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Pinasulaurani pigiursatitauniit

Pework Training program – PWT
English Version
(Formation préparatoire au travail – FPT)



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Kativik Ilisarniliriniq

Work-Oriented Training Path
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PREWORK TRAINING PROGRAM

1. What is the Pework Training program?

- [Work-Oriented Training Path](#) – Two programs
- Objectives
- Student profile
- Work placements and partnerships
- Funding of the projects
- Schedule

2. Admission and graduation

- Admission criteria and procedure
- Registration
- Graduation and opportunities after PWT
- Bridges between paths

3. Subjects and scheduling

4. Learning progression and assessment

- [Learning progression](#)
- [Assessment of learning: Individual Education Plan](#)
- [Diagnostic Evaluation](#)

5. Pedagogic Material

- Mathematics
- Literacy (ESL, FSL)
- Career exploration
- Self-regulation and pedagogic flexibility
- DB Server

6. Appendices (teacher's documents)

- [Learning progression \(adapted\)](#)
- [Report card \(sample\)](#)
- [Parents' Authorization Form](#)
- [Ordering materials from the KI catalogue and resource center](#)
- [List of potential partners in communities](#)
- [Websites – Employment and training information](#)
- [Funding opportunities](#)
- [List of providers](#)
- [Parents' consent for field trips and excursions](#) (complete doc DB Server)
- IEP – Individual Education Plan – See DB Server
- Consultant Hiring Form – See DB Server

WORK-ORIENTED TRAINING PATH

Pinasuvvimuulingajunik Pigiursatitaunirmut Arqusiurniq

Pework Training Program

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Duration: 3 to 5 years Age of students: 13 to 21 years old
Objectives of program Students will: <ul style="list-style-type: none">⇒ Explore the job market by learning a variety of work skills (in school or outside of school)⇒ Develop attitudes appropriate to the world of work⇒ Strengthen important life skills
Work exploration <ul style="list-style-type: none">⇒ Work placements are optional and flexible⇒ Job observation, visits on the work place⇒ Receive visits of employers in schools
Opportunities after graduation <ul style="list-style-type: none">⇒ Bridge to a <i>Training for a Semi-Skilled Trade</i>⇒ Enter the job market
Certification Pework Training Certificate (PWTC)

Semi-Skilled Trade Training

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Duration: 1 year Age of students: 15 to 21 year old
Objectives of program Students will: <ul style="list-style-type: none">⇒ Learn specific competencies and skills linked to a semi-skilled trade.⇒ Example of trades: cook's helper, assistant educator, public buildings maintenance, camp assistant, etc.
Work placements <ul style="list-style-type: none">⇒ 375h of work placement over the year (about 10 hours/week)⇒ Must be related to a specific trade, and allow students to develop competencies for this trade.⇒ Work placements are mandatory
Opportunities after graduation <ul style="list-style-type: none">⇒ Enter the job market⇒ Complete another Semi-Skilled Trade⇒ Enter Adult Education sector (DVS or general education)
Certification Training Certificate for a Semi-Skilled Trade (TCST)

WHAT IS THE PREWORK TRAINING PROGRAM?

Objectives

In this program, students will:

- ✓ Explore the job market and learn a variety of work skills;
- ✓ Develop their literacy skills and math competencies through project-based learning;
- ✓ Continue their learning of other school subjects (Inuktitut, science, culture, etc.), either in regular classes or through the project.
- ✓ Strengthen important life skills: planning, communication, budgeting, managing, etc.

Students Profile

- Students who are eager to learn work skills, discover the job market, and explore job opportunities.
- Students who are ready to undertake an alternative, more practical style of education
- Students with learning or behavioural difficulties who have fallen behind their peers by more than two years
- Students aged 13 and older (generally between 14 and 18).
- Students who are at risk of dropping out.

Work placements and partnerships

With the help of school principals and center directors, teachers can develop partnerships within their school and community to expose students to as many different work opportunities as possible. Here are examples of potential projects:

- Work placements within the municipality, at the daycare, at local garage, etc.
- Local radio (have the students announce something on the radio)
- Collaboration with culture teachers and other teachers from the school (music, art, outdoor trips)
- Collaboration with Youth Employment Services, by having them come to your school and explore job opportunities with your students
- Collaboration with your local Youth House, or with Youth Fusion
- Projects in schools: carpentry, electronics, carving, arts & crafts, sewing, cooking, making soaps, artistic painting, guiding skills, mechanics, entrepreneurship, etc.

***See appendices for a [list of potential partners](#) in communities

Funding of the projects

The teacher, along with the help of the school principal, is in charge of ensuring that necessary money for the project will be available at the beginning of the school year. The teacher is responsible for submitting the requests for financial support to organizations in Nunavik.

A list of [Funding opportunities](#) is available at the end of this document. For **Stay in School Funds**, please consult *Procedure for SIS Funds* on the DB Server, or ask your pedagogic counsellor for the procedure.

ADMISSION AND GRADUATION

Admission criteria

- The student is at least **13 years old**, and this path is more likely to meet their interests, needs and level of learning.
- The student has not attained the objectives of the elementary-level programs of study either in the language of instruction or in mathematics
- The student previously **attempted to follow the first year of the secondary program (sec. 1.0)**

Admission procedures

1. A meeting must be held with the following people: school principal, current teacher, future teacher (Pework Training program), the student and the students' parents.
2. An **Individual Education Plan** (IEP) has been filled-in for the student; previous adaptations and modifications have been tried and recorded. The IEP will be reassessed every term with the PWT teacher and a specialist while the student is in the program.
3. Consent is required from the student and parents (*see the [Consent Form](#) at the end of this document*)
4. Since the student may return to the regular academic stream after trying the Pework Training program, *a part-time integration might be considered at first* (eg. trial period of a few months, or part-time integration)

Registration

- All students must be registered in the Pework Training program before September 30th.
- A student can be admitted during the year, but official registrations are done before September 30th.
- Pework Training classes should not exceed 12 students.

Graduation

Students will receive a **Pework Training Certificate** from the Ministry of Education upon completion of the program. There is no academic exam for this program. Students are expected to complete 2700 hours of training, and must show they have successfully achieved the work skills part of the program. **No student can graduate under 16 years old.**

Opportunities after PWT

Holders of PWT certificate can enter the job market or pursue their education within the Adult Education system (general training or vocational training).

Note: Most vocational programs require secondary 3 coursework in mathematics, second language and Inuktitut. Therefore, students might have to complete these prerequisite courses through Adult Education centers.

Bridges between paths

- Teachers may determine if students can go back to the regular stream, and assess them to determine in which grade (see Diagnostic Evaluation section).
- In their last year of PWT, students can bridge to **Semi-Skilled Trade training**, as long as they succeeded the work skill part of their training.

SUBJECTS AND SCHEDULING

In this program, student must complete **at least 2700 hours** of class including:

- ✓ 900 hours of work skills (in school or outside the school)
- ✓ 1800 hours of general education (Inuktitut, Culture, P.E., Mathematics, etc.)

The school schedule must integrate the following subjects. Typically, the subjects in blue are taught by the project-based teacher. Please make sure your schedule meets the minimal requirements for this program:

MANDATORY SUBJECTS	Total number of hours to complete the program (MEES requirements, over 3 years)	Hours per week (over 3 years, for a 34 weeks calendar)
Inuktitut	300	3h
Any subject related to Social Studies, Citizenship, Culture or Land Survival	150	1,5h
Physical Education	100	1h
Maths and Sciences	400	4h
Second Language	100	1h
Work Skills (anything related to work skills, career exploration, job placements and community projects. Eg: CCD course)	1500	15h
Option	150	1,5h
Total	2700 hours	27 h/week

Schedule – Example (45 min periods)

In the following example, different subjects (between parenthesis) have been associated to different “PROJECT” periods, to show an example of how to integrate all mandatory subjects in the schedule. However, in reality, things are not as compartmented (ex. Math, English and Work Skills can all be done simultaneously during a project-class.)

Pework Training program (3 years)					
	Day 1	Day 2	Day 3	Day 4	Day 5
1	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)
2	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)
	pause				
3	PROJECT (ENGLISH)	PROJECT (MATHS)	PROJECT (MATHS)	PROJECT (MATHS)	PROJECT (WORK SKILLS)
4	PROJECT (ENGLISH)	PROJECT (MATHS)	PROJECT (MATHS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)
	lunch				
5	INUKTITUT	INUKTITUT	INUKTITUT	INUKTITUT	PROJECT (WORK SKILLS)
6	CULTURE	GYM	CULTURE	GYM	PROJECT (WORK SKILLS)
	pause				
7	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)	PROJECT (WORK SKILLS)

LEARNING PROGRESSION AND ASSESSMENT

Learning progression

Students will develop their literacy and mathematics skills through project-based learning. They will also develop a variety of work skills and acquire attitudes conducive to the job market. Whenever possible, make sure your student can meet the grade 6 objectives in Inuktitut, Second Language and Mathematics.

Projects should reflect students' and teachers' interests and skills, and should be based on the needs of the community. Academic contents may vary according to the projects and the student's needs and interests. However, teachers should refer to the KI curriculum and have each student progress as much as possible. Curriculum information:

- ⇒ **ENGLISH:** Consult the Program and the **Progression of Learning for Secondary 1.0 to 2.3** to know what is expected of students in Secondary 1.0. Use this as a basis to set up objectives for your group and individual objectives for students. These documents are available on the DB Server.
- ⇒ **FRENCH:** Consult the **Programme FLS** on the DB Server to know what is expected from students at each level.
- ⇒ **MATH:** Refer to Jump Math 7.0 or to the Artic Hare Series to set up objectives for students.

An adapted [Progression of Learning](#) has also been included at the end of this document for each academic subject. You can use this to further challenge students in any given subject.

Pedagogic material can be ordered through the [KI online catalogue](#). (see [how to order material](#))

ASSESSMENT OF LEARNING

Individualized Education Plans (IEP) should be used to follow-up on students' progression in project-based groups. IEPs are filled-in for students with learning or behavioral difficulties (including absenteeism and dropping-out).

IEPs are first filled-in by a team of professionals (eg. teacher, special ed. teacher, principal) upon admission to the program (or even before). The main objective for the student is to see his/her progression and successes. The tool also allows for a follow-up when a student is transferred to another school, or from a regular stream to a project-based group.

Teacher's responsibilities:

- Make sure each student has an IEP
- Use the IEP to set learning objectives with your student (work skills, participation, behavior, math, languages, etc.) * In the PWT context, you can add « group objectives », if that seems more relevant. Simply indicate it and specify the role the student will have within the project.
- At the end of each term: meet with the student and special education teacher to underline successes and review objectives.
- Teachers are also free to use additional assessment tools.

*** If there is no special education teacher in your school, and you have some questions regarding IEPs, contact your pedagogical counsellor, or the KI pedagogical counsellor for Special Education.

See the DB Server for more information about IEPs and how to fill them in:

- Complete Guide for the Development of Individualized Education Plans
- IEP Form
- Three Levels of Differentiation (flexibility, adaptation, modification)

Aside from that, the contents and progression are unique to each individual, there is no standardized assessment of academic learning for this program. Teachers choose the means of evaluating student learning.

One priority objective would be to make ensure the student achieves grade 6 (or higher) in Inuktitut, Maths and Second language, as some students might want to move back into the regular stream.

Diagnostic evaluation (if required)

Assessment materials are available on the DB Server for teachers who wish to assess their students for readmission to the regular stream. You might also create your own evaluation, using the following as a guideline.

For English, you may:

1. Use the exam for Intercycle 1.0 (Heroes). This exam, equivalent to grade 6, can be rolled-out over several weeks.
2. Create your own exam. You'll find benchmarks for each grade in Exemplars for Competency 2 and Competency 3 (on the DB Server). You can adjust your exam to the benchmark you wish.

For Maths, there is an evaluation available for 1.0, 1.1 and 1.2 on the DB Server. Use the Excel Generator to create a different exam for each student.

For French, you can access the file "Anciens examens" in the DB Server and use these former exams to assess the level of the students. You'll find exams for grade 6 and Sec. 1.2. If you wish to adapt these exams to assess a different level (eg. Sec 1.0 or Sec 1.1), you can do so. Please consult the benchmarks for each level under the file " Programme FLS."

PEDAGOGIC MATERIAL

Mathematics

The Arctic Hare Series

- Shopping at the coop (order or operations)
- My Inukshuk (measurement and geometry)
- The Nature Center (fractions)
- The Greenhouse (data and diagrams)
- It's Hockey Time (statistics and probabilities)

Each of these units contains:

- **Student Book** – Suggestion: activities in student book can be done in group, following the procedure described in Teacher Guide for each activity. Once the concept is explained and understood, reproducible materials can be used for students to work individually (there are different levels of difficulty).
- **Teacher Guide** – Find here preparation activities and hands-on activities linked to the Student Book, as well as the resources and materials needed
- **Reproducible material** – extra material for students to train. There are different levels of difficulty.
- **Posters**

Jump Math 7

Unlike the Arctic Hare Series, **Jump Math 7** is not used in the regular stream. Books 1 to 6 are used in elementary schools, and Jump Math 7.1 can be considered a recap of the previous grades (5-6). Jump Math 7.2 goes further into Sec. 1.0 notions.

Mental Maths : This section gives plenty of strategies to improve mental calculation. It can be a good start to assess students level. *Available online and on DB Server.*

Teacher's Guide: [The Teacher's Guide is KEY to Jump Math](#). All exercises presented in student book should be used at the end of each lesson, to reinforce what was learned during the lesson, using Teacher Guide's activities. *Available online and on DB Server.*

Teaching Resources: extra exercises, grids, quizzes and tests, reproducible materials. Available on DB Server.

SMART activities : activities for SMART Board. Available on DB Server.

Prism Maths

- Red : Beginner
 - Orange: Intermediate
 - Yellow: Advanced
- *** All levels available on DB Server

Literacy (Reading, Writing, Speaking and Listening)

English

Programs and Resources for teachers:

- **Secondary ESL Program** : Kativik ESL program for cycle 1 and 2
- **Secondary Progression of Learning** : detailed progression of learning from 1.0 to 2.3
- **The Writing Process**: hints for writing activities

In DB Server, under “2nd Language → Sec → En → KSB ESL Program Guides, Exemplars, & Forms”

Magazines and Newspapers:

- **What in the World**: news articles for teenagers (In DB Server, under “2nd Language → Sec → En”)
- **Canadian Reader Issues**: news articles for teenagers (In DB Server, under “2nd Language → Sec → En”)
- Air Inuit (EN, FR, IN): <https://www.airinuit.com/fr/edition-courante>
- Inuktitut (EN, FR, IN): <https://itk.ca/inuktitut-issue-120/>
- Up Here: <https://uphere.ca/>
- Nipiit magazine (National Inuit Youth Council): <http://www.niyc.ca/nipiit-magazine>
- First Air, Above & Beyond, Canada’s Arctic Journal: <http://arcticjournal.ca/>
- Newspapers: Nunatsiaq online: <http://www.nunatsiaqonline.ca/>
- Makivik magazine: <http://www.makivik.org/fr/makivik-magazine-online/>
- Qarjuut Youth Council newsletter: **Uvikkait ULLUMI**

Other reading materials:

- [Let’s tell a story](#) , Nunavik Publications (useful for work placements in Daycare centers, gives ideas of art craft you can do with kids)
- Books on tape, songs, movies.
- More material under **Social Studies file**, DB Server

Français

Programme de Français langue seconde : In DB Server, under « 2nd Language → Sec → Français → Programme FLS »

Banques d’activités en français : jeux et vidéos pour pratique du français

In DB Server, under « 2nd Language → Sec → Français → Banques activités »

Le monde en marche : articles sur des sujets d’actualité. De nouveaux articles sont continuellement ajoutés.

« 2nd Language → Sec → Français → Ressources additionnelles → Le Monde en Marche »

Nos nouvelles : articles pour adolescents sur des thématiques canadiennes

« 2nd Language → Sec → Français → Ressources additionnelles → Nos nouvelles »

Career exploration and work skills

Career and Professional Exploration:

Teacher's Guide and Student Book available on DB Server, under CAREER (both in FR and EN). Before using it, you might want to check if other teachers are already using it with your students. The course is divided in three sections:

- Term 1 - Discover your interests, aptitudes and personal trait
- Term 2 - Gain understanding of School Pathways and the Job Market
- Term 3 - Carry out a Cooperative or Entrepreneurial Project

[Nunavik Job Directory EN](#) and [Nunavik Job Directory FR](#) : detailed description of hundreds of jobs in Nunavik. (DB server and [online](#))

Self-regulation and pedagogic flexibility

Zones of regulation: strategies to foster self-regulation and emotional control

Transformative Life Skills: a four units guide to enhance health and well-being through mindful yoga, breathing techniques, and meditation

- Unit 1 - Stress Response
- Unit 2 - Physical and Emotional Awareness
- Unit 3 - Self-Regulation
- Unit 4 - Healthy Relationships

Guide for the Development of Individualized Education Plans: Useful teaching strategies for students with specific needs.

*Available on DB Server

DB Server – Section WOTP (Work Oriented Training Path)

- Pedagogic materials and learning progression for literacy, maths, work skills and more
- Directives and forms for outdoor trips; forms to hire a consultant
- Funding opportunities; how to make a requisition
- Safety and security in workshops and the kitchen

OTHERS

Éducaloi (FR and EN) : <https://www.educaloi.qc.ca/en> Interesting articles and videos making legal information accessible for youth. (e.g. Section families and couples: parenting, children and teenagers, marriage and couples, family violence)

Pework Training

Learning progression

Basic Language Skills

Writing

Use writing in real-life situations, for example:

- Fill-out forms
- Write a short message
- Write different types of list
- Take notes

Build vocabulary and grammar according to the objectives established with the student

Activities:

- Fill-out an application for a passport, a driver's licence, a health card or social insurance number.
- Fill-out a job application.
- Fill-out an application for funding for a school project.
- Write an email to an organization to present a project.
- Write a resume.
- Write an cover letter for a job resume.
- Write and update a list of material for a project.
- Write and update a list of tasks for a project.
- Take notes of the different steps of a recipe.
- Write instructions about how to do something

Reading

Understand written messages in real-life situations, for example:

- Read a poster
- Read a short message
- Read instructions
- Research information (web site, glossary, etc.)

Different types of text according to the objectives established in the Individualized Success Plan

Activities:

- Read the important information on the promotional poster of a challenge.
- Read information posted at the school, at the Coop, etc.
- Read a note on the board left by the teacher.
- Read an email from an organization about a project.
- Read the assembly instructions for a tool.
- Read the safety rules posted in the workshop.
- Research a phone number in the alphabetical order.
- Research information on the Internet.
- Read the information on an evaluation grid filled out during a work placement activity.

Speaking

Produce oral messages in real-life situation, for example:

- Ask for information
- Give instructions
- Interact socially and use appropriate language.
- Express needs.

Build vocabulary and speaking situations according to the objectives established with the student

Activities:

- Phone an organization to ask questions about the funding of a project.
- Phone a supplier to clarify the details of an order.
- Announce an event on the school intercom or on the local radio
- Explain the steps of a recipe to a colleague.
- Use appropriate language with customers during a work placement activity.
- Ask questions to better understand the expectations in a work placement activity.
- Give information to customers during an entrepreneurial project (restaurant, repairs, craft sale, etc.)
- Give directions to someone (in the school, the village).

Listening

Understand oral messages in real-life situations, for example:

- Understand rules and instructions
- Understand information given orally
- Understand a film, a TV show, a video clip
- Understand the needs expressed by someone

Build vocabulary and listening situations according to the objectives established in the Individualized Success Plan

Activities:

- Do tasks according to oral instructions.
- Understand the oral instructions given by a supervisor in a work placement activity.
- Understand information given over the phone.
- Understand messages on local radio or school intercom.
- Understand a short documentary on a topic related to a class project.
- Respond to a customer's needs during a work placement activity.
- Understand news on TV and radio.
- Understand a movie.
- Understand the explanations of a colleague on how to do a task.

Vocabulary and expressions

- I learned and increased my vocabulary related to my field of activity.
(camping, outdoor excursions, mechanics, music, personal interests, cooking, daycare, nutrition, etc.)
- I can use common expressions to explain what I am doing.

Expressing the future, or promises

- I will / I won't
- I am going to
- I am not going to

Express preferences, wishes and desires:

- I like.../I don't like/ I dislike...
- I prefer
- I'd rather...
- I wish/ I wish I could...
- I hope
- I would like to
- I want to / I don't want to
- I hate.../ I hate it when...
- He loves..., They like..., I hate..., She prefers..., He enjoys...

Giving advice (convincing)

- You should/ I think you should...
- You'd better...
- If I were you, I would...
- Why don't you....

Expressing an opinion

- I agree/I disagree
- I strongly agree/ I strongly disagree / I totally agree/disagree
- I don't think that..... / I don't think so.
- I don't believe in...
- Everybody should.....
- I worry about....
- Of course!
- I think you're right, I disagree, They believe..., We agree..., I don't think so.
- What about you? Are you sure? What do you think? Is this clear?)

Giving directions and instructions (explains the steps of a procedure)

- First, then, after, finally, at the end...
- You should.... / you shouldn't
- You have to.../ You must...
- Do / Don't
- It's mandatory /It's forbidden to...
- It's dangerous...
- Be careful with...

Using some connectors

- So..., Then..., Next..., Finally..., Also..., For example..., You see..., Well...

Asking for help and expressing needs

- I need
- I can / I can't
- Please, could you...
- I need you to...
- How do you say...? What does... mean? Could you help me? How do you write...? How do we do this? Is this right?
- Where can I find...? Do you have...? Who...? Why...? What...?

Expressing the importance of something

- The priority is...
- The most important is
- We must...

Expressing feelings and emotions

- I am afraid of...
- I regret...
- I am glad...
- I can't wait to...
- I worry about....
- I like people who...
- I like this because...
- I am proud of....
- I am curious... I am surprised...
- I'm happy/ She is sad.

Explain the utility of a tool

- I use a hammer to fix.
- We need glue to paste.
- This is useful for.../ This is useless
- This is necessary for...

Explain the reason for a decision

- We can't because...
- We have to.... because...
- The reason is...

Asking a question (about a project, an event, or a profession)

- Why, where, what, who, how, how much, how many?
- Do you... / Did you...
- How long... / Since when...

Comparing things

- It's the same.../ It's similar to.../ It's not the same...
- It looks like...
- It's different
- More than/ less than
E.g. This fruit is expensive. This fruit is more expensive than the other one. This pizza is less salty.
This one is THE MOST/ THE LEAST salty.
- Adjective + er/est :
➤ close – closer- closest/ higher – higher – highest/ cheap – cheaper – cheapest
Some exceptions: good – better – the best
Ex. This building is high. This building is *higher than* the other one. This building is *the highest*. This pizza is spicier.
- It's even / It's uneven

Using Strategies

- Non verbal expression to express a message
- Confirm his/her understanding of what someone said.
- Repeat or re-explain to make sure he/she is understood
- Make a pause or takes time to think about his/her answer
- Reformulate, use different words to explain

Contents and learning progression – proposal

- Social conventions (salutations and introduction): Hi. *Pleased to meet you. How are you? Hello! I'm..., Hi, this is my friend...*
- I can introduce or identify someone: *This is..., She's my partner*
- Speaking on the phone or by email : *May I speak to...? Is Peter there? I'll get back to you later.*
- Give explanations or reasons : *I'm sorry. Excuse me. I apologize for...*
- Asking for feedback, questioning and clarifying: *What about you? Are you sure? What do you think? Is this clear?*
- Warnings : *Pay attention! Be careful! Watch out!*
- Polite way to interrupt : *Sorry to interrupt. Excuse me.*
- Expressing capacity: *They can..., He can't..., She is able to..., I'm sure we can.*
- Making decisions: *They've decided that..., I'm not sure about that. We choose this one.*
- Asking for permission: *May I...? Can you...?*
- Asking for advice: *Should I...? Do you think...? I think that..., Is this the right thing to do*
- Class rules, directives and routines : *Write this down. Whose turn is it? We have 15 minutes to do it*
- Offering your help: *Let me help you. Can I give you a hand? Do you need help? Can I help you?*
- Suggestions, proposals, invitations: *Let's do/go..., Would you like to...? How about...? Do you want to join our team? Maybe we could write about...*
- Congratulations and teamwork: *Good work! Let's put our heads together. We're almost finished. We're doing well. Good point! We're the best!*
- Expressions to end a conversation: *I have to go. See you soon! Bye for now. Take care! That's all I have to say.*
- Expressions to take time to think : *Let me think. Give me a second. Wait a minute.*

Basic Skills in Math

Arithmetic and Operations with Natural Numbers

- I can read and write natural numbers from 0 to 1000.
- I can skip count (by 2s, 5s, and 10s) to 1000.
- I can compare numbers and identify equivalent expression
- I can arrange numbers in increasing (or decreasing) order up to 1000.
- I can recognize even and odd numbers (e.g. looking on one side of the street for even numbers of houses or businesses).
- I can estimate numbers.
- I can approximate the result of an addition or subtraction involving natural numbers.
- I can use conventional processes to determine the sum of 2 natural numbers up to 4 digits (with borrowing if necessary).
- I can use conventional processes to determine the difference of 2 natural numbers up to 4 digits (with borrowing if necessary).
- I can approximate the result of a multiplication or division involving natural numbers.
- I understand the process of multiplication (multiple groups) and I can calculate answers either mentally, with a strategy, or with a calculator.
- I understand the process of division (equal groups) and I can calculate answers either mentally, with a strategy, or with a calculator.
- I understand the concept of negative numbers in everyday life (temperature – weather, boiling/freezing points, historic timeline)

Fractions, Decimals and Percentages

- I can represent a fraction in a variety of ways based on a whole or on a collection of objects.
- I can recognize fractions (half, third, fourth) in everyday life (e.g. measuring cups).
- I can identify the different meanings of fractions (sharing, division, ratio, measurement).
- I can read and write fractions.
- I can compare a fraction to 0, $\frac{1}{2}$, 1, OR a fraction used in my daily activity
- I can verify whether 2 fractions are equivalent.
- I can do basic operations with fractions related to everyday life (e.g. doubling a recipe, dividing a pizza, etc.)
- I can calculate fractions of a set for regular fractions (half, third, fourth) in everyday life (e. g. t-shirt is \$12, and half off!)
- I can read and write numbers written in decimal notation.
- I can understand the position and value of decimals (I can compare numbers with decimals)
- I can compose and decompose decimals (e. g. I need \$12.15, so I need 1 ten, 1 toonie, 1 dime, 1 nickel).
- I can round numbers to the nearest decimal place or nearest whole number.
- I can match a fraction to a decimal to a percent (for basic numbers).
- I can differentiate between whole numbers (dollars) and decimal numbers (cents) up to 1000\$.
- I can calculate percent of a set for regular percentages (10%, 50%) in everyday life (e. g. buy one, get 2nd 50% off).

- Operations: I can do add and subtract with decimal numbers (with or without a calculator)
- Operations: I can multiply or divide a decimal number with a whole number (with or without a calculator)

Geometry and measurements (volume, mass, time, °T)

Space, solids and figures

- I can locate objects on an axis (e.g. find something on a map).
- I can identify the main solids (sphere, cone, cylinder, prism, pyramid).
- I can identify plane figures (square, rectangle, triangle, circle, pentagon, hexagon, octagon, and decagon).
- I can identify and construct parallel and perpendicular lines
- I can measure an angle using a protractor

Measurement

- I can measure objects using millimeters, centimeters, decimeters, meters, and kilometers.
- I can convert measurements from one unit to another (see units above).
- I understand the concepts of area, and can calculate the area of basic shapes (square, triangle, rectangle, circle).
- I understand the concept of perimeter and I can calculate the perimeter of basic shapes (square, triangle, rectangle, circle).
- I can estimate and measure capacity using unconventional units.

Volume

- I understand the concept of volume
- I can estimate and measure conventional units (L, ml).
- I can establish relationships between units of measure (e. g. 1L=1000ml).
- Mass - I understand the concept of mass
- I can estimate and measure mass.
- I can estimate and measure mass using conventional units (kg, g).
- I can establish relationships between units of measure (e.g. 1kg = 1000 grams).

Time

- I can estimate and measure time using conventional units.
- I can establish relationships between units of time (day, hour, minute, second) (
- I can follow a schedule (e. g. start time, break time, etc.)
- I can follow an agenda or calendar (e. g. months, days of the week, holidays, etc.)

Temperature

- I can read a thermometer from -40 degrees Celsius up to + 40 degrees Celsius.
- I can calculate a change in temperature.
- I can read, write and/or understand different symbols used for measurement (g, kg, mm, cm, m, ml, L, °F, °C, etc.)

Statistics and Probability

- I can gather data and organize it to discover some trends and make decisions
- I can recognize variability in possible outcomes and predict (certain, impossible, possible, more likely, probable).
- I can interpret and display data in a table.
- I can interpret and display data in a bar graph.
- I can understand and calculate the arithmetic mean.

Tools

- I can use Excel or Word to create a graph
- I can use Survey monkey (or similar) to compile the results of a survey (or statistics)
- I can use the basic functions of a calculator.

Basic Work Skills

Work Skills

- I have experimented with different roles in a team or in a project (cleaning, communication, promotion, cooking, planning, manual work, creation, logistics, leadership, keeping records)
- **Execution:** Uses proper tools and proper working methods, follows appropriate steps.
- **Planning and organizational skills:** time management, respecting deadlines, making list of tasks and materials needed, etc.
- **Budgeting skills:** savings, production cost, salary, fixing a price for a product, etc.
- **Communication skills:** promotion, advertisement, social media and others (radio, interviews, posters)
- **Informatics skills:** typing, internet research, protection of private life and private information (bullying prevention), etc.
- **Management skills**
- **Team Work skills**
- Appropriate **attitudes and behaviors**
- Respecting **safety and hygiene rules**

Know yourself

- I discover my values, my interests and what motivates me
- I discover my strengths, my skills and competencies
- I learn motivation strategies and perseverance
- I can tell the tasks I like or do not like in an activity/project
- I can set myself some goals and follow the steps to achieve them
- I have a personal plan (academic or professional)
- I learn about resources around me (teachers, friends, family, partners, municipality, organizations, etc.)

Exploring the job market

- I learn about different professions and job characteristics (work alone/with a team, day shift/night shift, flexible schedule or fixed schedule, physical work/office work, salary, schedule, requirements, etc.)
- I know where to look for information on the job market (local organization, newspaper, website, etc.)
- I can identify and read certain documents related to job research: employment offer, ad in newspaper, resume, forms, job postings etc.
- I explore different professions (by reading, meeting people, doing a work placement)
- I understand the school system and opportunities available to me
- I learn about job opportunities in Nunavik or elsewhere
- I am aware of laws and regulations related to work (safety, security, protection equipment, licences, etc.)
- I learn about different documents related to job market: resume, cover letter, job posting, etc.
- Introduction to entrepreneurship

Basic Skills – Science and Technology

Material World

- Properties of commercial products (detergents, pesticides, paints, solvents, aerosols, metals, oil)
- Properties of products and their risks or effects on health or environment (flammable, corrosive, toxic, allergies, pollution, contamination, pH scale, acid precipitation)
- Different states of matter (gas, liquid, solid) e.g. freezing, boiling, evaporation, distillery
- Physical change in matter (mixtures, solutions, phase changes)
- Chemical changes in matter (cooking, oxidation, combustion, thermal insulation, composting) e.g. food processing, fire prevention, etc.
- Electricity: positive and negative charges, attraction and repulsion, electrical field, northern lights
- Waves: reflection, refraction, shadow. e.g. sun protection, telecommunications, greenhouse effect
- Magnetism: magnets, poles, attraction, repulsion e.g. compass, speaker, etc.

Living World

Nutrition

- Learn about types of food or drugs (proteins, carbohydrates, fats, vitamins, poison) and their effect on health e.g. allergies
- Understand digestion of food (ingestion, digestion, absorption and elimination)
- Understand some risks related to food and how to prevent them (allergies, cross-contamination, preservation of food, hygiene rules)

Health

- Respiratory system, reproduction, circulatory system e.g. Risks of hypothermia, dehydration, frostbite, CPR, bleedings, injuries, first aid, etc.
- Air quality, pollution, smoking
- The senses, risks on health (safety glasses, ear protection, etc.)

Environment

Ecosystems, flora and fauna e.g. migrations, resources, hunting quotas, etc.

Earth and Space

- Water cycle, minerals, climate change, types of energy (wind energy, hydroelectric),
- Meteorology, seasons, natural phenomena (storms, blizzards, tides)
- Minerals e.g. mining industry
- Outdoor excursion: taking decisions accordingly to weather conditions (tides, currents, storms, etc.)


Technological World

- Engineering, forces and motion, mechanisms for transmission of motion
- Electricity: conduction, insulation, protection, power
- Simple machines – lever, screw, wedge
- Transportation technology: bike, skidoo, boat, skateboard...
- Informatics: hardware, software, etc.

Source (and more info):

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_jeunes/PFE_FPT_ETS_EN_LOW.pdf

REPORT CARD – SAMPLE

 Kativik Ilisarniliriniq	ᐃᑎᐱᓴ / Name		ᐃᑦᓂᐃᐱᓴ / School		
			010 - ULLURIAQ		
	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ School Year	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Identification Number	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Permanent Code	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ The student has an Individualized Educational Plan	
2017/2018					

ᐱᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Pework Training			ᐃᑦᓂᐃᐱᓴᓐ Term	ᐃᑦᓂᐃᐱᓴᓐ Term	ᐃᑦᓂᐃᐱᓴᓐ Term	ᐃᑦᓂᐃᐱᓴᓐ Exam Mark	ᐃᑦᓂᐃᐱᓴᓐ Summary		ᐃᑦᓂᐃᐱᓴᓐ Attendance		
ᐃᑦᓂᐃᐱᓴᓐ Modified	ᐃᑦᓂᐃᐱᓴᓐ Course	ᐃᑦᓂᐃᐱᓴᓐ Code	1	2	3		ᐃᑦᓂᐃᐱᓴᓐ Final Mark	ᐃᑦᓂᐃᐱᓴᓐ # of credits	1	2	3
	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ ᐃᑦᓂᐃᐱᓴᓐ Inuktitut language of instruction										
	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ ᐃᑦᓂᐃᐱᓴᓐ English second language										
	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Mathematics										
	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Physical and Health Education										
	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Visual Art										
	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Wellbeing and Religion										
	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Culture										
	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Land survival										

ᐱᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Projects and Work Skills				
<input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ Carpentry <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Mechanics <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Electricity <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Electronics <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Daycare placement <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Kitchen (cooking skills) <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Sewing <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Entrepreneurship <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Arts (carving, painting, music) <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Outdoor skills (hunting, fishing, camping, survival) <input type="checkbox"/> ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Land survival	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Others: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____			

ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ ᐃᑦᓂᐃᐱᓴᓐ Fill this part upon completion of the program.	
<input type="checkbox"/> 1800 ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ ᐃᑦᓂᐃᐱᓴᓐ 1800 hours of general instruction	ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ Add the mention SUC upon completion of program
<input type="checkbox"/> 900 ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ ᐃᑦᓂᐃᐱᓴᓐ 900 hours of work skills	<input type="checkbox"/>
ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ ᐃᑦᓂᐃᐱᓴᓐ ᐃᑦᑭᑭᑦᑲᑦ (1-5) Number of years in the program (1 to 5)	



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Kativik Ilisarniliriniq

Work-Oriented Training Path

Parent/Legal Guardian Authorization Form

I, the undersigned, parent/legal guardian of _____, accept the terms and conditions of the **Work-Oriented Training Path** offered at _____ School. I authorize that my child may participate in work simulations and work practicum (or in other work areas) as part of his/her education. I am aware that students in this program will not be obtaining a Secondary School Diploma (SSD) but will receive a certificate from the Ministry of Education, upon completing the performance criteria of this program.

Date

Signature of Parent / Legal Guardian



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Kativik Ilisarniliriniq

Programme de formation axée sur l'emploi

Formulaire d'autorisation des parents ou du tuteur légal

Nous soussignés, parents/tuteur légal de _____, acceptons les modalités du **programme de formation axée sur l'emploi** offert à l'école _____.

Nous autorisons la participation de notre enfant à des simulations de travail et à des stages de travail en entreprise (ou dans d'autres milieux de travail) faisant partie de son programme de formation. D'autre part, nous sommes conscients que ce programme ne mène pas à l'obtention d'un diplôme d'études secondaires (D.E.S.), mais plutôt un certificat officiel octroyé par le Ministère de l'Éducation.

Date

Signature du parent / tuteur légal



ᐅᐱᐱ ᓃ ᐅᐱᐱ/ᐱᓃᓂ ᓃ ᐱᓂ ᐅᐱᓂ ᐱᐱᐱ ᓂᐱᓂᐱᐱᐱ ᐱᐱᐱ ᐱᐱᐱ

[illegible]

ᐃᓄᐱ ᓃ ᓃᓄᐱ/ᐱᓃᓂ ᓃ ᐱᐭ ᓃ ᐅᐱ ᓄᐱ ᐃᐱᓂᐅᓃ ᓂᓄᐅ

Annex G
***Release to be signed by the
student's parents***

AUTHORIZATION FORM FOR THE STUDENTS AND THE PARENTS

School: _____	Community: _____
Activity: _____	
Destination: _____	Date: from: _____ to: _____
Approved by the Education Committee and by the Centre Director	
Date: _____	

***TO BE FILLED BY THE SCHOOL ADMINISTRATION:**

SUPERVISION:		
<div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> #Adults	<div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> #Students	<div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> Ratio adult/student
Person(s) in charge: _____		




***TO BE FILLED AND SIGNED BY THE PARENT:**

STUDENT'S NAME: _____	Age: _____	Sex: M _____ F _____
Student's Quebec Health Insurance No: _____		
Medical condition(s), allergies, etc. (specify type:) _____		
If medication has been prescribed, specify type: _____		
Passport number, if applicable: _____		

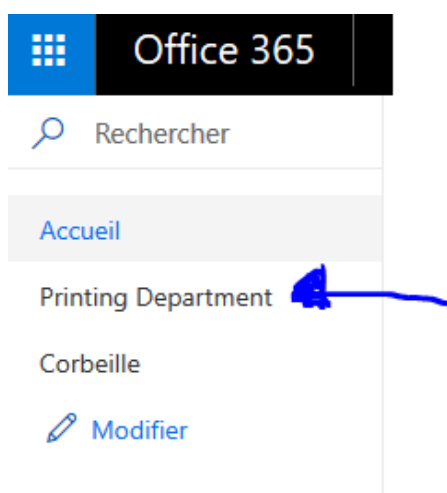
Ordering material from KI Catalogue

1. The catalogue is available in three languages on this page: <https://kativik.sharepoint.com/sites/TeachersPortal>
Get the code and the price of the materials you wish to order.

Material Catalogues

Nom ▾	Modifié ▾	Modifié par ▾
 English	Yesterday at 1:31 PM	Carson Tagoona
 Français	Yesterday at 1:31 PM	Carson Tagoona
 Inuktitut	Yesterday at 1:30 PM	Carson Tagoona

2. Then click on Printing Department to access the requisition form.



3. Fill the requisition form with CODE and PRICE of items, and send it to Andrea.Menarik@kativik.qc.ca.

Library Services (Resources Center in Montreal):

To order books from KI Resource Center, contact Resource Center directly in Montreal: See online catalogue: <http://coba.kativik.qc.ca/bibnet/simple.asp> These books have to be sent back to Mtl after utilisation.

Websites – Employment and training information

Nunavik Job Opportunities

KRG's Local employment centers: <http://www.krg.ca/krg-departments/sustainable-employment/general-information/local-employment-office-contacts>

Summer Challenge program and Part-Time Challenge program (KRG)
<http://www.krg.ca/krg-departments/sustainable-employment/employment-training/programs>

Répertoire des emplois du Nunavik – Nunavik Job Directory (KRG)

EN: http://www.krg.ca/images/stories/docs/Employment_and_Training/English/Nunavik%20Job%20Directoryrev.pdf

FR :
http://www.krg.ca/images/stories/docs/Employment_and_Training/French/R%C3%A9pertoire%20des%20emplois%20au%20Nunavik.pdf

Jobs in Mining Industry: <http://exploresmines.com/en/>

Nunavik Training Opportunities

Sanajit project (TRAINING) : <http://www.krg.ca/krg-departments/sustainable-employment/sanajit-project>

- Health and safety on construction sites
- Carpentry skills, level 1 / summer skills
- Carpentry skills, level 2
- Advanced skills; Understanding the construction sector.
- Interior finishing; On-the-job training
- Introduction to construction trades
- Special projects

Tamatamani – Raglan program (Second Start): The Tamatamani program is an innovative program that provides access to training for Inuit employees looking to enrich their personal and professional development.

Health Board on-the-job Training: on-the-job training offered in partnership with Marie-Victorin College:
Communication en relation d'aide et Communication en administration (pour préposés en centre de santé)

Kativik Ilisarniliriniq : <https://www.kativik.qc.ca/fr/education-des-adultes/>

Kativik regional police force KRFP: <http://www.krpf.ca/fr>

Junior Canadian Rangers: <http://www.jcr-rjc.ca/en/where-we-are.page>

Websites for career exploration

Information sur le marché du travail (IMT) : imt.emploi.quebec.gouv.qc.ca

Explore a trade or occupation • Find a training program • Find out about a sector of activity • Find a business

Formation professionnelle et technique : <https://www.inforoutefpt.org/>

Training programs • Vocational and technical training • Educational organizations • Special Services

Mon Emploi : www.monemploi.com

Avenir en santé : <http://avenir.sante.gouv.qc.ca/en/carrieres>

Heading for Success - Tout pour réussir: www.headingforsuccess.com

Job exploration depending on your profile: directive, innovative, methodical, objective, social

Directory of semiskilled trades – Department of Education

Legal information (work regulations)

Éducaloi (FR and EN) : <https://www.educaloi.qc.ca/en> Interesting articles and videos making legal information accessible for youth. (e.g. Section families and couples: parenting, children and teenagers, marriage and couples, family violence)

Cégeps and other trainings

Nunavik Sivunitsavut: sivunitsavut.ca/ - *Global modern issues from an inuit perspective*

John Abbott: <http://www.johnabbott.qc.ca/>

Mont Morrency College: <https://www.cmontmorency.qc.ca/>

Tukitaarvik – Inuit Student Center : <http://www.tukitaarvik.ca/> Online platform for Inuit interested in beginning the post-secondary education journey

Cégep de St-Félicien : <http://seccol.com/en/programmes/>

- Arctic Guiding in Nunavik
- Native Assistant Guide program in adventure tourism
- Native guide program in adventure tourism
- Etc.

Linguistic immersion and working abroad

Jeunesse Canada Monde / Canada Word Youth: <http://jeunessecanadamonde.org/>

Our volunteer programs range from **2 weeks to 6 months in length**. The volunteer projects **that you will contribute to** focus on a variety of different themes that will certainly spark your interest! Those projects are developed in close collaboration with partner organizations in 19 countries across Africa, Asia, Eastern Europe, Latin America and the Pacific.

All CWY programs are open to Canada's Indigenous youth. CWY also offers programs **specifically designed for Indigenous youth**, including some that involve living and working with Indigenous communities in other countries, with the support of CWY's international and Canadian partners.

Explore – 5 weeks linguistic immersion (FR) : <http://www.myexplore.ca/en/>

Explore is a **five-week intensive French-immersion bursary program that is offered during the spring or summer for people with any skill level in French**. Explore participants are awarded a \$2,200 bursary (taxable income) that covers tuition fees for the course, instructional materials, meals, and accommodation. You will discover another region of Canada while learning French in classes adapted to your language level.

Odyssey – Working as language assistant in Canada : <http://www.myodyssey.ca/en>

Odyssey is an opportunity to dive deep into another language and culture while sharing your own; travel and explore Canada; earn an income and get bilingual professional experience. Under the supervision of a teacher, you will use games and other activities on a daily basis to motivate students to learn more about English as a second language. You will have the opportunity to share your culture, drawing from your personal experiences. You will also share the unique linguistic features of your home region through art, music, stories, local expressions, and humour, and make a difference in the lives of young people.

List of possible community partners

***For work placements, trainings, workshops, special events or any type of collaboration with schools. For more contacts, reach out to your pedagogic counsellor.

Organization	Contact
YES - Youth Employment Services (Kuujjuaq-Inukjuaq)	http://www.krg.ca/krg-departments/sustainable-employment/youth-employment-services-nunavik
Local Employment Officer (LEO) / Agent local d'emploi	See Local Employment Centers
Pijunnaqunga (KRG)	Internship program for 18-35 (postsecondary) www.pijunnaqunga.org
Parcs Nunavik <ul style="list-style-type: none"> • Pingaluit (Wakeham Bay) • Kuururjuaq (Georges River) • Tursujuq (Umiujaq) • Ulittaniujalik (Georges River) 	Website : www.nunavikparks.ca/fr Nunavik Parks Beneficiary Access Initiative : http://www.nunavikparks.ca/en/nunavik-parks-beneficiary-access-initiative
Airports <ul style="list-style-type: none"> • Air Inuit • First Air 	https://www.airinuit.com/ https://firstair.ca/fr/ Contact person for work placements: Yves Pelletier, Director of Ground Operations: ypelletier@airinuit.com
Kativik Ilisarniliriniq <ul style="list-style-type: none"> • Center Director (schools) • Maintenance • Adult Education • Inukjuak Residences • Vocational Center (Inukjuaq) • Pre-college (Wakeham Bay) 	Maintenance: Contact person on Hudson Coast; Luc Denault, Puvirnituk, 819-988-2553. Contact person on Ungava Coast: confirm with your pedagogic counsellor Contact at Pre-College: Alexandre Prévost (KI): Alexandre.Prevost@kativik.qc.ca
Daycare centers	https://www.nunavikchildcare.ca/en/childcare-centres
Hotels <ul style="list-style-type: none"> • Hotels FCNQ • Kuujjuaq Inn (020) • Qaqqalik Center (Salluit) 	
N.V. - Municipality <ul style="list-style-type: none"> • Public buildings (arena) • Youth Center • Elder's home • Sewing Center • Radio • Municipal Garage • Hunter Support 	

Organization	Contact
Coop (FCNQ) / Northern	
Poste Canada	
Hydro-Québec	
KRPF <ul style="list-style-type: none"> • Gun Safety Awareness • Firearms License • Search and Rescue • Good Touch/Bad Touch 	KRPF Cadet: http://www.krpf.ca/fr/programmes/cadets
Unaaq's men association of Inukjuaq	http://www.unaaqmen.org You tube video: https://www.youtube.com/watch?v=Xp0PQ6U3ykk
KMHB (Kativik Municipal Housing Bureau)	
Youth Fusion - Fusion Jeunesse	Youth Fusion Coordinator/Youth Fusion Animator: https://fusionjeunesse.org/en/
Wapikoni Mobile	http://www.wapikoni.ca/
Nunavik Arctic Survival Training Center (Puvirnituq) - NASTC	http://nastc.ca/
Greenhouse projects <ul style="list-style-type: none"> • Makivik Greenhouse Project (Inukjuaq) • Université Laval's projects: Kuujjuaq and Wakeham Bay 	
Qarjuit	http://www.katittaviktownhall.com/content/qarjuit-youth-council
Osentreprendre	Pedagogic counsellor for WOTP

FUNDING OPPORTUNITIES

Program	How to apply/Contact	Eligibility Criteria	Deadlines	Amount
Brighter Futures and Building Healthy Communities	Diane Snowball diane.snowball@ssss.gouv.qc.ca Tel: 819-964-2222, ext. 292 Fax: 819-964-2338 See Website	Community-based health promotion and ill-health prevention program: <ul style="list-style-type: none"> • mental health child development • healthy babies • injury prevention • parenting skills 	Needs a resolution from the NV Financial year: April 1st – March 31st	
Ungaluk, safer communities (Crime prevention)	Sarah Airo : sairo@makivik.org Kuujuaq, QC Tel: 819-964-2613 Fax: 819-935-4760 http://www.makivik.org/fr/ungaluk-program/	Projects requesting Ungaluk to cover only trips/travel are not eligible Priorities: <ul style="list-style-type: none"> • Reduce substance(s) abuse and/or addiction(s) • To prevent violence and other crimes • To promote social integration or reintegration (prevent offending or reoffending) • To address trauma and/or mental health • To assist victims of crime and violence • To build parental skills and encourage safe family • To prevent school drop-out and/or to promote educational opportunities • To promote alternatives to and diversion from the criminal justice system • Preventing and combating crime • Promoting safe and healthy communities • Providing assistance to crime victims • Improving correctional services for the Inuit 		

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Nunaituqait Ikajuqatigiitut Substance Abuse Prevention and mental Wellness	siairqumia@hotmail.com Tel: 254-8084 and/or 0225, 0226	<p>If you have an idea and wonder if NIIA can help you with funding, we invite you to call us at 1-866-964-2976 and explore your idea with our staff before you submit a request, they may be able to offer you some assistance.</p> <p>Form more info, you can also see application form (ask Valerie.beauvais@kativik.qc.ca)</p>		No limit
Qarjuit - Local Youth Actions Funding (LYAF)	Marie-Hélène Caron : http://www.jyc.co.in/apply@qarjuit.ca	<p>The LYAF supports and promotes projects targeting youth aged 15 to 35 years old that:</p> <ul style="list-style-type: none"> • create opportunities to get involved and take action at the local level; • transfer Inuit identity, culture and ancestral heritage; • build self-esteem, confidence and self-expression; • develop entrepreneurship by acting on their own ideas; • enhance life skills information and education <p>Eligible applicants :</p> <ul style="list-style-type: none"> - Non-for-profit, incorporated organizations - Cooperatives - Municipalities/Northern Villages <p>Eligible costs :</p> <ul style="list-style-type: none"> - Food or per diems - Professional fees and honorariums - Transport rental (Max. \$125.00/day) - Room rental (i.e. conference room) - Travel costs - Accommodation costs - Training costs - Administration expenses (mailing, printing, etc.) - General material and equipment 	Three calls per year	Up to 10 000\$/project

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Esuma (School retention)	Contact: elias@moukannas.com Website: http://www.krg.ca/fr/608-article-18	Goals: school perseverance and implication of school staff, families and communities into school perseverance. Ask forms to Elias or Valerie.beauvais@kativik.qc.ca	Apply anytime	Up to 25 000\$/project
Stay in school (School retention)	Valerie.beauvais@kativik.qc.ca	School retention projects.	Apply at the end of school year, for the following year.	
New paths in Education	Yasmine.Charara@kativik.qc.ca Tel : 819.964.1136 ext. 247	<p>Main objectives:</p> <ul style="list-style-type: none"> -Enhance First Language & Culture Education -Improve the effectiveness of classroom instruction through development of curriculum and pedagogical improvements -Strengthen First Nation education management and governance capacity through local capacity; (governance) -Enhance Information and Communications Technology (ICT) in the school. <p>Two types of projects:</p> <ul style="list-style-type: none"> - Projects submitted by Kativik Ilisarniliriniq schools - Projects submitted by Kativik Ilisarniliriniq departments <p>All local projects need to be approved by the education committee and by aligned with the school educational project. All regional projects need to be aligned with the department action plan</p>	<p>Next call for proposals: around January 10th to March 15th , 2018</p> <p>Selection by KI in April and May and by INAC throughout May and September</p>	
Healthy Schools	At KI: Victoria.Slmigak@kativik.qc.ca At Health Board: veronique.dion-roy@ssss.gouv.qc.ca	<p>Types of projects:</p> <p>Healthy nutrition promotion, Physically active lifestyle, Smoking reduction, Diabetes prevention, Mental health, Stress management, Healthy relationships, Violence prevention, Sexual health, Oral hygiene and health, Prevention of alcohol/drug use, SafetyInfectious-disease prevention and control (incl. immunization, STBI)</p>	It takes three to four weeks to process an application. You can make a request throughout the year but the money needs to be spent before March 31 st .	

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Écoles actives – Sports and physical activities (healthy living)	Website: http://www.education.gouv.qc.ca/enseignants/ecole-active-2017/	Total cost of project should be under 10 000\$.	Closed for 2017-2018. Upcoming information for 2018-2019	75% of project, up to 10 000\$
Aboriginal Project, Quebec Government / Projet ponctuel autochtone (PPA)	Information and forms available online. Please read carefully and be aware of special terms regarding Visibility of projects and Accountability https://www.autochtones.gouv.qc.ca/programmes-aide/projets-ponctuels-en.html Submit your application to : projetsponctuels-saa@mce.gouv.qc.ca	Funding applications may be submitted primarily by the following applicants: <ul style="list-style-type: none"> • Aboriginal communities (band councils, tribal councils, northern villages); • Non-profit Aboriginal organizations (Aboriginal NPOs); • Non-profit organizations;¹ • Groupings of Aboriginal NPOs, nations, or communities; Projects to be funded may target the following themes, among others: <ul style="list-style-type: none"> • Initiatives of a cultural, community, popular education nature; • Projects pertaining to sports, recreation, healthy lifestyles; • Initiatives involving cooperative efforts, or raising awareness of Aboriginal issues; • Holding conferences, forums, symposiums, or other related events. Evaluation criteria for projects submitted: <ul style="list-style-type: none"> • Relevance and quality of the project; • Likely and significant outcomes for Québec's Aboriginal milieu; • Number and quality of partnerships; • Support from the Aboriginal milieu; • Demonstration of financial need; Projected outcomes following anticipated public support;	For the 2017-2018 fiscal year, projects may be submitted between February 1, 2017 and March 31, 2018. It will take a few months to have an answer.	Up to 5000\$/project

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Quebec Aboriginal Student's retention fund	Upcoming			
FCNQ (Coop)	www.fcng.ca	Refer to your local Coop.		
Northern Stores	http://www.northernstores.ca/	Refer to your local Northern Store.		
Air Inuit	Pita Aatami (President) pita.aatami@airinuit.com Christian Busch (Vice-President) cbusch@airinuit.com	Send a letter of request explaining your project.		
KRG Employment and training programs	etprograms@krg.ca Tel: 819-964-2961 http://www.krg.ca/en/employment-a-training/programs	Many different programs offered, see the website for more information. For Stay in School Program, contact Valérie Beauvais Valerie.beauvais@kativik.qc.ca		
KRG representative	See your local representative.	Each community has a KRG representative. They each have an allocation of money for projects for their discretion. School projects will be considered.		
Makivik representative	See your local representative.	Each community has a Makivik representative. They each have an allocation of money for projects for their discretion. School projects will be considered		
Landholding (NLHCA)	http://www.nlhca.ca/			

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Experience Canada (formerly SEVEC)	https://www.experiencescanada.ca/	Traditionally rooted in bilingual exchanges, our new brand reflects the broader range of experiences and opportunities we aim to offer to Canadian youth. (student exchanges) <ul style="list-style-type: none"> • Experience Canada Exchange • Human Rights Exchange • Immigration and Diversity Exchange • Etc. 		
Students on ice (KRG)	Info : https://studentsonice.com/			
Fondation Jeunes Projet	Info: www.jeunes-projet.qc.ca Use application form on their website. You should receive an answer within about 2 weeks. French only	Fundings for students wishing to organize individual or collective projects. There are four categories for project: <ul style="list-style-type: none"> • La boîte à projets • Accroche-toi à ton projet • Un monde allant vert Ouvre-toi sur le monde		200\$ for individual projects// 400\$ to 500\$ for collective projects
Park Nunavik	Nunavik Parks Beneficiary Access Initiative (NPBAI) http://nunavikparks.ca/fr/initiative-parcs-nunavik-pour-l%E2%80%99acc%C3%A8s-aux-b%C3%A9n%C3%A9ficiaires	The NPBAI will reimburse a portion of the airfare from schedule flights and charters that were used specifically for travels to a park by any beneficiary of the JBNQA. Download the <i>Airfare Incentive Application Form</i> , and fill it prior to your trip. More info at infoparks@krg.ca		
OSEntreprendre	Provincial contest on entrepreneurship	Participate to this Provincial contest if you are running a small business project within your school. Find more information on DB Server, under WOTP. Fill the online entry form: www.OSEntreprendre.quebec . Ask Valerie.beauvais@kativik.qc.ca for more information Three Divisions : <ul style="list-style-type: none"> • Student Entrepreneurship • Business Creation • Successful Business 	You have until March to register.	

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Raglan – Akkivik Program	See Website or ask for Application Form http://www.mineraglan.ca/en/raglan-agreement/akkivik-program/Pages/default.aspx	Only for Salluit and Wakeham Bay <ul style="list-style-type: none">• Community Health & Well-Being• Education, Training & Leadership Development• Entrepreneurial Capacity Development & Job Creation• Food Security• Energy Security		

Liste de fournisseurs / List of providers

*The following list is only provided to help you with your purchases. You are free to order from other places.

List of Providers	Materials
LearningZoneXpress Receipt	Teaching Materials: Nutrition Worksheets, Food Labels, Bingos, Posters Matériel pédagogique: Bingo sur la nutrition, affiches, étiquettes d'aliments, etc.
Canadian Tire	Cleaning materials, Kitchen tools and Tools Instruments de cuisine, articles de nettoyage, outils
Frank Greco Équipements de restaurant de l'est 11990 Notre-Dame-Est, Pointe aux Trembles	Instruments de cuisine / Kitchen supplies
Staple (Bureau en Gros)	Instruments de cuisine / Kitchen supplies
Rona	Outils / Tools
Home Depot	Outils / Tools
Omer Deserre	Articles pour bricolage, bijoux, art, couture / Sewing and artcraft
Fabricville	Articles pour bricolage, bijoux, art, couture / sewing and artcraft
Spectrum Educational supplies Nasco	
Best Buy	
Amazon.ca	
IKEA	Instruments de cuisine / Kitchen supplies
Billes et Bijoux, Rougemont, Québec	Articles pour bricolage, bijoux, art, couture / Sewing and artcraft
Coop Coco, 273 saint-Zotique Est, Montreal	Glycerine, huile olive, amande (ingrédients à savon) /Soap making
Marché D'aoust	Épicerie / Grocery
Brault et Boutillier, 700 avenue Beaumont, MTL	Jeux, bricolage, fournitures scolaires, rangement, meubles / Games, arcraft, school materials, furniture
Wallmart.ca	
Emballages Carroussel	Matériel d'emballage alimentaire et industriel / Packaging material and machinery
Indian Craftsmen & art Québec (540 rue Max Gros-Louis, Wendake, Quebec)	Furs and leather / cuir et fourrure
Bill Worb Furs, 312 Ross Ave. Winnipeg	Furs and leather / cuir et fourrure
Gaston Henry Fourrures Inc. 29, rand la petite troisième honfleur, qc.	Furs and leather / cuir et fourrure
Winnipeg Outfitters Ing (R3E 2K4)	Furs and leather / cuir et fourrure
Herbularius	Ingrédients pour fabrication de savon /Soap making
Acklands Grainger	Outils/ Tools

