

Unit: world map skills, the continents and the oceans

Time frame for completion: 6-8 weeks

Competencies

- ✓ To understand the organization of a society in its territory (C2)
- ✓ To interpret change in a society and its territory (C3)

Objectives

- ✓ Students will study the various elements found on a world map including lines of latitude, longitude, directions, hemispheres and briefly time zones
- ✓ Students will learn about the 7 continents (North America, South America, Europe, Asia, Australia & Oceania, Antarctica)
- ✓ Students will learn about the 5 oceans (Atlantic, Pacific, Indian, Arctic, Southern/Antarctic) and other major bodies of water

Assessment criteria

- ✓ Students will be able to identify all 7 continents and major bodies of water on a blank world map
- ✓ Students will be able to justify their understanding of a variety of elements of a map (longitude, latitude, compass directions, hemispheres and time zones) using a variety of methods (written, orally, visually, etc...)

Culminating task

- ✓ Students will develop a photo montage of their chosen (or given) continent
- ✓ They can work in groups
- ✓ Each project should have a minimum number of photos used (ex: 5)
- ✓ Students must then explain their photo montages and what each picture represents
- ✓ Students should show their understanding of the continent by creating a photo montage of their chosen (or given) continent or country. Students will describe the pictures they chose and how they are related to the geography, history, culture, language, etc. of that continent

| Overview of lessons | | | | |
|--|--|--|--|--|
| Topic 1: continents and oceans | Topic 2: longitude, latitude, hemispheres and time zones | Topic 3: individual continent overview | | |
| <ul style="list-style-type: none"> - Introduce concept of continents <ul style="list-style-type: none"> ✓ What are they? ✓ Where are they? - Introduce 5 main oceans and their locations - Introduce other main bodies of water such as the Red Sea, the Mediterranean Sea, etc. | <ul style="list-style-type: none"> - Evaluate the importance of the North and South Hemisphere <ul style="list-style-type: none"> ✓ How does this impact our world? ✓ Changes in climate/weather - What are the time zones? - What is the International Date Line? - What are the lines of longitude and latitude? Why are they so important? What role do they play? | <ul style="list-style-type: none"> - Overview of the following concepts <ul style="list-style-type: none"> ✓ Location on a world map ✓ Land and water borders ✓ What are some of the geographic features of the continent? - Learn about a variety of facts including: <ul style="list-style-type: none"> ✓ Languages ✓ Cultures ✓ Traditions ✓ History ✓ Recreation | | |

| Cross-Curricular connections | | | | |
|------------------------------|--|-------------------------------|--|---------|
| Arts: | Math: - Elapsed time and telling time | Science: - Earth and space | Language: - Research - Oral interaction - Writing | Others: |

Unit: economy and trade

Time frame for completion: 8 weeks

Competencies

- ✓ To interpret change in a society and its territory (C3)
- ✓ To be open to the diversity of societies and their territories (C4)

Objectives

- ✓ Learn about economic trends and relationships between Canada and other nations (cause and effect)
- ✓ Learn about the flow of imports and exports to and from Canada
- ✓ Learn about trade agreements and how that impacts economics in the North

Assessment criteria

- ✓ Students will be able to explain the concepts of importing and exporting, as well as listing Canadian contributions to the global economy
- ✓ Students will be able to know and understand the basics behind NAFTA
- ✓ Students will be able to make connections between economic trends in other parts of the world and the impact that may have on people living in remote regions such as Nunavik.

Culminating task

- ✓ Develop a proposal for a new export/import that Nunavik should be doing.
 - What is the product?
 - Why is it needed in your community?
 - How will you buy it?
 - Who will it serve?

| Overview of lessons | | | | |
|--|--|--|---|--|
| Topic 1: overview of concept | Topic 2: why does Canada trade and who does Canada trade with | Topic 3: What is NAFTA? | Topic 4: What affects global trading? | |
| - Learn about the following terms: <ul style="list-style-type: none"> ✓ Economy ✓ Trade ✓ Import ✓ Export ✓ Economic relationship ✓ Cause and effect | - What are Canada's biggest imports and exports? - Does Nunavik have any imports/exports? ✓ What are they? | - Who is part of NAFTA? - How was it established? - Why was it created? Who is impacted by this trade agreement? - Should we keep it or get rid of it? | - Weather patterns - Natural disasters - Are some imports or exports more vulnerable than others (ex.: fruits and vegetables) | |

| Cross-curricular connections | | | | |
|------------------------------|---------------|---|---|---------|
| Arts: | Math: | Science: | Language: | Others: |
| | - Using money | - Food sustainability - Northern climates - Agriculture | - Non-fictional writing - procedural writing | |

Competencies

- ✓ To understand the organization of a society in its territory (C2)
- ✓ To interpret change in a society and its territory (C3)
- ✓ To be open to the diversity of societies and their territories (C4)

Objectives

- ✓ Important environmental issues worldwide
- ✓ Develop an understanding of Canada's interactions with other regions of the world and how has that affected the environment
- ✓ Learn about governments respond to natural disasters including NGOs and the Canadian government

Assessment criteria

- ✓ Students will be able to explain why environmental issues are important
- ✓ Explain the role of the government of Canada in response to these environmental issues including disaster relief
- ✓ Can see the connection between protecting the global environment and its impact on those in Nunavik.

Culminating task

- ✓ Imagine you are being asked to provide relief to another Nunavik community:
 - how will you help them?
 - What will you do?
 - Develop an action plan to help another community.

| Overview of lessons | | | | |
|---|---|--|---|--|
| Topic 1: main environmental issues | Topic 2: how is Canada helping the environment | Topic 3: disaster relief | Topic 4: climate change in Nunavik | |
| - Overview of main issues such as global warming, health pandemics, water insecurity, pollution, etc. | - Analyze policies and plans that Canada has created or is part of to contribute to the protection of the environment - What is the Paris agreement (UNFCCC) | - What is disaster relief? - Look at some recent global disasters and analyze Canada's response (ex.: disease outbreaks, earthquakes, landslides, droughts, wildfires, etc.) - Could Canada have responded differently? How? | - What are some of the differences in the weather in Nunavik/your community? - How do treaties like the Paris agreement affect people in the North? What could we be doing to protect the environment at a local level? | |

| Cross-curricular connections | | | | |
|------------------------------|--|---|-----------|---------|
| Arts: | Math: | Science: | Language: | Others: |
| | - Using money to create budgets, raise funds | - Ecosystems - Biodiversity - Temperature - Weather - Climate change - Solar systems | | |

Competencies

- ✓ To understand the organization of a society in its territory (C2)
- ✓ To interpret change in a society and its territory (C3)
- ✓ To be open to the diversity of societies and their territories (C4)

Objectives

- ✓ Understanding Canada's role in supporting global human rights
- ✓ Understanding of basic human rights (including those of children)
- ✓ Knowledge of organizations such as the UN

Assessment criteria

- ✓ Students will be able to analyze and respond to global issues
- ✓ Students will be able to formulate relevant questions with regards to human rights issues
- ✓ Students will be able to identify interactions between Canada and other countries
- ✓ To learn and contextualize human rights issues around the world

Culminating task

- ✓ Create a display to answer the question "how do we protect human rights?". This display can be visual, audio, using media, poster form, interactive role play, etc... This project can focus on the overall question or can focus on a specific right, or the rights of a specific group of people (ex: children or women)

Overview of lessons

| Topic 1: human rights | Topic 2: United Nations | Topic 3: Canada's role in supporting human rights | Topic 4: children's rights | |
|--|--|---|--|--|
| <ul style="list-style-type: none"> - What are rights? - Does everyone have rights? - Who decides? - What are NGOs? | <ul style="list-style-type: none"> - What is the UN? - Why was it created? - Who is in the UN? - What issues do they handle? - Do you think the UN is needed? | <ul style="list-style-type: none"> - Do we protect the rights of our own people in Canada? - This can be an entry point into looking at the rights of FNMI in Canada - How has Canada responded to global human rights issues? | <ul style="list-style-type: none"> - What rights do children have? - Should they have more? Less? Why or why not? - Inuit children: what are your rights? How are you protected? - What organizations (Canadian and global) are in place to protect children | |

Cross-curricular connections

| Arts: | Math: | Science: | Language: | Others: |
|-------|-------|----------|--|---------|
| | - | | <ul style="list-style-type: none"> - Persuasive writing - sharing an opinion - Debating | |