

Competencies

- ✓ To construct his/her representation of space, time and society (C1)

Objectives

- ✓ To explore places here, from the past and the present
- ✓ To orient himself/herself in space and time

Assessment criteria

- ✓ Know the rivers around the community
- ✓ Know the points of interest of the landscape
- ✓ Identify similarities and differences in the landscape of the past and the present
- ✓ Recognize the landscape at different seasons
- ✓ Situate themselves on a calendar
- ✓ Know the words: yesterday, today and tomorrow
- ✓ Know the months of the year and the seasons
- ✓ Locate Nunavik on a map
- ✓ Locate the community on a map of Nunavik and know its name
- ✓ Recognize the cardinal points
- ✓ Know the difference between a map and a photograph

Culminating task

- ✓ Creation of a small dictionary including the different landscapes and animals of their community. Students can then present it in small groups, or show it to the whole class. They must explain what is on each page. Take the time to ask questions about the different aspects you have seen throughout the theme in your community's territory.

Overview of lessons				
Topic 1: My community	Topic 2: The landscape	Topic 3: Animals	Topic 4: Changes	
<ul style="list-style-type: none"> - Locate Nunavik - Locate the community on the Nunavik map - Differences between aerial photo and map - Cardinal points - Meaning of the community's name in English - Population - Languages spoken 	<ul style="list-style-type: none"> - Trees - Rivers - Landscapes - Community's points of interest related to the landscape <p>*only see those in your community</p>	<ul style="list-style-type: none"> - Northern animals - Where animals are - Usefulness of animals: <ul style="list-style-type: none"> ✓ Food ✓ Transport ✓ Clothing <p>*only see those in your community</p>	<ul style="list-style-type: none"> - Name of the seasons - Changes in the territory according to the seasons: <ul style="list-style-type: none"> ✓ Weather ✓ Rivers - Changes in the landscape according to the seasons: - Changes in the territory since their grandparents 	

Cross-Curricular connections				
Arts:	Math:	Science:	Language:	Others:
<ul style="list-style-type: none"> - Mock-up including landscapes, streets, etc. - Drawing of a fictional landscape using different patterns to create the reliefs 	<ul style="list-style-type: none"> - Time measurement with weeks, months and years 	<ul style="list-style-type: none"> - Food chains of northern animals - Use of a compass 	<ul style="list-style-type: none"> - Discussion using images from yesterday and today 	<ul style="list-style-type: none"> - Symbols on maps - Take a walk and take pictures of the different landscapes of the community

Competencies

- ✓ To construct his/her representation of space, time and society (C1)

Objectives

- ✓ To recognize some characteristics of the social organization of a group
- ✓ To orient himself/herself in space and time

Assessment criteria

- ✓ Understand the need for everyone in the community
- ✓ Know the rights of each individual in the community
- ✓ Know the responsibilities of each individual in the community
- ✓ Be able to resolve conflicts
- ✓ Know the vocabulary related to the community's trades
- ✓ Know the vocabulary related to the community's buildings
- ✓ Know the groups to which individuals belong in a community

Culminating task

- ✓ Creation of a map of the village with street names, landscapes (seen in the previous theme), services (use of a legend) and the location of the students' houses. They must then explain who works in each building they have chosen to include on their map and what is happening in that building (what people are doing or what products are being sold there).

Overview of lessons				
Topic 1: Responsibilities and rights	Topic 2: Trades	Topic 3: Services	Topic 4: Groups to which people belong	
<ul style="list-style-type: none"> - Students' rights - Students' responsibilities <ul style="list-style-type: none"> ✓ At school ✓ At home ✓ In the community - Conflict resolution 	<ul style="list-style-type: none"> - Names of your community's trades - Occupation students would like to do in the future 	<ul style="list-style-type: none"> - Names of services and buildings in your community - Where the services are located - Plan or map of the community with the services - Legend of a map - Community's points of interest related to the services and buildings 	<ul style="list-style-type: none"> - The family - The school - The classroom - A sport - The community - Nunavik - Why are these groups important? - In which groups do the students belong? 	

Cross-curricular connections				
Arts:	Math:	Science:	Language:	Others:
			<ul style="list-style-type: none"> - Make sentences using verbs to describe trades and services (ex.: I <u>am eating</u> at a restaurant or the nurse is <u>taking care</u> of the children.) - Ask students to introduce people from the village who are important to them. 	<ul style="list-style-type: none"> - Watch the movie "Lilo and Stitch" to discuss the groups to which they belong - Take photos of the community's services (buildings)

Competencies

- ✓ To construct his/her representation of space, time and society (C1)

Objectives

- ✓ To recognize some characteristics of the social organization of a group
- ✓ To refer to aspects of everyday life here, from the past and the present
- ✓ To orient himself/herself in space and time

Assessment criteria

- ✓ Know the differences in clothing for the different seasons
- ✓ Compare old photographs and be able to identify differences and similarities
- ✓ Recognize that the stories of your elders and community help shape your identity
- ✓ Know the different activities to do in the community according to the seasons
- ✓ Know the differences and similarities between the activities done in the past and those done in the present
- ✓ Know the different means of transportation used in the past and in the present
- ✓ Tell events and stories in chronological order
- ✓ Reading a time line
- ✓ Recognize the chronological order
- ✓ Know the words yesterday, today and tomorrow
- ✓ Know the seasons

Culminating task

- ✓ Creation of a time line including different images of clothing, activities, arts and transportation used in the past and in the present.

Overview of lessons				
Topic 1: Clothing	Topic 2: Activities	Topic 3: Arts	Topic 4: Means of transportation	Topic 5: Stories
<ul style="list-style-type: none"> - Clothing from the past - Today's clothing - Similarities and differences between clothing of yesterday and today - Animals used in the manufacturing of clothing - Steps in the manufacturing of clothing - Clothing for different seasons 	<ul style="list-style-type: none"> - Yesterday's activities - Today's activities - Similarities and differences between activities of yesterday and today - Differences and similarities between activities in different seasons - Tools used to do the different activities <p>*only see those in your community</p>	<ul style="list-style-type: none"> -Musicians - Instruments used - Artists - Techniques used - Yesterday's arts (artifact) - Today's arts - Differences and similarities between yesterday's art and today's art <p>*only see those in your community</p>	<ul style="list-style-type: none"> - Means of transportation on water - Means of transportation on land -Yesterday's means of transportation - Today's means of transportation - Changes in the use of means of transportation <p>*only see those in your community</p>	<ul style="list-style-type: none"> - Elders' stories - Inuit tales - Chronological order

Cross-curricular connections				
Arts: <ul style="list-style-type: none"> - Learn more about the artists in the community - Learn different techniques related to Inuit art (sculpture, printing, etc.) 	Math: <ul style="list-style-type: none"> - Time line - Time measurement with weeks, months and years 	Science:	Language: <ul style="list-style-type: none"> - Explain the morals or end of an Inuit tale - Talk about the characters in a tale - Highlight the main events of a tale 	Others: <ul style="list-style-type: none"> -Invite an elder to talk about when he was a child - Invite an Elder to tell Inuit tales and stories