

OFFICIAL GRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HALQ 721		Number of Credits: 3 See Course credit policy (105) and Principles for Course Credit Assignment: Graduate Studies	
Course Full Title: Halq'eméylem Curriculum Development Course Short Title (if title exceeds 30 characters): Curriculum Development			
Faculty: College of Arts		Department/School (or program if no department): Modern Languages	
Calendar Description: (55 words maximum) Examines the major frameworks in curriculum development for learners of additional languages. Students will also expand their knowledge in curriculum development employed by the forefront leaders of First Nation language revitalists. They will gain practical skills in curriculum development and implementation, pertaining to the Upriver Halq'eméylem language, with the inclusion of Stó:lō worldview.			
Prerequisites (or NONE):		HALQ 302 and HALQ 720.	
Corequisites (if applicable, or NONE):		NONE	
Pre/corequisites (if applicable, or NONE):		NONE	
Antirequisite UFV Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: Dual-listed with: Equivalent UFV course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>			
Total Contact Hours: 45 Sample structure of instructional hours: 1. Face to face instruction (in class, lecture, etc.) 30 2. Lab hours 3. Online class learning 5 4. Community learning 10 5. Group work See: Course credit policy (105) and the Principles for Course Credit Assignment: Graduate Studies Note: For each contact hour students should expect to spend at least three hours further on coursework outside of class.		Special Topics (Double-click on box to select) Will this course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the topic will be recorded when offered. Grading system: Letter Grades: <input checked="" type="checkbox"/> Credit/No Credit: <input type="checkbox"/> Prior Learning Assessment and Recognition (PLAR) <input checked="" type="checkbox"/> Yes, upon approval and on a case by case basis. <input type="checkbox"/> No, PLAR cannot be awarded for this course because Expected Frequency of Course Offerings (every semester, annually, every other year, etc.): Every other semester	
Senate Graduate Studies Committee		Date Approved: December 16, 2021	

Course Objective

The overall purpose/rationale for this course is:

- To address the major curricular approaches and methods used to guide and support second language learners.
- To address and understand the curriculum approaches and methods used to guide and support second language learners, emphasis on First Nation languages.
- To address culturally relevant curriculum approaches and methods designed for second language learners of First Nation language programming, within provincial and federal schools and community-based capacities.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Develop and implement detailed Halq'eméylem language curricula unit or units; daily, weekly, monthly, and yearly plans.
- Develop basic and detailed Halq'eméylem language curricula for various age groups and Halq'eméylem language programs.
- Incorporate both contemporary and traditional Stó:lō knowledge within the Halq'eméylem language curricula.
- Apply methods to assess comprehension and proficiency of the second language learner, emphasis on Upriver Halq'eméylem.
- Use proper protocol, copyright, and publishing rights for materials.

NOTE: The following sections vary by instructor. Please see course syllabus available from the specific instructor.

Sample Instructional Methods

(e.g., face to face instruction, online collaborative, online self-directed, experiential, student led learning, group collaboration, etc.).

Lecture, seminar, guest speakers, presentations and group discussions face to face, online collaborative.

Sample Text(s) and Resource Materials:

1. Hinton, Leanne, Bringing Our Languages Home: Language Revitalization for Families, 2013, Heyday Books, Berkeley, California.
2. Hinton, Leanne, How to Keep Your Language Alive: A Commonsense Approach to One-to-one Language Learning, 2002, Heyday Books, Berkeley, California.
3. Ignace, Marianne, First Nations Language Curriculum Building Guide Kindergarten to Grade 12, 2016, First Nations Education Steering Committee and First Nations Schools Association.
4. Jone, Mari C. and Ogilvie, Sarah, Keeping Languages Alive: Documentation, Pedagogy and Revitalization, 2019, Cambridge.org.
5. BC Integrated Resource Package, Upriver Halq'eméylem language; Grade 5-12, 2008 and 2014,
6. Dianna Kay, Seabird Island Halq'eméylem Language Curriculum Developer.

Sample Required Additional Supplies and Materials

(software, hardware, tools, specialized clothing, etc.)

Sample Evaluation Methods and Weighting

(e.g., term paper, essay, assignment, research paper, final exam, midterm exam, major paper, thesis, practicum, research proposal, lab work, etc.)

Assignments	30%	Project	30%	%	%
Quizzes	20%	Presentation	20%	%	%

Sample Course Content and Topics

Week 1-3	Major Curricula Frameworks for second language learners. Approach, design and delivery within curriculum development and implementation.
Week 4-6	Curricula Frameworks designed and implemented amongst the First Nations language revitalists. Key aspects that are integral to the development and implementation for effective and cultural relevant curriculum within First Nation languages.
Week 7-10	BC's New Curriculum-Language Template, emphasis on Upriver Halq'eméylem. Evolving First Nation second language learning curriculum development and implementation within BC schools, public schools, federal schools, and First Nation community based. Major models for assessing one's comprehension and oral proficiency within a target language, emphasis on First Nation languages.
Week 11-14	Practical skills in designing second language curriculum for various types of Upriver Halq'eméylem language programming.