
Social Studies in Primary



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Kativik Ilisarniliriniq

Grades 3 to 6 – Primary
2018

Grade 3

Competency 1 :

To construct his/her representation
of space, time and society

Competency 2 :

To understand the organization
of a society in its territory

Grade 4
Grade 5
Grade 6

Kativik Ilisarniliriniq Social Studies program

*based on the Social Studies program from the QEP

Grade 4
Grade 5
Grade 6

Competency 3 :

To interpret change in a society
and its territory

Grade 5
Grade 6

Competency 4 :

To be open to the diversity of
societies and their territories

Social Studies in Primary



Grades 3 and 4 – Primary

Kativik Ilisarniliriniq

2018

Grade 4 and 5 – Program Guide Overview

The following booklet is to help guide the teacher's instruction of the KI social studies program for Grade 3 and 4. With a continued focus on Inuit Culture in Nunavik, this program seeks to establish the baseline for creating responsible and active citizens. This process takes place through inquiry, student centered learning, and exploration as a class to become thoughtful and knowledgeable but also to learn to value similarities and differences in their own society.

In Grade 3, students will be exposed to their community. The units throughout the year will enable students to develop new knowledge and understanding of the territory, the people and the culture in their community.

A similar approach will be taken in Grade 4, in which students will continue to build upon their knowledge by placing the role of their community in the Nunavik context. Students will be introduced to the 14 communities of Nunavik and learn about the territory and the culture from each community and will compare and contrast these cultures to that of their own.

Inquiry Based and Outcome Based Learning Approaches

A successful social studies instructional approach is two-folded. Outcome based learning is the educational theory that units, lessons and activities are each planned with a specific goal or objective in mind for students to achieve. These goals can be formal or not, but it is important to know and understand what we want students to achieve in order to plan and teach effectively.

In compliment to this approach, inquiry based learning is also an educational theory that structures lessons, activities and units in a way that students are working together to solve a problem or answer a big question. These problems or questions are often developed by the students based on their interests and curiosities. With an inquiry based approach, students are learning a holistic environment that encourages independent thinking and collaboration between teachers and students alike.

The Grade 3 and Grade 4 programs will be structured around these two teaching methods in order to allow students to grasp abstract concepts and become stakeholders in their own education.

Competencies in Social Studies

The following competencies have been adapted from the *Quebec School Training Program*. Each lesson and activity should be based on these competencies. For Grade 3, only competency 1 should be used. For Grade 4, only competencies 2 and 3 should be used.

C1: To construct his/her representation of space, time and society

C2: To understand the organization of a society in its territory

C3: To interpret change in a society and its territory

Themes for Grades 3 and 4

Below is a table showing the general themes and objectives of the third and fourth grades.

Grade	Theme	General objectives
3	My community	• Explore landscapes (including relief, rivers, climate) • Recognize community trades • Recognize the buildings of the community • Know the differences and similarities between past and present activities • Find your way in space and time
4	Nunavik	• Know the economic activities • Know cultural realities (languages, food, clothing, entertainment, customs) • Establish continuity with the present • Know the landscapes, the climate, animals, vegetation • Identify key changes that occurred in the territory

COMPETENCIES

Competencies	Components
C1 : To construct his/her representation of space, time and society	◇ To recognize some characteristics of the social organization of a group ◇ To explore places here, from the past and the present ◇ To refer to aspects of everyday life here, from the past and the present ◇ To orient himself/herself in space and time
C2: To understand the organization of a society in its territory	◇ To make connections between characteristics of the society and the organization of its territory ◇ To make connections of continuity with the present ◇ To make connections between assets and limitations of the territory and the organization of the society ◇ To situate the society and its territory in space and time
C3: To interpret change in a society and its territory	◇ To situate a society and its territory in space and at two points in time ◇ To recognize the main changes in the organization of a society and its territory

PROGRAM OVERVIEW

Grade 3 – My Community

The Grade 3 Social Studies program is designed to help students understand their environment and the society in which they live.

This program is designed to give teachers the general concepts to be taught and to suggest activities and assessment situations. Additional resources including videos can be found on the DBServer and can be used at the teacher's discretion to enrich his or her teaching.

This program provides a general overview of the learning that students will need to do, but requires teachers to do their own research, modify and adapt the program to ensure their students' success. Suggested activities are available to assist the teacher, but are not mandatory. It is important for every teacher to make this program accessible to every student.

To ensure students' success, certain objectives must be acquired in Grade 3 in order to prepare them for the rest of their school career.

By the end of Grade 3, students will be able to:

- ◇ Understand the need for everyone in the community
- ◇ Know the vocabulary related to the trades and buildings of the community
- ◇ Compare old photographs and be able to identify differences and similarities
- ◇ Know their community's rivers, points of interest, activities and climate
- ◇ Situate themselves on a calendar
- ◇ Read a timeline and know the chronological order
- ◇ Locate their community on a map of Nunavik
- ◇ Know how to read a plan or a mock-up

Cross-curricular

This program aims to encourage students to think critically and question themselves. There are also the language components since students will have to read, listen, speak and write during the Social Studies periods. The teacher may choose to assess these language skills, even when Social Studies is at the forefront of the lesson. It is important to observe these skills on multiple occasions during the day, even outside the time allocated to the language.

Each program theme is accompanied by activities related to other subjects, such as Mathematics and Science. These activities are optional, but make the Social Studies program cross-curricular, which in turn helps students better understand the role of Social Studies in everyday life and can also help them in subjects with which they have more difficulty.

PROGRAM OVERVIEW

Grade 3 - My Community

Evaluations

Social Studies program evaluations should be done on a regular basis. The teacher will find an observation grid that he/she can use to see the evolution of the students. The evaluations should be built to gauge the subject at hand. It is strongly suggested to review the evaluations with the students so that they can see their progress and make their learning more concrete.

Throughout the program, the teacher will have the opportunity to follow a suggested evaluation situation that is related to the theme. These evaluation situations were constructed in such a way as to let students demonstrate the learning they have done throughout the theme.

Here are some examples of evaluation situations suggested in this program:

- ◇ Make a dictionary with learned words
- ◇ Create a mock-up
- ◇ Research using information already learned
- ◇ Create a book
- ◇ Create maps
- ◇ Create an exhibition in the manner of... including works of art by Inuit artists.

Support for students

Creating a dynamic and enjoyable environment is essential to ensure the active participation of students in the activities proposed by the teacher. Despite the fact that some concepts must be explicitly taught, it is important that students have a challenge and frequent opportunities to discuss, share and ask questions.

Students who have intervention plans should receive the support, modifications and necessary adaptations that were included in the plan.

Students who are reluctant to participate in activities should be guided in a compassionate way to help them become confident with their ability to learn new concepts. When the teacher realizes that students are no longer participating or are disengaged, he or she should make the decision to either continue the lesson, revisit the more difficult concepts, or change activities.

***** It is important to note that the activities were built in a general way for all second-language students in**

Nunavik. These activities may not adequately reflect the needs of your class, so they should be adapted by the teacher. ***

PROGRAM OVERVIEW

Grade 4 - Nunavik

The Social Studies program in Grade 4 is designed to help students understand their living environment and the society in which they live, while comparing their community with other communities in Nunavik.

This program is designed to give teachers the general concepts to be taught and to suggest activities and evaluation situations. Additional resources including videos can be found on the DBServer and can be used at the teacher's discretion to enrich his or her teaching.

This program provides a general overview of the learning that students will need to do, but requires teachers to do their own research, modify and adapt the program to ensure their students' success. Suggested activities are available to assist the teacher, but are not mandatory. It is important for every teacher to make this program accessible to every student.

To ensure students' success, some objectives must be acquired in Grade 4 to prepare them for the rest of their school path.

By the end of Grade 4, students will be able to:

- ◇ Know the economic activities of Nunavik
- ◇ Know the cultural realities
- ◇ Know the 14 communities and locate them on a map of Nunavik
- ◇ Know the aspects of the territory including these assets and constraints
- ◇ Use a timeline and a map
- ◇ Recognize and explain the differences between past and present Nunavik
- ◇ Know the different events that led to the settling process of the Nunavik population

Cross-curricular

This program aims to encourage students to think critically and question themselves. There are also the language components since students will have to read, listen, speak and write during the Social Studies periods. The teacher may choose to evaluate these language skills, even when the social studies are at the forefront of the lesson. It is important to observe these skills on multiple occasions during the day, even outside the time allocated to the language.

Each program theme is accompanied by activities related to other subjects, such as Mathematics and Science. These activities are optional, but make the Social Studies program cross-curricular, which in turn helps students better understand the role of Social Studies in everyday life and can also help them in subjects with which they have more difficulty.

PROGRAM OVERVIEW

Grade 4 - Nunavik

Evaluations

The Social Studies program evaluations should be carried out on a regular basis. The teacher will find an observation grid that he or she can use to see the evolution of the students. Evaluations should be constructed to evaluate the subject at hand. It is strongly suggested to review the evaluations with the students so that they can see their progress and make their learning more concrete.

Throughout the program, the teacher will have the opportunity to follow a suggested evaluation situation that is related to the theme. These evaluation situations were constructed in such a way as to let students demonstrate the learning they have done throughout the theme.

Here are some examples of evaluation situations suggested in this program :

- ◇ Create maps
- ◇ Create a sketch
- ◇ Create a book
- ◇ Create a poster to compare the communities
- ◇ Conduct research on a community and compare it with theirs
- ◇ Make a brochure
- ◇ Write a legend
- ◇ Make a play with puppets or a shadows theater

Support for students

Creating a dynamic and enjoyable environment is essential to ensure the active participation of students in the activities proposed by the teacher. Despite the fact that some concepts must be explicitly taught, it is important that students have a challenge and frequent opportunities to discuss, share and ask questions.

Students who have intervention plans should receive the support, modifications and necessary adaptations that were included in the plan.

Students who are reluctant to participate in activities should be guided in a compassionate way to help them become confident with their ability to learn new concepts. When the teacher realizes that students are no longer participating or are disengaged, he or she should make the decision to either continue the lesson, revisit the more difficult concepts, or change activities.

***** It is important to note that the activities were built in a general way for all second-language students in**

Nunavik. These activities may not adequately reflect the needs of your class, so they should be adapted by the teacher. ***

Social Studies program

Kativik Ilisarniliriniq

Grade 3 - elementary

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	
- 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	- Trees - Rivers - Landscapes - Community's points of interest related to the landscape *only see those in your community	- Northern animals - Where animals are - Usefulness of animals: ✓ Food ✓ Transport ✓ Clothing *only see those in your community	- Name of the seasons - Changes in the territory according to the seasons: ✓ Weather ✓ Rivers - Changes in the landscape according to the seasons: - Changes in the territory since their grandparents	

Cross-Curricular connections				
Arts: - Mock-up including landscapes, streets, etc. - Drawing of a fictional landscape using different patterns to create the reliefs	Math: - Time measurement with weeks, months and years	Science: - Food chains of northern animals - Use of a compass	Language: - Discussion using images from yesterday and today	Others: - 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	
- Students' rights - Students' responsibilities ✓ At school ✓ At home ✓ In the community - Conflict resolution	- Names of your community's trades - Occupation students would like to do in the future	- 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	- 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: - 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.	Others: - 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
- 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	- 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 *only see those in your community	-Musicians - Instruments used - Artists - Techniques used - Yesterday's arts (artifact) - Today's arts - Differences and similarities between yesterday's art and today's art *only see those in your community	- 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 *only see those in your community	- Elders' stories - Inuit tales - Chronological order

Cross-curricular connections				
Arts: - Learn more about the artists in the community - Learn different techniques related to Inuit art (sculpture, printing, etc.)	Math: - Time line - Time measurement with weeks, months and years	Science:	Language: - Explain the morals or end of an Inuit tale - Talk about the characters in a tale - Highlight the main events of a tale	Others: -Invite an elder to talk about when he was a child - Invite an Elder to tell Inuit tales and stories

Social Studies program

Kativik Ilisarniliriniq

Grade 4 - elementary

Unit: Nunavik yesterday vs. Nunavik
today

Time frame for completion: 2 weeks

Competencies

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

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections between assets and limitations of the territory and the organization of the society
- ✓ To situate the society and its territory in space and time
- ✓ To recognize the main changes in the organization of a society and its territory

Assessment criteria

- ✓ Locate Nunavik on a map
- ✓ Know the boundaries of Nunavik
- ✓ Know the cardinal points
- ✓ Recognize the chronological order
- ✓ Use of chronological markers
- ✓ Locate the tree line on the Nunavik map
- ✓ Know the definition of "permafrost"
- ✓ Know the words "sedentary" and "nomadic"
- ✓ Know the different events that led to the settling process of the Nunavik population
- ✓ Be able to explain the reason behind the James Bay and Northern Quebec Agreement (JBNQA)
- ✓ Reading a time line

Culminating task

- ✓ Ask students to do a small sketch (in teams) to demonstrate why their lifestyle is changing (settling process of the population).

Overview of lessons				
Topic 1: Yesterday's Nunavik	Topic 2: Significant events	Topic 3: The Nunavik territory		
- The nomadic way of life - The migration with animals - The tents and igloos - The activities of the past	- The explorers - The whalers - The missionaries - The Hudson Bay Company - James Bay and Northern Quebec Agreement - Situate the events on a time line	- Nunavik on a map - The boundaries of Nunavik - Where are the communities located and why - Nunavik climate - Permafrost - Results of the permafrost ✓ House on stilts ✓ No water system - The tree line		

Cross-curricular				
Arts:	Math: - Time line - Time measurement with weeks, months and years	Science: - Use of a compass	Language:	Others: -Invite an elder to talk about when he was a child

Competencies

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

Objectives

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

Assessment criteria

- ✓ Locate the community on a map of Nunavik and know its name
- ✓ Know the rivers of the community
- ✓ Know the points of interest of the landscape
- ✓ Recognize the landscape at different seasons
- ✓ Know the vocabulary related to the community's trades and services
- ✓ Know the vocabulary related to the community's buildings
- ✓ Know the names of clothing specific to Inuit culture
- ✓ Know the activities done in your community
- ✓ Know the means of transportation used in your community

Culminating task

- ✓ Make a small community book (individual, small group or large group) either on paper or with the *Book Creator* application on iPads. You can include trades, buildings, landscape features, pictures of students, activities to do, means of transportation, etc. Then, you can send your book to Education Services and it can be redistributed to other schools in Nunavik to provide information on the different communities.

Overview of lessons

Topic 1: The territory of my community	Topic 2: The people of my community	Topic 3: The culture of my community		
- Locate the community on the Nunavik map - Meaning of the name of the community in English - Population - Rivers - Landscape -Vegetation -Points of interest -Animals - Change in the territory according to the seasons	- Names of the community's trades - Names of the services and buildings in the community - Where the services are located - The community's points of interest related to the services and buildings	- Clothing - Activities - Tools used to do the different activities - Music ✓ Musicians ✓ Instruments used - Arts ✓ Art techniques used ✓ The artists - Means of transportation		

Cross-curricular

Arts: - Learn more about the artists in the community - Learn different techniques related to Inuit art (sculpture, printing, etc.)	Math: - Work on the census concept - Conduct a census for the school's classes	Science: - Magnetism (Northern Lights) - How do polar animals survive the cold? - Experience on the ice pack - Experiments on the states of water	Language: -Ask students to introduce people from the community who are important to them. - Discussion using images from the past and the present	Others: - Take a walk and take pictures of the different reliefs of the community -Identify the important aspects of the community and put them on the map of Nunavik (images, community names and inukshuks for the population)
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Unit: the Ungava Bay communities

Time frame for completion: 12 weeks

(Approximately 2 weeks per community)

Competencies

- ✓ To understand the organization of a society in its territory (C2)

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections between assets and limitations of the territory and the organization of the society
- ✓ To situate the society and its territory in space and time

Assessment criteria

- ✓ Locate and know the names of the 6 communities (Kangiqsualujjuaq, Kuujjuaq, Tasiujaq, Aupaluk, Kangirsuk, Quaqtaq) in Ungava Bay
- ✓ Know the characteristics of the population
- ✓ Know the cultural realities: languages, food, clothing, entertainment, arts, customs
- ✓ Know the economic activities: hunting, fishing, gathering, parks and mines
- ✓ Know the means of transportation and communication routes (rivers, air)
- ✓ Know the particular characteristics such as houses, schools, monuments
- ✓ Know the important symbols: flag, inukshuk
- ✓ Know the rivers, landscapes and animals of the communities
- ✓ Know the influence of climate on food, clothing, communication routes, animals found in the communities
- ✓ Know the vegetation

Culminating task

- ✓ Make a poster on Ungava Bay communities to be able to make comparisons. You can divide your students into small groups and each group has a different community or each team has an aspect (transportation, animals, economic activities, etc.) for all communities.

Overview of lessons				
Topic 1: Territory	Topic 2: Economic activities	Topic 3: Cultural realities		
- Locate the community on the Nunavik map - Meaning of the name of the community in English - Population - Landscapes - Rivers -Vegetation - Points of interest of the community *To be seen for each community in Ungava Bay	- Know the economic activities of the community (or around the community) - Fishing - Gathering - Hunting - Mines - Parks *To be seen for each community in Ungava Bay	- Languages spoken - Food and diet - Clothing - Entertainment - Arts - Means of transportation - Characteristics of the buildings - Important symbols - Influence of climate on Inuit lifestyle *To be seen for each community in Ungava Bay		

Cross-curricular				
Arts: - Learn more about the artists in each community - Learn different techniques related to Inuit art (sculpture, printing, etc.)	Math: - Make a band chart (or other) with community populations	Science: - Steps in manufacturing Inuit-made products - Life cycle of northern animals - Hibernation, migration and camouflage	Language: - Mime game about economic activities - Games with vocabulary words - Reading of texts in connection with the concepts seen from each community	Others: -Identify the important aspects of the community and put them on the map of Nunavik (images, community names and inukshuks for the population)

Unit: the communities of Hudson Strait

Time frame for completion: 6 weeks

(Approximately 2 weeks per community)

Competencies

- ✓ To understand the organization of a society in its territory (C2)

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections between assets and limitations of the territory and the organization of the society
- ✓ To situate the society and its territory in space and time

Assessment criteria

- ✓ Locate and know the names of the 3 communities (Ivujivik, Salluit, Kangiqsujaq) in Hudson Strait
- ✓ Know the characteristics of the population
- ✓ Know the cultural realities: languages, food, clothing, entertainment, arts, customs
- ✓ Know the economic activities: hunting, fishing, gathering, parks and mines
- ✓ Know the means of transportation and communication routes (Rivers, air)
- ✓ Know the particular characteristics such as houses, schools, monuments
- ✓ Know the important symbols: flag, inukshuk
- ✓ Know the Rivers, reliefs and animals of the communities
- ✓ Know the influence of climate on food, clothing, communication routes, animals found in the communities
- ✓ Know the vegetation

Culminating task

- ✓ Ask each student to choose a community in Hudson Strait and compare it to their own community.

Overview of lessons

Topic 1: territory	Topic 2: Economic activities	Topic 3: Cultural realities		
- Locate the community on the Nunavik map - Meaning of the name of the community in French - Population - Landscapes - Rivers -Vegetation - Points of interest of the community *To be seen for each community in Hudson Strait	- Know the economic activities of the community (or around the community) - Fishing - Gathering - Hunting - Mines - Parks *To be seen for each community in Hudson Strait	- Languages spoken - Food and diet - Clothing - Entertainments - Arts - Means of transportation - Characteristics of the buildings - Important symbols - Influence of climate on Inuit lifestyle *To be seen for each community in Hudson Strait		

Cross-curricular

Arts: - Learn more about the artists in each community - Learn different techniques related to Inuit art (sculpture, printing, etc.)	Math: - Make a band chart (or other) with community populations	Science: - Steps in manufacturing Inuit-made products - Life cycle of northern animals - Hibernation, migration and camouflage	Language: - Mime game about economic activities - Games with vocabulary words - Reading of texts in connection with the concepts seen from each community	Others: -Identify the important aspects each community and put them on the map of Nunavik (images, community names and inukshuks for the population)
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Unit: the Hudson Bay communities

Time frame for completion: 10 weeks

(Approximately 2 weeks per community)

Competencies

- ✓ To understand the organization of a society in its territory (C2)

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections between assets and limitations of the territory and the organization of the society
- ✓ To situate the society and its territory in space and time

Assessment criteria

- ✓ Locate and know the names of the 5 communities (Kuujuaraapik, Umiujaq, Inukjuak, Puvirnituq, Akulivik) in Hudson Bay
- ✓ Know the characteristics of the population
- ✓ Know the cultural realities: languages, food, clothing, entertainment, arts, customs
- ✓ Know the economic activities: hunting, fishing, gathering, parks and mines
- ✓ Know the means of transportation and communication routes (Rivers, air)
- ✓ Know the particular characteristics such as houses, schools, monuments
- ✓ Know the important symbols: flag, inukshuk
- ✓ Know the Rivers, reliefs and animals of the communities
- ✓ Know the influence of climate on food, clothing, communication routes, animals found in the communities
- ✓ Know the vegetation

Culminating task

- ✓ Have each student make a pamphlet about the community of their choice in Hudson Bay. They must include aspects seen in class (animals, economic activities, population, means of transportation, arts, clothing, food, etc.). Students can then present their pamphlet to the group.

Overview of lessons				
Topic 1: territory	Topic 2: Economic activities	Topic 3: Cultural realities		
- Locate the community on the Nunavik map - Meaning of the name of the community in French - Population - Relief - Rivers -Vegetation - Points of interest of the community *To be seen for each community in Hudson Bay	- Know the economic activities of the community (or around the community) - Fishing - Gathering - Hunting - Mines - Parks *To be seen for each community in Hudson Bay	- Languages spoken - Food and diet - Clothing - Entertainments - Arts - Means of transportation - Characteristics of the buildings - Important symbols - Influence of climate on Inuit lifestyle *To be seen for each community in Hudson Bay		

Cross-curricular				
Arts: - Learn more about the artists in each community - Learn different techniques related to Inuit art (sculpture, printing, etc.)	Math: - Make a band chart (or other) with community populations	Science: - Steps in manufacturing Inuit-made products - Life cycle of northern animals - Hibernation, migration and camouflage	Language: - Mime game about economic activities - Games with vocabulary words - Reading of texts in connection with the concepts seen from each community	Others: -Identify the important aspects each community and put them on the map of Nunavik (images, community names and inukshuks for the population)

Competencies

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

Objectives

- ✓ To make connections between characteristics of the society and the organization of its territory
- ✓ To make connections of continuity with the present
- ✓ To situate a society and its territory in space and at two points in time

Assessment criteria

- ✓ Know the cultural realities: entertainment, arts, customs, legends
- ✓ Recognize Inuit artifacts
- ✓ Know the traditions that persist
- ✓ Know the tools that are still used today
- ✓ Recognize and explain the differences between past and present Nunavik using old photographs and elders' stories
- ✓ Know the differences and similarities in the activities carried out by the people of Nunavik yesterday and today

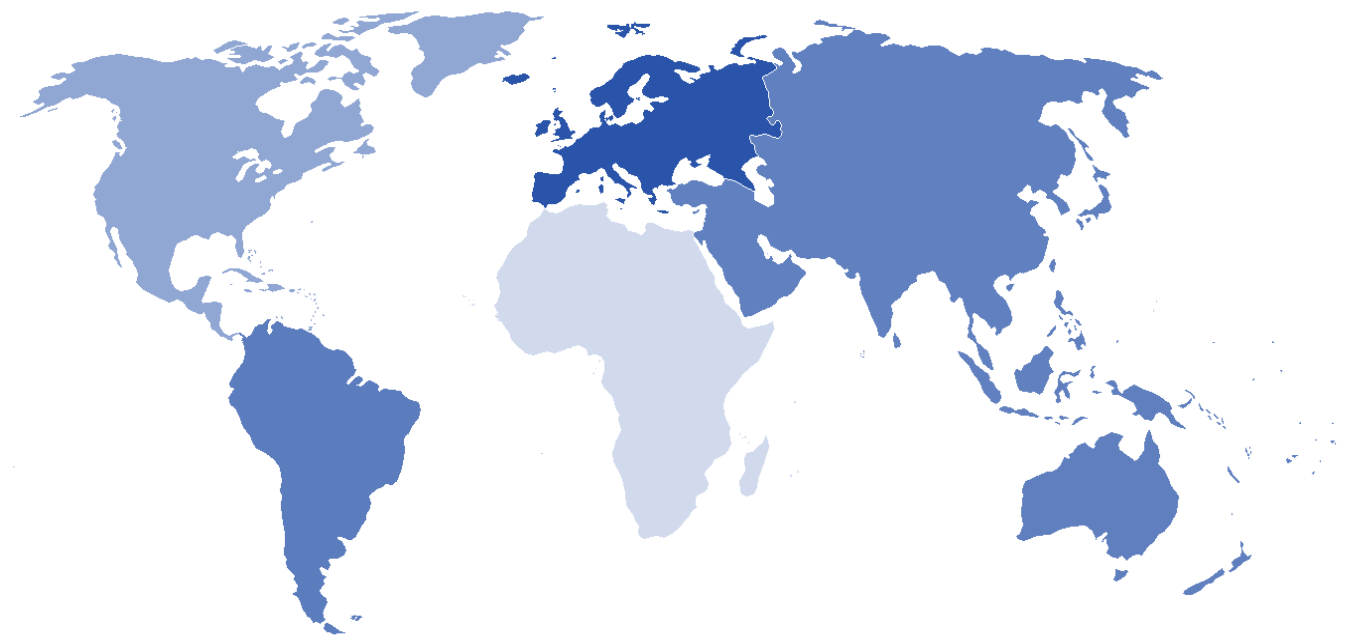
Culminating task

- ✓ Writing a legend that takes into account a phenomenon to explain a traditional activity or a northern animal. If writing a legend is too difficult for your group of students, you can take an existing legend and put it on as a play or ask your students to tell a legend seen in class using puppets or a shadows theatre.
- ✓ Assemble a small research using documents, posters and videos already seen on Nunavik. You can see an example called a tiered book in the "Resources" folder.

Overview of lessons				
Topic 1: The legends	Topic 2: Comparison between yesterday and today			
- What are legends for? - precautions - explain a phenomenon - Tell or watch videos of several legends - Compare different versions of some legends	- Clothing - Activities - Tools used - Means of transportation - Houses			

Cross-curricular				
Arts: - Legends through arts	Math:	Science:	Language: - Fill out a reading sheet after reading a legend in a large group	Others:

Primary Social Studies



Second Cycle Primary ESL (Grades 5 &6)

Kativik Ilisarniliriniq

2018-2019

2nd Cycle Primary ESL– Social Studies Program Overview

The following booklet will be used to help guide your instruction of the KI Social Studies program through grades 5 and 6. With a continued focus on Indigenous learners, this program seeks to establish the baseline for creating responsible and active citizens. This process will take place through inquiry, student centered learning, and exploration as a class to become thoughtful and knowledgeable but also to value similarities and differences that societies around the world share.

In grade 5, students will be exposed to societies outside their own through an exploration of Canada as a whole country, with a focus on Indigenous communities. These units will enable students to expand their knowledge learned in the Grade 4 Nunavik Unit, while also developing new knowledge and understanding about the country they live in as well as the other Indigenous groups in Canada.

A similar approach is taken in Grade 6, in which students will continue to build upon their knowledge by placing the role of Canada in a more global context. Students will be introduced to a variety of cultures from around the world and will compare and contrast these cultures to that of their own and others in Canada.

Inquiry Based and Outcome Based Learning Approaches

A successful social studies instructional approach is two-folded. Outcome based learning is an educational theory in which units, lessons and activities are each planned with a specific goal or objective in mind for students to achieve. These goals can be formal or not, but it is important to know and understand what we want students to achieve in order to plan and teach effectively.

Complimentary to this approach, inquiry based learning is also an educational theory that structures lessons, activities and units in a way that gets students are working together to solve a problem or answer a big question. These problems or questions are often developed by the students based on their on interests and curiosities. With an inquiry based approach, students are learning in a holistic environment that encourages independent thinking and collaboration between teachers and students alike.

The cycle two primary program will be structured around these two teaching methods in order to allow students to grasp abstract concepts and become stakeholders in their own education.

Social Studies Competencies

The following three competencies have been adapted from the Quebec Education Program. Each lesson and activity should be based on one or more of these competencies

C2: Understand the organization of a society within its territory

C3: Interpret change in a social and its territory

C4: Be open to the diversity of societies and their territories

Topics and Themes—Second Cycle (Grade 5 & 6)

Below is a breakdown of the overall theme and expectations for students in second cycle primary ESL– Social Studies (Grade 5 & 6)

Grade	Theme	Overall Expectations
5	Indigenous Canada & Canada	• Understanding of Canadian geography (including each province, borders, bodies of water) • Knowledge of local, provincial and federal governments • Imports and Exports • Studies of various indigenous communities (location, beliefs, history, traditions) in comparison with knowledge of own cultures • Natural Resources
6	The World	• Continents and oceans • The role of Canada within a global context (Imports and Exports) • Attributes of a world map and world atlas (lines of latitude, longitude, north and south hemispheres, time zones) • Studies of various countries

COMPETENCIES

Adapted from the Quebec Education Program-Elementary Social Sciences: History, Geography and Citizenship Education

Competencies	Details
C2: Understand the organization of a society in its territory	◇ Make connections of continuity with the present ◇ Situate the society and its territory in space and time ◇ Make connections between characteristics of the society and the organization of the territory ◇ Make connections between assets and limitations of the territory and the organization of the society ◇ Define the influence of people or events on a social or territorial organization
C3 Interpret change in a society	◇ Situate a society and its territory at two points in time ◇ Recognize the main changes within a society and its territory ◇ Establish the causes and effects of the changes ◇ Define the influence of people or events on these changes ◇ Justify his/her interpretations of the changes ◇ To perceive traces of these changes in our own society and territory
C4: Be open to the diversity of societies and their territories	◇ Situate societies and their territories in space ◇ Perceive the main similarities and differences between societies and territories ◇ Define some causes and effects of the differences ◇ Take a position on the observed strengths and weaknesses of societies and their territories ◇ Justify his/her view of the diversity of the societies and territories

PROGRAM OVERVIEW

Grade 5– Canada and Indigenous Canada

The Grade 5 Social Studies program is aimed at creating local and national geographical awareness. The concepts that will be covered are meant to be a jumping off point for students to begin the inquiry process and to become informed citizens, which will be the focus of the Grade 6 program.

The organization of this program is meant to provide teachers with the overall concepts to follow, along with suggested Evaluation Situations. Additional resources and material are available on the DBserver and may be used in whatever means that is relevant and connected to the learning.

This program is meant to create the basis of the learning, but will require teachers modify, adapt, accommodate and dig deeper throughout the lessons in order to ensure student success. The suggested activities and evaluation situations are meant to be helpful, but are not mandatory. It is important for teachers to customize this program to best suit the needs of the students.

There are certain success criteria that students should have an understanding of by the end of their time in grade 5, so as to prepare them for grade 6.

By the end of Grade 5, students will be able to...

- ◇ Name all provinces and their capitals
- ◇ Know and understand Canadian borders
- ◇ Know bodies of water in Canada (Great lakes, oceans, bays, major rivers)
- ◇ Have a basic understanding of the different levels of government (Local, provincial and federal)
- ◇ Be able to compare and contrast Inuit ways of life to those of different Indigenous communities across the country (with a focus on traditions, location, beliefs, history, etc...)
- ◇ Understand various geographical features found in Canada

Cross-Curricular Learning

This program is set up in way to encourage students to think critically. There is also an influence of certain language components (such as reading, writing, speaking and listening) throughout the program. These language components may be included in students ESL reports, or not. This is up to the discretion of the teacher. It is important to ensure that students are getting multiple opportunities a day to practice these language skills outside the designated language periods.

Each activity will also include a suggested connection to another subject (such as math or science). These additional activities are optional, but making cross-curricular connections within the learning is highly encouraged. Making these connections will help students to understand the role of social studies in a holistic perspective, and has the potential to bridge gaps between subjects that they may be struggling with.

Teachers are encouraged to find additional ways to make the learning meaningful and authentic for students by infusing literacy, language, math, science and art throughout the social studies program.

PROGRAM OVERVIEW

Grade 5-Canada and Indigenous Canada– Continued...

Assessment

Assessment in this program should be ongoing and reflective of subjects covered in the course. Formative Assessments should be the focal point for teachers and students. These formative assessments should provide students with ongoing feedback about their work and allow them to track their progress and make the learning meaningful.

Throughout the program, teachers will have opportunities to follow suggested Evaluation Situations that align with the topics covered throughout the unit. These Evaluation Situations are meant to be informative, and allow students to demonstrate their learning in an appropriate manner.

Some *example E.S's* for this program would be:

- Creating an informational pamphlet on one or more of the provinces
- Creating an art portfolio, highlighting art from various Indigenous communities
- Research projects
- Writing letters to influential citizens across Canada
- Creating maps

Supporting Learners

Creating a flexible and dynamic learning environment is essential to ensuring that students are engaged and are actively participating in the activity. Although there are some concepts throughout the program that will require pre-teaching, it is important that students are being challenged and having frequent opportunities to discuss, share, and question throughout the activities.

Students on IEPs should be provided with the appropriate supports, modifications or accommodations that highlighted in their education plan.

Reluctant participants should be guided into the activity in a compassionate manner, that enables them to feel confident and secure in themselves. If at any point, the teacher is noticing that students are disengaged or not following along, it is important to make a decision about continuing with the lesson, or stopping to review or change activities all together.

***** It is important to note that these activities are generalized for ESL students in Nunavik. These activities may not reflect the specific learning needs of each classroom, and as such, they are open-ended and flexible to allow for adaptability by the teacher. *****

PROGRAM OVERVIEW

Grade 6– Canada and The World

The Grade 6 Social Studies program is aimed at creating global awareness through the use of a national lens. The concepts that will be covered are meant to reinforce the inquiry-based approach learned in Grade 5, continue with the establishment of critical thinking, and to give students a voice and the tools necessary to become active participants in their learning.

The organization of this program is to provide teachers with the overall concepts to follow, along with supporting activities and suggested Evaluation Situations. Additional resources and material are available on the DBserver and may be used in whatever means that is relevant and connected to the learning.

This program is meant to create the basis of the learning, but will require teachers to modify, adapt, accommodate and dig deeper throughout the lessons in order to ensure student success. The suggested activities and evaluation situations are meant to be helpful, but are not mandatory. It is important for teachers to customize this program to best suit the needs of the students.

There are certain success criteria that students should have an understanding of by the end of their time in grade 6.

By the end of Grade 6, students will be able to...

- ◇ Name and identify all continents including the names of large bodies of water (oceans and seas)
- ◇ Be able to discuss the role of imports and exports in Canada and abroad
- ◇ Be able to use a world map and understand relevant terms (longitude, latitude, north and south hemispheres, compass, legend, time zones)
- ◇ Have a basic understanding of various countries throughout the world, including their relations to Canada.

Cross-Curricular Learning

This program is set up in way to encourage students to think critically. There is also an influence of certain language components (such as reading, writing, speaking and listening) throughout the program. These language components may be included in students ESL reports, or not. This is up to the discretion of the teacher. It is important to ensure that students are getting multiple opportunities a day to practice these language skills outside the designated language periods.

Each activity will also include a suggested connection to another subject (such as math or science). These additional activities are optional, but making cross-curricular connections within the learning is highly encouraged. Making these connections will help students to understand the role of social studies in a holistic perspective, and has the potential to bridge gaps between subjects that they may be struggling with.

Teachers are encouraged to find additional ways to make the learning meaningful and authentic for students by infusing literacy, language, math, science and art throughout the social studies program.

PROGRAM OVERVIEW

Grade 6-Canada and The World– Continued...

Assessment

Assessment in this program should be ongoing and reflective of subjects covered in the course. Formative Assessments should be the focal point for teachers and students. These formative assessments should provide students with meaningful feedback about their work and allow them to track their progress and make the learning meaningful.

Throughout the program, teachers will have opportunities to follow suggested Evaluation Situations that align with the topics covered throughout the unit. These Evaluation Situations are meant to be informative, and allow students to demonstrate their learning in an appropriate manner.

Some *example* E.S's for this program would be:

- Creating an informational pamphlet on one or more countries
- Research about Canada's role in global affairs
- Creating a timeline of Canadian history
- Writing an opinion piece about a social justice issue
- Participating in a simulation debate between two countries
- Completing a research project to compare Canada and another country

Supporting Learners

Creating a flexible and dynamic learning environment is essential to ensuring that students are engaged and are actively participating in the activity. Although there are some concepts throughout the program that will require pre-teaching, it is important that students are being challenged and having frequent opportunities to discuss, share, and question throughout the activities.

Students on IEPs should be provided with the appropriate supports, modifications or accommodations that highlighted in their education plan.

Reluctant participants should be guided into the activity in a compassionate manner, that enables them to feel confident and secure in themselves. If at any point, the teacher is noticing that students are disengaged or not following along, it is important to make a decision about continuing with the lesson, or stopping to review or change activities all together.

***** It is important to note that these activities are generalized for ESL students in Nunavik. These activities may not reflect the specific learning needs of each classroom, and as such, they are open-ended and flexible to allow for adaptability by the teacher. *****

Social Studies program

Kativik Ilisarniliriniq

Grade 5 - elementary

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

- ✓ Investigate and understand elements of the province of British Columbia including: First Nations groups, landforms, urban centers, natural resources/industries, recreational activities.

Assessment criteria

- ✓ To demonstrate knowledge of the Haida First Nations (culture, identity, history, traditions)
- ✓ To locate and identify British Columbia on a map of Canada (including capital and major cities/regions)
- ✓ To know and understand the various landforms in BC and how they relate to the use of natural resources and recreational activities in the province
- ✓ Know the bodies of water on the coast of the province and the borders (including US)

Culminating task

- Students can create a packing list and travel itinerary for a week long trip to Vancouver with a 2-day stop over in Haida Gwaii. Get students to think about what kind of clothes they might need (how is the temperature different in BC than Nunavik?) Have students research different activities to do while on their trip
- ✓ Suggested criteria for the itinerary: One visit to learn about the use of BC's natural resources (ex: wind/water plant, coal mine, etc...), 2 cultural activities in an urban setting (visiting a museum for example), two recreational activities in the region (ex: skiing, kayaking, etc.), plans for visiting Haida Gwaii (what to do when they are there?)

Overview of lessons				
Topic 1: Haida First Nations	Topic 2: BCs landscapes and recreation	Topic 3: Urban centers in BC	Topic 4: Natural resources and industries in BC	
- Who are the Haida? - Culture - History - Language - Art - Are there similarities and differences between the Haida and the Inuit?	- What are some of the landscapes in BC? (mountain regions, coastal regions) - How do these landscapes influence the recreational activities of those in the region?	- What are the major cities in the province? - What are the demographics of these cities? - What are some things to do in the cities?	- What are the main industries in BC? - What impact does this have on the community? - Are these industries good/bad for the environment?	

Cross-curricular connections				
Arts:	Math: - Budgeting for a trip	Science: - Natural resources	Language: - Procedural writing	Others:

Competencies

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

Objectives

- ✓ To build understanding of Northern Communities throughout Canada
- ✓ To develop a sense of community action with regards to *Climate Change* and its affects on the North
- ✓ To know and understand the physical geography of Northern Canada

Assessment criteria

- ✓ Students can compare and contrast two or more communities
- ✓ Students are able to locate these Northern regions on a map of Canada, including capitals, major cities/regions, bodies of water, boarders, etc....
 - Students can identify and discuss impacts of global warming on the people, animals and land of the north

Culminating task

- ✓ Project on the status of the North amidst global warming: create a poster, advertisement, research project, opinion writing piece, etc...
- ✓ Suggested prompting questions to guide students:
 - What is global warming?
 - Who is at fault?
 - Can we stop it? How?
 - What areas are most at risk?
 - Who has been most impacted by global warming?
 - Does it matter? Why or why not?

Overview of lessons				
Topic 1: Nunavik and Nunavut	Topic 2: Northwest Territories and Yukon	Topic 3: What is climate change?		
- Location of Nunavik and Nunavut on a map - Bodies of water in both regions - Learn about the animals in both regions - Compare 2 communities in both regions - Landscapes - Cultures: similarities and differences between Nunavimmiut and Nunavummiut	- Bodies of water - Landscapes - Animals - Beliefs/traditions of Inuit and other First Nations groups in the Yukon and Northwest Territories	- Introduce concept of pollution (what is it, what does it look like, why does it happen) - Investigate the cause of climate change over the last 100 years		

Cross-curricular				
Arts:	Math:	Science:	Language:	Others:
		- Arctic ecosystems and habitats - Temperature changes - Climate change - Pollution	- Persuasive writing - Research skills	

Competencies

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

Objectives

- ✓ To investigate the concept of urbanization and the growing population of Ontario's city centers and the impacts this has on the environment, jobs, housing and land.
- ✓ To be introduced to the levels of government in Canada
- ✓ To gain knowledge and understanding of the geographical features of the province (including bodies of water, borders, land formations)

Assessment criteria

- ✓ Students will know and be able to list major bodies of water (Bays and Great Lakes)
- ✓ Students will be able to identify causes and effects of urban sprawl and compare and contrast rural and urban territories
- ✓ Students will be able to demonstrate understanding of basic functions of the government in Canada.
- ✓ Students will be able to see connections between the roles of the government and their daily lives

Culminating task

- ✓ Students will create a promotional poster in an attempt to attract people from Ontario's urban centers to a more rural environment (or vice versa)
- ✓ These posters can use images and text to show the benefits of living in either a rural or urban center
- ✓ Students can use statistics about housing, cost of living, jobs and other elements to help them develop their narratives

Overview of lessons				
Topic 1: Bodies of water in Ontario	Topic 2: Other geographical features	Topic 3: Urbanization of Ontario	Topic 4 : Federal government	
- Great Lakes - What kinds of resources, population growth, tourism, etc. do the lakes contribute to in Ontario? - Investigate the Hudson's Bay ✓ Resources ✓ Impacts on population ✓ Changes over the last 100 years ✓ Animals	- Agriculture in Ontario ✓ Is it different than the prairies? - What kinds of landforms are there in Ontario? ✓ Does this have a connection to where people live?	- What does urbanization mean? - Is urbanization good or bad? Why or why not? ✓ What are the pros and cons ✓ Impacts on the environment - Housing shortages and high cost of living in cities in Ontario ✓ Why does this happen? ✓ How can we combat this?	- What is the Federal government? How is it different from KRG? - What kinds of things is the government responsible for? - How do we decide who is in charge? - How does the government impact our lives? ✓ Northern subsidies ✓ Connections to residential schooling ✓ Education	

Cross-curricular				
Arts:	Math:	Science: - Ecosystems and habitats in The Great Lakes - Types of pollution (noise pollution in Toronto)	Language:	Others:

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

- ✓ To gain knowledge and understanding of Quebec geography (land forms, bodies of water, borders), language, culture and resources and industries (ex: hydro-electricity and maple syrup)
- ✓ To develop primary knowledge of the James Bay and Northern Quebec Agreement
- ✓ To investigate various regions and resources in Quebec using provincial parks of the Gaspésie and Mont-Tremblant
- ✓ To investigate and understand life, culture, traditions and language of various first nations groups in the southern part of the province (specifically the Cree and Anishinaabe) in comparison to the Inuit of Quebec

Assessment criteria

- ✓ Students will be able to locate Quebec on a map of Canada and identify major bodies of water and bordering provinces
- ✓ Students will be able to demonstrate knowledge and understanding of at least one natural resource in Quebec and how it is used including the benefits and consequences
- ✓ Students will demonstrate understanding of Quebec geographical features using information gathered through the investigation of two provincial parks
- ✓ Students will be able to compare and contrast two Indigenous communities of southern Quebec with each other and with the ways of life of the Inuit of Quebec

Culminating task

- ✓ Plan a visit to a provincial park in Quebec (research which one you would like to go to), answer the following questions: how will you get there, how will you get around the park, how long will you stay, where will you sleep, what do you need to bring, what kind of animals will you see, what kind of landscapes will you see
- ✓ This information can be presented in a brochure, pamphlet, poster, journal entry, structured writing, non-fiction book

Overview of lessons				
Topic 1: Geography and language	Topic 2: Resources and JBNQA	Topic 3: Cree and Anishinaabe	Topic 4 : Provincial parks	
- Location on a map - Landforms - Capitals and other major cities - Bodies of water ✓ Including, St-Lawrence river and Ungava Bay	- Maple syrup industry: how does it work, why is it so popular, what do we use maple syrup for - Hydro-electricity: what is it, where does it come from, what makes Quebec an ideal location for hydro-electric dams - What is the JBNQA, why is it important? What impacts does it have on Inuit in Nunavik?	- The Cree and the JBNQA - Anishinaabe in Quebec - Ways of life, traditions, culture, language of both groups - How are they different from the Inuit? How are they the same?	- Focus on 2 provincial parks ✓ Gaspésie ✓ Mont-Tremblant - What are the geographical features of the regions? What are some recreational activities to do there?	

Cross-curricular connections				
Arts:	Math:	Science:	Language:	Others:
	- Budgeting	- Renewable energy - Water cycle	- Formal/informal writing	

Unit: the Maritime provinces

Time frame for completion: 2-3 weeks

Competencies

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

Objectives

- ✓ Geographic knowledge and understanding of the various provinces (location, capitals, bodies of water, borders)
- ✓ Innu and Mi'Kmaq First Nations (culture, language, history, beliefs, traditions)
- ✓ Natural resources of the area (specifically fishing) and its connection to tourism

Assessment criteria

- ✓ Demonstrate understanding of the geography of the Maritime provinces by locating them on a map, listing their capitals
- ✓ Effectively compare and contrast the ways of life of the Innu and Mi'Kmaq First Nations and that of the Inuit of Quebec
- ✓ Investigate and report on the natural resources of the region

Culminating task

- ✓ Write a news report on the status of the fishing industry in the Maritimes
OR
- ✓ Write a news report on a specific tourist attraction in the Maritimes (report on its relevance, location, history, etc...)

Overview of lessons

Topic 1: geography	Topic 2: Resources and tourism	Topic 3: Innu First Nations		
- Where are the Maritimes? - List of provinces and capitals - Landforms of the area - Bodies of water	- What are the natural resources of the area? - What kind of tourism is in the region? Why do people go there? - What are some main attractions	- Who are the Innu? - Who are the Mi'kmaq - Where do they live? - Beliefs, cultures, traditions and language - Similarities and differences to the Inuit		

Cross-curricular

Arts:	Math:	Science:	Language:	Others:
	- Mapping/graphing fishing trends	- Water pollution - Ocean habitats	- Research and 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

- ✓ To gain knowledge of the geographic landscapes of the prairie provinces of Canada (Alberta, Saskatchewan, Manitoba) and their connection to renewable energy
- ✓ To gain knowledge and understanding of the mechanics of Canadian agriculture and crop farming and how this contributes to the Canadian economy (jobs and resources)
- ✓ Briefly investigate the establishment and removal of the residential school system in Canada

Assessment criteria

- ✓ Students will be able to articulate opinions regarding the residential school system in Canada
- ✓ Students will be able to identify and locate the prairie provinces and their capitals on a map
- ✓ Students will understand the connection between the Canadian economy and agriculture (jobs, resources, technology etc...)
- ✓ Students will have a basic understanding of renewable energy resources in Canada yesterday and today

Culminating task

- ✓ Write a letter to a farmer from one of the prairie provinces (can be a real or fake person)
- ✓ Include questions that demonstrate learning about agriculture in Canada's west and to gain insight into the lifestyles of others

Overview of lessons				
Topic 1: The Prairies	Topic 2: Agriculture	Topic 3: Landforms and renewable energy	Topic 4: Residential schools in the Prairies	
- Which provinces make up the Prairies? - Investigate their capitals, bodies of water, borders, cities, etc. - What kind of lifestyle do most people live in? What does the population distribution look like? Why?	- What kind of agriculture do they practice in the Prairies? ✓ Animal ✓ Crop - What does this mean for Canadians? ✓ Connection to food and jobs	- What do the Prairies look like? - What are the landscapes we can see there? - What is renewable energy? - Is renewable energy important?	- What are residential schools? - Who were affected by them? - Why were they bad? What are we doing now to help with this trauma?	

Cross-curricular				
Arts:	Math:	Science: - Renewable energy - Plan and animal life cycles	Language: - Letter writing	Others:

Social Studies program

Kativik Ilisarniliriniq

Grade 6 - elementary

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		
- Introduce concept of continents ✓ 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.	- Evaluate the importance of the North and South Hemisphere ✓ 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?	- Overview of the following concepts ✓ 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: ✓ 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: ✓ 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: - Using money	Science: - Food sustainability - Northern climates - Agriculture	Language: - Non-fictional writing - procedural writing	Others:

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	
- What are rights? - Does everyone have rights? - Who decides? - What are NGOs?	- 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?	- 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?	- 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:
	-		- Persuasive writing - sharing an opinion - Debating	