerships with students, families, colleagues, other school professionals, and the global community to support achievement of student learning outcomes.

- *Reflective Collaboration:* Uses insights and inspiration of others to improve practice and can occur in:
 - Professional Learning Communities
 - Mentoring Programs
 - Peer Observations
 - Critical Friends Groups
- *Community Involvement:* Demonstrates positive collaborative skills in interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers, school teams, and those in the wider community.
- *Communication:* Effectively and accurately communicates ideas, thoughts or visions (oral and written) and engages in active listening based on audience and community cultural norms.

Professional Outcome: **Community and Collaboration**

To develop teachers who are reflective, connected educators who understand the interrelatedness of educating the whole child by including the community.

ZOONGIDE'EWIN – Strong Hearted

To provide a foundation on which we build and strengthen each teacher candidate's resilience, innovation, and passion.

Disposition: **Vision and Leadership**

Teacher candidates demonstrate the vision and skills necessary to lead and manage classrooms and schools as complex, adaptive systems in a changing world.

- Demonstrates skills and qualities that lead to meaningful change.
- Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.
- Listens and responds to community needs and understands cultural norms as opportunities for growth and development.

Professional Outcome: **Transformational Leadership**



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To increase the teachers' leadership capacity to live and walk with a strong heart, respectful and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and Caution

To develop teacher candidates' capacity to proceed carefully, after identifying, discussing and reflecting on logical and ethical dimensions of political, cultural, social, and personal life.

Disposition: **Ethical Behavior**

Teacher candidates demonstrate professional integrity through behaviors and actions that reflect state and FDLTCC ethical and cultural standards.

- Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.
- Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.
- Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).

Professional Outcome: **Ethical Practitioner**

1. To develop teachers' capacity to be ethically responsive in respecting their role as an educator and understanding community needs.

DEBWEWIN – Honesty and Integrity

Encourage teacher candidates to develop a deeper appreciation of their own worldview and the worldview of others.

Disposition: **Data-Informed Practice**

Teacher candidates demonstrate ability to make data-driven decisions as they plan, implement, and evaluate instruction.

- Uses student data to plan and implement instructional strategies and activities.
- Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.
- Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.

Professional Outcome: **Assessment and Use of Data**

2. To expand teachers' potential to think and act with honesty and integrity as they use multiple types of assessment strategies to evaluate student progress and guide student learning and development.



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ZAAGI' IDIWIN – Loving and Caring

To encourage the teacher candidates' development of healthy, caring relationships built on respect for all.

Disposition: **Equity, Social Justice, and Inclusion**

Teacher candidates demonstrate fairness, empathy and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of all students.

- Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.
- Advocates for and supports Indigenous and other diverse communities and individuals.
- Respects the dignity and essential worth of all individuals.
- Interacts with sensitivity to community and cultural norms.
- Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).
- Promotes the diversity of opinions, ideas, and backgrounds.

Professional Outcome: **Diversity**

Promote teachers' acceptance and respect of the diversity within their school, community and environment.

ZHAWENINDIWIN – Compassion

To encourage teacher candidates to develop an empathetic appreciation of the arts and humanities as a way to understand the human experience.

Disposition: **Life-long Learner**

Teacher candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

- Demonstrates commitment to professional development and intellectual curiosity.
- Practices current skills while demonstrating ability to adapt and develop new skills.
- Actively participates or fosters the positive professional learning environment within the school community as well as the school- home relationships.
- Analyzes various professional contexts, resulting in more informed decision-making about professional practice.

Professional Outcome: **Generation of New Knowledge**

To expand teachers' knowledge of the human condition and cultures, and the importance of compassion especially in relation to behavior, ideas, and values.



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MN PELSB Standards of Effective Practice (SEP) and/or Content Standards

SEP: 8710.2000 *Standards of Effective Practice*

4A	Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;
4C	Know about the process of second language acquisition and about strategies Develop and present Ojibwe language lesson plans that include the process of second language acquisition and strategies to support students to support the learning of students whose first language is not English;
4E	Understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
4G	Understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;

Reference List:

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)