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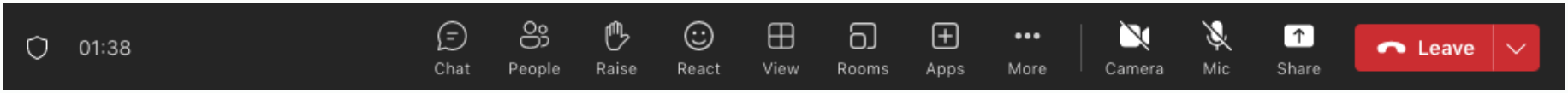
Building Nunavut Together
Nunavuliuqatigiingniq
Bâtir le Nunavut ensemble

ᐃᓕᓐᓂᐊᖅᑐᓕᕆᓂᖅ
Department of Education
Ilinniaqtuliqiyikkut
Ministère de l'Éducation

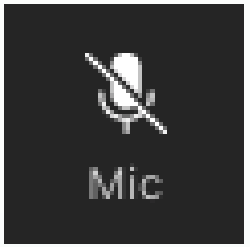
Curriculum and Teaching Resources

Orientation 2023/2024

(Educators & School Leaders)



Click the microphone icon to mute (and unmute) yourself.



Click the chat bubble icon to see the chat.

Click the hand icon to raise your hand.

Introductions

- Introduce yourself
  - Name
  - Community
  - Role

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Kinguvaaptingni
Past
Passé

ᐅᓪᓗᒥᐅᔪᖅ
Ublumiuyuq
Present
Présent

ᕿᕐᐳᓂᕆᓪᓗᒍ
Hivunikhamut
Future
Avenir

Attuqtakhat Katimanirmut
ᑲᑎᒪᓂᖅ ᓗᓐ ᐊᖏᕈ ᑭᑎᑭᓯᒪᔭᕐᔪᓄᑦ

Meeting Agreements
Respect des ententes

1. Inuuqatiminik ikpiguhungniq
   ᐃᓅᖅᑎᑎᒋᑦ ᑎᐊᕐᓂᓐ ᐃᓅᖅᑎᖅᑕᑦ ᓯᐊᕈᖏᓐᓄᓐ
   Mutual Respect
   Respect mutuel

2. Naalattiarniq
   ᓄᓪᓕᑦ ᑎᐊᕐᓂᓐ
   Attentive Listening
   Écoute attentive

3. Inugluguhukhimaittumik
   ᐃᓅᓂᐊᕐᓂᑦ ᑎᑦ ᓯᑕᐃᓕᓂᖅ ᐃᓅᖅᑎᑉ ᓂᒃ
   No Put Downs
   Ne pas ridiculiser

4. Nibliriittuq niblirumanngitkumi/ilauqataugiaqaqtuq
   ᖃᖏᕈᖅᑕᐅᓚᓪᓕᐊᕐᓂᑦ ᓪᓂᓂ ᐃᓪᓕᐅᖅᑕᐅᐅᓴᖅᓂᑐᖅ
   Right to Pass/Responsibility to Participate
   Droit de s'abstenir/responsibilite de participer

5. Uqauhiq Aturumayat Atuqtaaqtat
   ᐅᖅᐅᓯᔭᖅᑭᒃ ᐊᑐᕈᒪᔭᓂᒃ ᐅᖅᓚᓱᓄᑐᑦ
   Use the language of your choice
   Utiliser la langue de votre choix

ᓄᓇᓕᓂᑦ ᐊᕙᑉᑐᕆᓚᕕᒋᑦ
Nunallaat Avikturviit
Regions
Régions

ᐊᓯᔪᓂᖅ
Ilagiingniq
Family/Kinship
Famille/parenté

ᓄᓇᓕᖏᓐᓄᑦ
Nunalingmi
Community
Collectivité

ᐃᓅᓯᖅ
Inuuhiq
Cycle of Life
Cycle de vie

ᐃᓂᕈᔭᖅᑐᓂᖅ
Inikhaqarniq
Circle of Belonging
Cercle d'appartenance

Learning Objectives

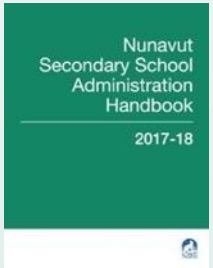
- Educators & School Leaders will be aware of the requirement to follow the Nunavut approved curriculum.
- Educators & School Leaders will know where to access curriculum documents.
- Educators & School Leaders will be aware of Nunavut created resources that are available for use in classrooms.
- Educators & School Leaders will understand the core curriculum competencies that have been identified to support recovery learning as a result of COVID-19.

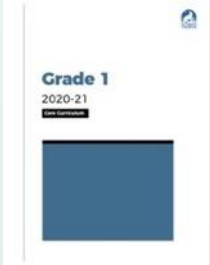
Connection to Professional Standards

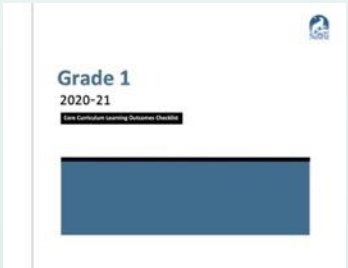
- Know the Content and How to Teach It (CT Standard 2, SST Standard 2, LC Standard 2)
- Select and use Nunavut-appropriate resources. (CT 4.4, SST 4.4, LC 4.4)
- Comply with legislative, administrative, and organizational requirements. (CT 8.2, SST 11.2, LC 13.2)
- Maintain Resources to Support Students and Teacher Learning (LC Standard 9, SST Standard 9)
- Leading Teaching and Learning (SL 2)

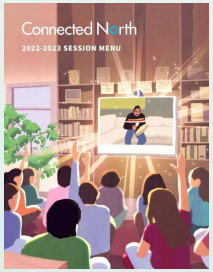
Authoritative Documents

- Nunavut Approved Curriculum and Teaching Resources
- Nunavut Secondary School Administration Handbook
- Core Curriculum & Core Curriculum Checklists
- Inuktut Titiqqiriniq Resource Checklist
- Connected North Session Menu









APPROVED NUNAVUT CURRICULUM

Nunavut Curriculum

- The Department of Education is mandated by the *Education Act* and the *Inuit Language Protection Act* to develop bilingual curriculum and resources that are culturally and linguistically appropriate and that represent current best practices.
- Approved curriculum and resources are developed in Nunavut and also adopted or adapted from other Canadian jurisdictions.

Approved Curriculum

- Included in this document are grade-specific lists of teaching resources that are approved for use in Nunavut by the Department of Education.
- It is mandatory that educators use the approved curriculum guides.

Curriculum Strands (Curriculum Foundations)

- Nunavusiutit
  - An integrated core curriculum that focuses on heritage, culture, history, geography, environmental science, civics, economics, current events and world news. Students will learn about Nunavut and its critical links to national, circumpolar and global issues.
- Iqqaqqaukkaringniq
  - An integrated core curriculum that focuses on ways in which we describe and improve our world. Concepts in mathematics, analytical and critical thinking, solution-seeking, innovation, technology and practical arts will be explored.
- Uqausiliriniq
  - An integrated core curriculum that focuses on relationships in communication and language development, creative and artistic expression and reflective and critical thinking.
- Aulajaaqtut
  - An integrated core curriculum that focuses on wellness, safety, and one's place in society. Physical, social, emotional, and cultural wellness; goal-setting; volunteerism; safety and survival are curriculum content areas.

Nunavut Department of Education Ministère de l'Éducation

GRADE 5

Strand	Approved Curriculum Guides	Nunavut Department of Education Resources	Supporting Resources
Uqausiliriniq Communication Language Creative & Artistic Expression Reflective & Critical Thinking	**Inuktitut Language Arts K-6** (NU, 1999)  **North West Territories Kindergarten to Grade 6 English Language Arts Curriculum** (2011)* * ** *Refer to NWT curriculum document website* https://www.ece.gov.nt.ca/sites/ece/files/resources/english_language_arts_curriculum_grade_4-7.pdf **French as an Additional Language for Nunavut Grades 4-9** ***French: Communication and Culture Grades 4 to 12*** *(Manitoba, 2014)* In French: http://www.edu.gov.mb.ca/m12/frpub/ped/fdb/cadre_4-12/index.html In English: http://www.edu.gov.mb.ca/k12/cur/french/comm_culture.html **Saskatchewan Curriculum for Grades 1-5 Arts Education (2011)** https://www.curriculum.gov.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?lang=en&subj=arts_education&level=5	***Unikkaat Uqausiillu*/Grammar Games** (INUKTITUT Interactive CD for student use with Teacher's Manual)   **Storymaker** (INUKTITUT Interactive CD for use with students)  **Speech and Language Kit** (English & Inuktitut, BDBE, 1999) *Kit Contains:* -Teacher Instructions on 8 CD's -Coloured Picture Cards (Domino, Concept, Memory, Verb, Matching, Sequence, Cause and Effect, Anomalies) 	**Inuktut Titiqqiriniq balanced literacy program** Contact EDUResources@gov.nu.ca **EL2 Junior Secondary Handbook for Nunavut Schools (NU, 2006)** The Comprehension Production Competencies for teaching English at each level for Grades 1-9 are listed on Pg. 3-28 to 3-35 OR can be viewed in a graphic organizer on Pg. 3-77 to 3-82. **PLEASE NOTE:** The Comprehension Production Competencies are not grade specific and must be used in conjunction with the Continuum of Competencies beginning on Pg. 3-37 to 3-71.  **Common Curriculum Framework for English Language Arts K-12** (WCP, 1998)  **K-12 ESL Proficiency Benchmarks** (Alberta Education, 2010) http://www.learnalberta.ca/content/eslapb/index.html **Moving Up with Literacy Place (4-6)** (Program and Planning Guide, Oral Language Strategies, Reading Comprehension and Writing Guides)

Grade 5 Continued . . .

Strand	Approved Curriculum Guides	Nunavut Department of Education Resources	Supporting Resources
Iqqaqqaukkaringniq ᐃᖅᑲᖅᑲᐅᒃᑲᕆᙵᓂᖅ Mathematics Innovation & Technology Analytical & Critical Thinking Solution-Seeking	**The Alberta K-9 Mathematics Program of Studies*** Alberta Education, 2007 (Updated 2014) * *Refer to Alberta curriculum documents / website* https://www.alberta.ca/programs-of-study.aspx * *Refer to Learn Alberta website* http://www.learnalberta.ca/ProgramsOfStudy.aspx?lang=en&posLang=en&Core=Mathematics		**WNCP Common Curriculum Framework for K-9 Mathematics** (WNCP 2006) **Please Note:** The Department of Education has approved specific resources to support this curriculum. . ****Math Focus** – Teacher's Guide and Student Text (Nelson) - **Recommended**  **Math Makes Sense** – Teacher's Guide and Student Text– Western Edition (Pearson)- **Additional** 

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Grade 5 Continued . . .

Strand	Approved Curriculum Guides	Nunavut Department of Education Resources	Supporting Resources
Iqqaqqaukkaringniq ➢➢ Mathematics Innovation & Technology Analytical & Critical Thinking Solution-Seeking	**K-6 Science and Technology Curriculum * *** (NWT, 2004)  * * *Refer to NWT curriculum documents / website* *https://www.ece.gov.nt.ca/sites/ece/files/resources/k-6_science_technology_curriculum.pdf* *https://www.ece.gov.nt.ca/en/services/science*		**Weather Through the Seasons** (CRYSTAL Science Unit, 2008)  **Pan Canadian Protocol for Collaboration on School Curriculum: Common Framework of Science Learning Outcomes K-12** (CMEC, 1995) 

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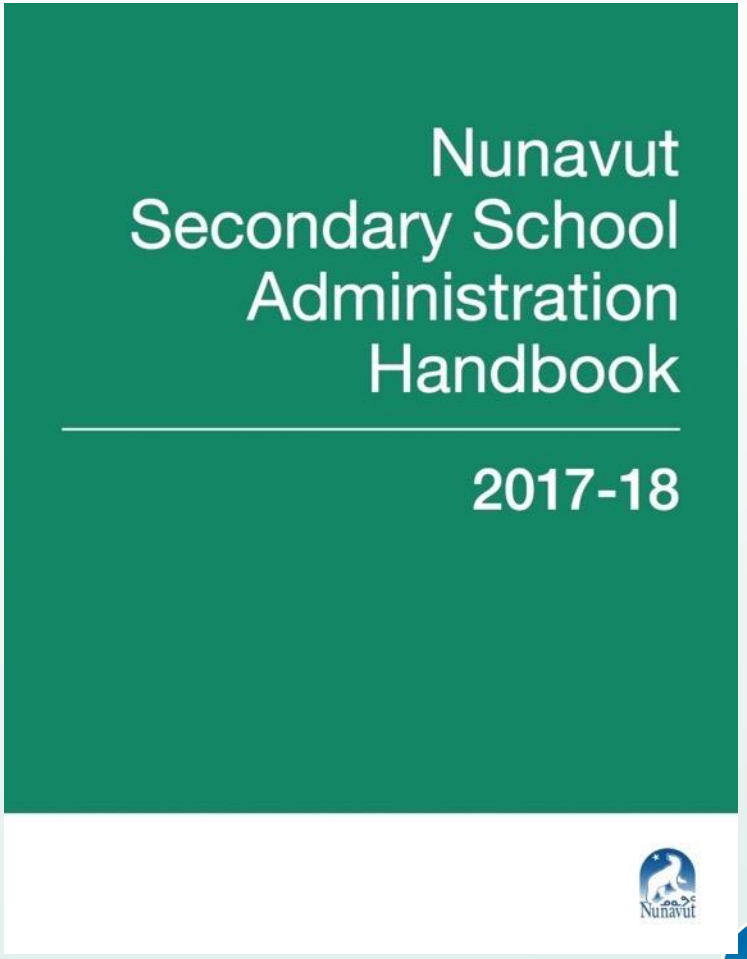
Grade 5 Continued . . .

Strand	Approved Curriculum Guides	Nunavut Department of Education Resources	Supporting Resources
Nunavusiutit Heritage & Culture History Geography Environmental Science Civics & Economics	***Inuuqatigiit*** (NWT, 1996)   **Elementary Social Studies Curriculum Grades 1-6** (NWT, 1993) 		**Common Curriculum Framework for Social Studies K-9** (WCP, 2002)  **Teacher's Energy Resource Kit** (Government of Nunavut, Energy Secretariat, Dept. of Executive and Intergovernmental Affairs, 2009) Kit Contains: Lesson Plans and Resources 
Aulajaaqtut Wellness & Safety Physical, Social, Emotional & Cultural Wellness Goal Setting Volunteerism Survival	**School Health Program** (NWT, 1995)  **Fitness Management Curriculum** (Manitoba, 2001)  **Movement Curriculum** (Manitoba, 2001) 		**Daily Physical Activity: A Handbook for Grades 1-9 Schools** (Alberta Education, 2006)  **Inuit Games** (Department of Education, Kivalliq, 1995)  **Arctic Sports Series** (4 Volumes) (Sport North Federation, 2006) 1. **Dene Games:** An Instruction & Resource Manual; and DVD 2. **Inuit Games:** An Instruction & Resource Manual; and **DVD** 3. **Inuit-Style Wrestling:** A Training & Resource Manual 4. **Snowshoeing:** A Resource & Instruction Manual 

Approved Senior Secondary Courses (10-12)

- The Nunavut Secondary School Administration Handbook contains the list of courses for Nunavut secondary schools that have been approved by the Minister of Education.
- Section 4: Approved Courses



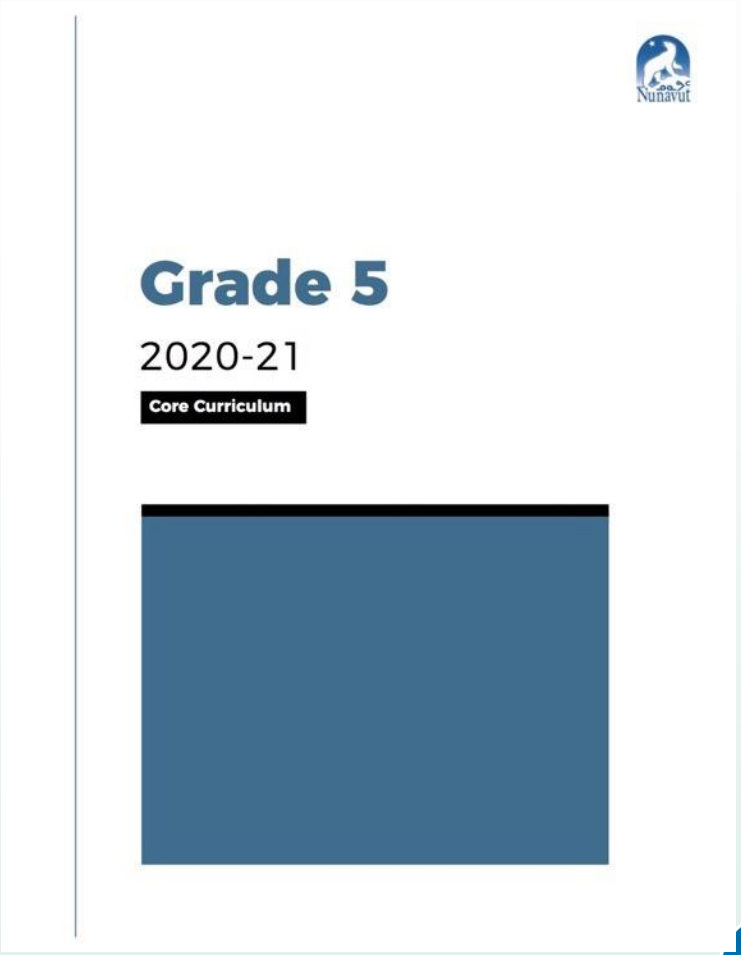
Where to Find Curriculum Documents

- In your classroom:
  - It is an expectation that before leaving for summer break, educators ensure that all of their curriculum documents are in an easily accessible space in their classroom.
- On your school Y drive:
  - School Leaders have received copies of all curriculum documents on a USB in previous years with the expectation that these materials are copied onto the school shared drive.
- On SharePoint - https://govnuca.sharepoint.com/teams/CurriculumandResources
  - Once you have reached your school and received your GN computer account you will have access to the Curriculum and Resource SharePoint.
- EDUResources@gov.nu.ca / EDUK-12@gov.nu.ca

CORE CURRICULUM & CORE CURRICULUM LEARNING OUTCOMES CHECKLISTS

Core Curriculum K-9

- The Department of Education analyzed the approved curriculum documents and identified the core learning outcomes for each subject area.
- These documents are not intended to replace the original curricula; instead, they are intended to help teachers focus on the core learning outcomes in each subject area.



Understanding the Core Curriculum Documents

- The core outcomes are organized into blocks and topics based on the learning strands or themes that are present in the approved curriculum.
- Each block contains three to five essential outcomes that should be prioritized. These essential outcomes have been bolded.
- The Major Understandings included in the document aim to provide context and clarity around what students will be learning in each subject area or in each block.
- A brief Notes and Suggestions section has been included for each subject area. This section contains key terms and important information related to the core learning outcomes. Teachers are encouraged to work collaboratively to add additional notes, suggested activities, or resources to this section.

GRADE 5 Science Learning Outcomes

	Block 1: Life Systems	Block 2: Matter and Materials	Block 3: Energy and Control	Block 4: Structures and Mechanisms	Block 5: Earth and Space Systems
Topics	**Human Organ Systems**	**Properties of and Changes in Matter**	**Conservation of Energy**	**Forces Acting on Structures and Mechanisms**	**Weather**
Major Understandings	The human body and its major organ systems are made up of specific cells, which have a specific form and function and require a well-balanced diet to work properly.	Materials can change physical state between solid, liquid, and gas depending on their properties and applications.	Energy conservation of both renewable and non-renewable resources is important for a sustainable future.	Forces will affect different structures and devices in different ways.	Weather is affected by climatic factors.
Learning Outcomes By the end of Grade 5, students will:	• **Identify the cell as the basic unit of life.** • **Describe the basic structure, form and function of the major organs in the respiratory, circulatory, digestive, excretory, integument, and nervous system.** • **Describe, using models and simulations, ways in which the skeletal, muscular, and nervous systems work together to produce movement.**	• **Identify the three states of matter and give examples of each state.** • Describe the characteristic properties of each state. • **Identify and describe some changes to materials that are reversible and some that are not.** • Describe changes of materials as they interact with each other. • **Formulate questions about and identify**	• **Distinguish between a renewable and non-renewable source of energy.** • **Describe how energy is stored and transferred in a given device or system.** • Recognize that energy cannot be created or destroyed but can only be changed from one form to another. • **Formulate questions about and identify needs and problems related to protection of**	• **Identify and measure forces acting on a structure and describe the effects of their application.** • Compare qualitatively and quantitatively the force needed to lift a load manually with the force required to lift the load with a simple machine. • **Describe, using their observations, the advantages and disadvantages of using different types of mechanical systems.**	• **Explain the difference between weather and climate and the factors that influence both of these systems.** • Recognize large-scale and local weather systems and predict local weather patterns using data from their own observations and from weather reports. • Explain the formation of clouds and the effects of different cloud formations on weather and climate.

	• **Formulate questions about and identify the needs of humans.** • Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions. • **Compile data gathered through investigation and communicate the procedures and results for specific purposes and to specific audiences.** • Describe the types of nutrients in foods and their function in maintaining healthy organs and a healthy body and identify food sources (traditional and store bought) from which people can maintain a well-balanced diet.	**needs and problems related to the properties and changes in the state of familiar materials.** • Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions. • **Compile data gathered through investigation and communicate the procedures and results for specific purposes and to specific audiences.** • **Describe physical changes and chemical reactions that can take place in household products, explain how these reactions affect the use of the products, and discuss the environmental impact of these products.**	**the natural environment.** • Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions. • **Compile data gathered through investigation and communicate the procedures and results for specific purposes and to specific audiences.** • **Evaluate the reasons for conserving natural resources and identify possible ways of conserving and using energy wisely.**	• **Design and make a frame structure that can support a load and/or make a mechanical system that performs a specific function.** • **Formulate questions about and identify needs and problems related to structures in the outdoor environment.** • Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions. • **Compile data gathered through investigation and communicate the procedures and results for specific purposes and to specific audiences.** • Evaluate the design of systems that include structures and mechanisms and identify modifications to improve their effectiveness.	• **Describe the water cycle in terms of evaporation, condensation, and precipitation.** • **Formulate questions about and identify needs and problems related to climate and weather.** • Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions. • **Compile data gathered through investigation and communicate the procedures and results for specific purposes and to specific audiences.** • **Design, construct, and test a variety of weather instruments.**

Notes and Suggestions	• Example of a way to use a model to show how different body systems work together: make a model of the bones and muscles in an arm, using cardboard rolls and elastic bands. • Example of a way to record data from an investigation: make a graph of the heart rate of various people running for a specified length of time. • Examples of types of nutrients found in foods: carbohydrates, fats, proteins, vitamins, and minerals.	• Examples of solids: sugar, rock. Characteristics of solids: have definite shape and volume and hold their shape. • Examples of liquids: water, vegetable oil. Characteristics of liquids: have definite volume but take the shape of their containers. • Examples of gases: water vapour, air, oxygen. Characteristics of gases: have no definite volume and take the shape of their container. • Examples of changes of state that are reversible: melting, freezing, condensation, evaporation. • Examples of changes of state that are not reversible: burning paper, cooking an egg. • Examples of materials interacting with each other: o paint mixed together o water combined with gelatin	• Examples of renewable energy sources: o wood o biofuels o wind o solar o geothermal o water • Examples of non-renewable energy sources: o oil o gas o coal • Example of how energy is stored and transferred in a given device or system: in an automobile, chemical energy is stored in the gasoline and is transformed into mechanical energy upon combustion, enabling the vehicle to move and releasing thermal energy as heat and exhaust gases. • Example of investigation: o How do local and home-based recycling efforts help conserve energy and natural resources?	• Examples of forces acting on a structure: mass, air pressure. • Example of part of a structure under tension: the wires in a suspension bridge. • Example of part of a structure under compression: a ladder bearing a mass. • Examples of advantages/disadvantages of using different kinds of mechanical systems: a single pulley system has no mechanical advantage; a pulley system with two or more pulleys has a mechanical advantage. • Examples of investigations: o construct a bridge that must support a given load across a given distance o determine which surface of a cantilever bridge or beam is under tension and which is under compression	• Examples of factors that influence climate and weather: o temperature o relative humidity o wind o air pressure o the sun • Example of investigation: record both qualitative and quantitative data from observations of weather over a period of time, accurately using a thermometer to read and record results. • Examples of weather instruments to construct: o weathervane o anemometer o rain gauge o windsock o hydrometer • Examples of ways weather conditions affect humans and animals: o people refrain from exercise in extreme heat o some animals hibernate in extreme cold

Glossary

Cell – The smallest structural and functional unit of an organism.

Form – The visible shape or configuration of something.

Function – The kind of action or activity proper to a person, thing, or institution; the purpose for which something is designed or exists; role.

Organ – A grouping of tissues into a distinct structure, such as a heart or kidneys.

Respiratory system – The system by which oxygen is taken into the body and an exchange of oxygen and carbon dioxide takes place. In mammals, the system includes the nasal passages, pharynx, trachea, bronchi, and lungs.

Circulatory system – The system of organs and tissues, including the heart, blood, blood vessels, lymph, lymphatic vessels, and lymph glands, involved in circulating blood and lymph through the body.

Integument system – The system comprising the skin and its appendages acting to protect the body from various kinds of damage, such as loss of water or damages from outside.

Nervous system – The system of nerves and nerve centres in an animal or human, including the brain, spinal cord, nerves, and ganglia.

Model – A three-dimensional representation of a person or thing or of a proposed structure, typically on a smaller scale than the original.

Simulation – Imitation of a situation or process.

States of matter – One of the distinct forms that matter can exist in: solid, liquid, or gas.

Solid – A substance that is firm and stable in shape and volume; not liquid or fluid.

Liquid – A substance that flows freely but is of constant volume.
Gas – A substance or matter in a state in which it will expand freely to fill the whole of a container, having no fixed shape (unlike a solid) and no fixed volume (unlike a liquid).

Characteristic – A feature or quality belonging typically to a person, place, or thing and serving to identify it.

Property – A characteristic or trait that you can use to describe matter by observation, measurement, or combination.

Physical change – A change to the physical properties of a substance, usually reversible.

Chemical changes – A change that involves the rearrangement of atoms in one or more substances and a change in their chemical properties or composition, resulting in the formation of at least one new substance, usually irreversible.

Energy conservation – The prevention of the wasteful use of energy, especially in order to ensure its continuing availability.

Renewable energy – Energy produced from sources that do not deplete or can be replenished within a human's lifetime. Examples include wind, solar, and geothermal.

Non-renewable – Existing in finite quality; not capable of being replenished.

Sustainable – Causing little or no damage to the environment and therefore able to continue for a long time.

Force – The influence that changes movement.

Structure – A building or other object constructed from several parts.

Device – A thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment.

Tension – The act or action of stretching or the condition or degree of being stretched to stiffness.

Compression – The act of putting pressure on something until it gets smaller.

Qualitative – Relating to, measuring, or measured by the quality of something, rather than its quantity.

Quantitative – Relating to, measuring, or measured by the quantity of something, rather than its quality.

Modification – The making of a limited change in something.

Variable – A number, amount, or situation that can change.

Climate – The weather conditions prevailing in an area in general or over a long period.

Formation – An act of giving form or shape to something or taking form.

Water cycle – The cycle of processes by which water circulates between Earth's oceans, atmosphere, and land.

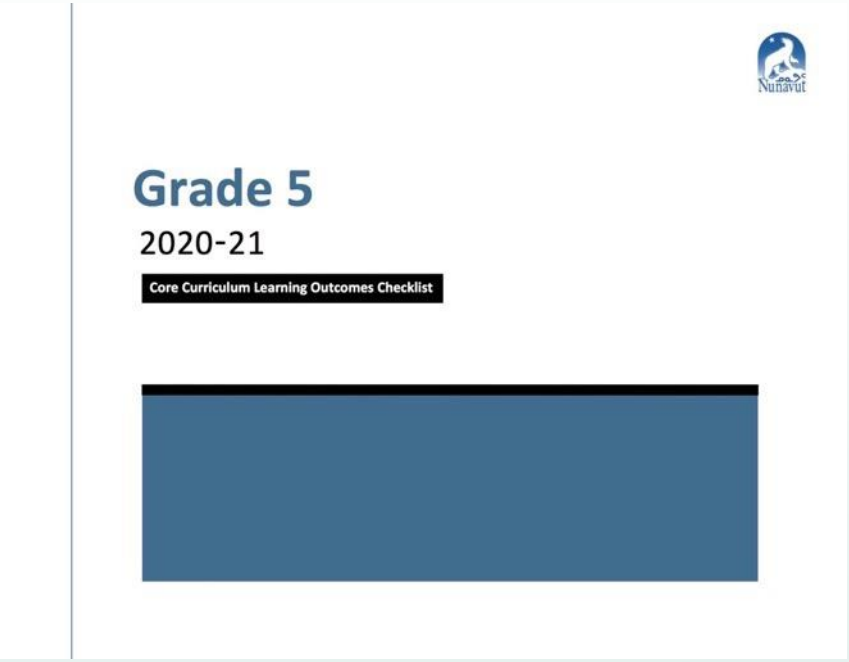
Evaporation – The process of turning from liquid to vapour.

Condensation – The conversion of a vapour or gas to a liquid.

Precipitation – Water that falls from the clouds toward the ground.

Core Curriculum Learning Outcomes Checklists

- Designed to accompany the Core Curriculum for each grade
- Can be used both a formative and summative assessment tool to monitor student progress
- At the end of the year, these checklists will provide a broader understanding of student achievement in each subject area



Student Name: _____

Science				
Learning Outcome	**Assessment 1**	**Assessment 2**	**Assessment 3**	**Notes**
Life Systems (Human Organ Systems)				
Identify the cell as the basic unit of life.				
Describe the basic structure, form and function of the major organs in the respiratory, circulatory, digestive, excretory, integument, and nervous system.				
Describe, using models and simulations, ways in which the skeletal, muscular, and nervous systems work together to produce movement.				
Formulate questions about and identify the needs of humans.				
Plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions.				
Compile data gathered through investigation and communicate the procedures and results for specific purposes and to specific audiences.				
Describe the types of nutrients in foods and their function in maintaining healthy organs and a healthy body and identify food sources (traditional and store bought) from which people can maintain a well-balanced diet.				
Matter and Materials (Properties of and Changes in Matter)				
Identify the three states of matter and give examples of each state.				
Describe the characteristic properties of each state.				
Identify and describe some changes to materials that are reversible and some that are not.				

Using the Core Curriculum Checklists

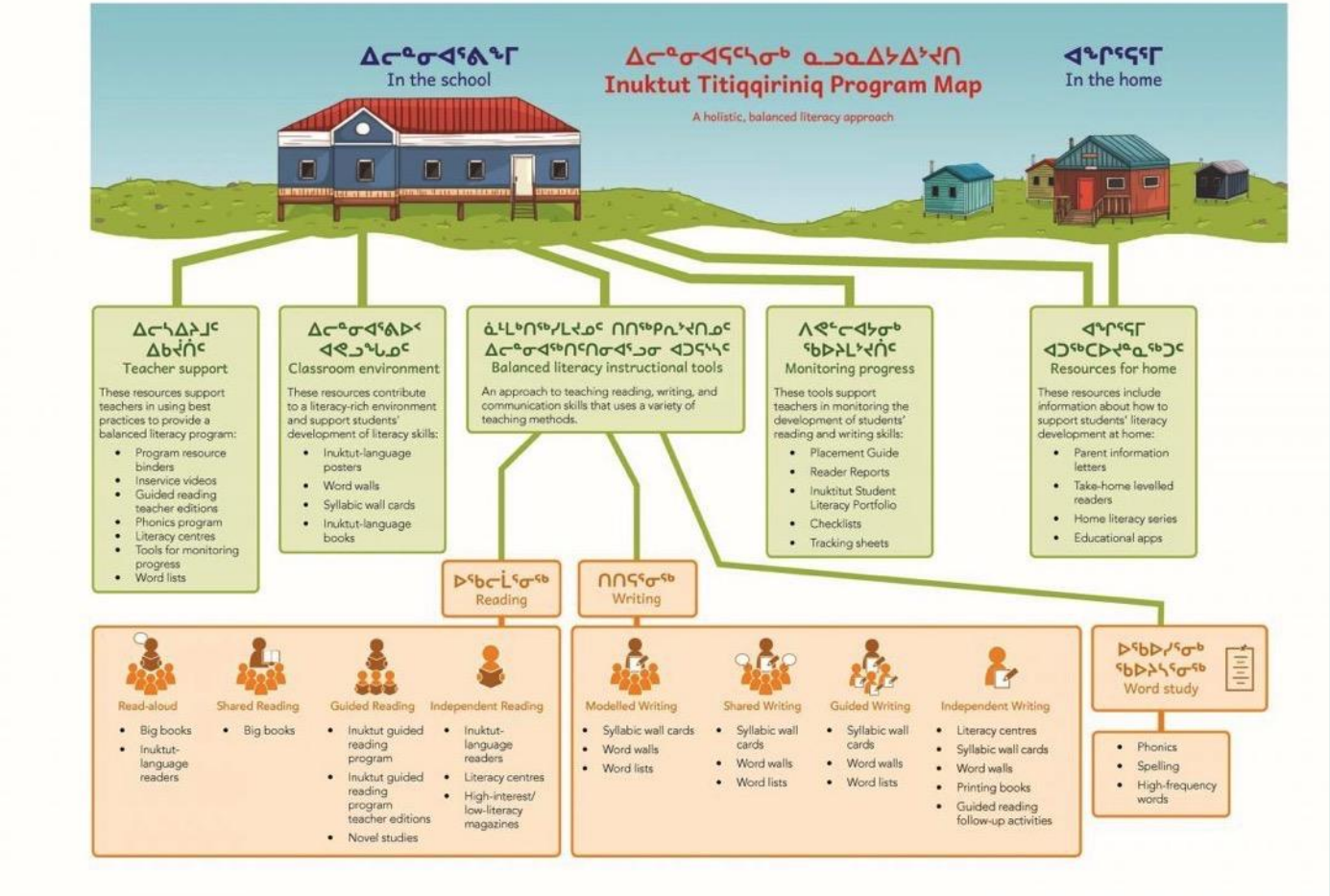
- Print one copy of the checklists for each student and organize them by student or by subject area.
- Create a code using colours or symbols to indicate if students have achieved the learning outcome, if they are working toward it, or if they require additional support.
- Record the date of each observation or assessment.
- Use the Notes column to document additional information or to plan for further assessments.

NUNAVUT CREATED RESOURCES

Nunavut Created Resources

- Many resources have been developed in Nunavut that reflect our students.
- Many resources have been developed to support the Inuktut Titiqqiriniq Program.

Inuktut Titiqqiriniq Program / Inuktut Titiqqiqiliriniq Program



CONNECTED NORTH

Connected North

- Virtual guest speakers and Indigenous role models
- Virtual field trips with galleries, museums, aquariums and places of interest
- Virtual cultural exchanges and collaborations between schools across Canada
- Professional learning opportunities

Types of Sessions

- Expert Sessions and Virtual Field Trips
- Future Pathways and Connected Classrooms
- Capacity Building

Examples of Sessions

- DISCOVERING DINOS with Royal Tyrrell Museum
  - Explore the Royal Tyrrell Museum of Palaeontology's world-famous Dinosaur Hall! This tour introduces young participants to the science of palaeontology and to different dinosaurs that lived in ancient Alberta. Each stop explores a different curriculum concept like carnivores and herbivores, predators and prey, or plants and the ancient environment.
- LIFE IN THE SOIL with Canada Agriculture and Food Museum
  - We often forget that the ground is teeming with life. In this session, students will discover the creatures hiding underground. During the program, students observe the characteristics of earthworms, study their life cycle, and discover how worms contribute to healthy soils.
- CONFLICT AND COOPERATION with Fort York
  - Indigenous allies were a potent military force in the early 19th century. Without the assistance of the Anishinabek, Haudenosaunee and the coalition of western nations under the Shawnee Chief Tecumseh, Canada may have fallen into the hands of the United States. Through the examination of contemporary illustrations, weapons, Indigenous battle tactics, and other related objects, participants will gain a greater understanding of Indigenous communities role in the War of 1812.
- NULIAJUK (SEDNA) STORIES IN ART with Winnipeg Art Gallery
  - Nuliajuk, also known as Takannaaluk, and Sedna among other names, is an important being in Inuit stories and art. Hear some variations of her story from different regions of Nunavut, and explore examples of art that she is represented in this Virtual Tour. Students will also be guided to create their own drawing of Sedna, inspired by the artwork they viewed.

How to Book a Session

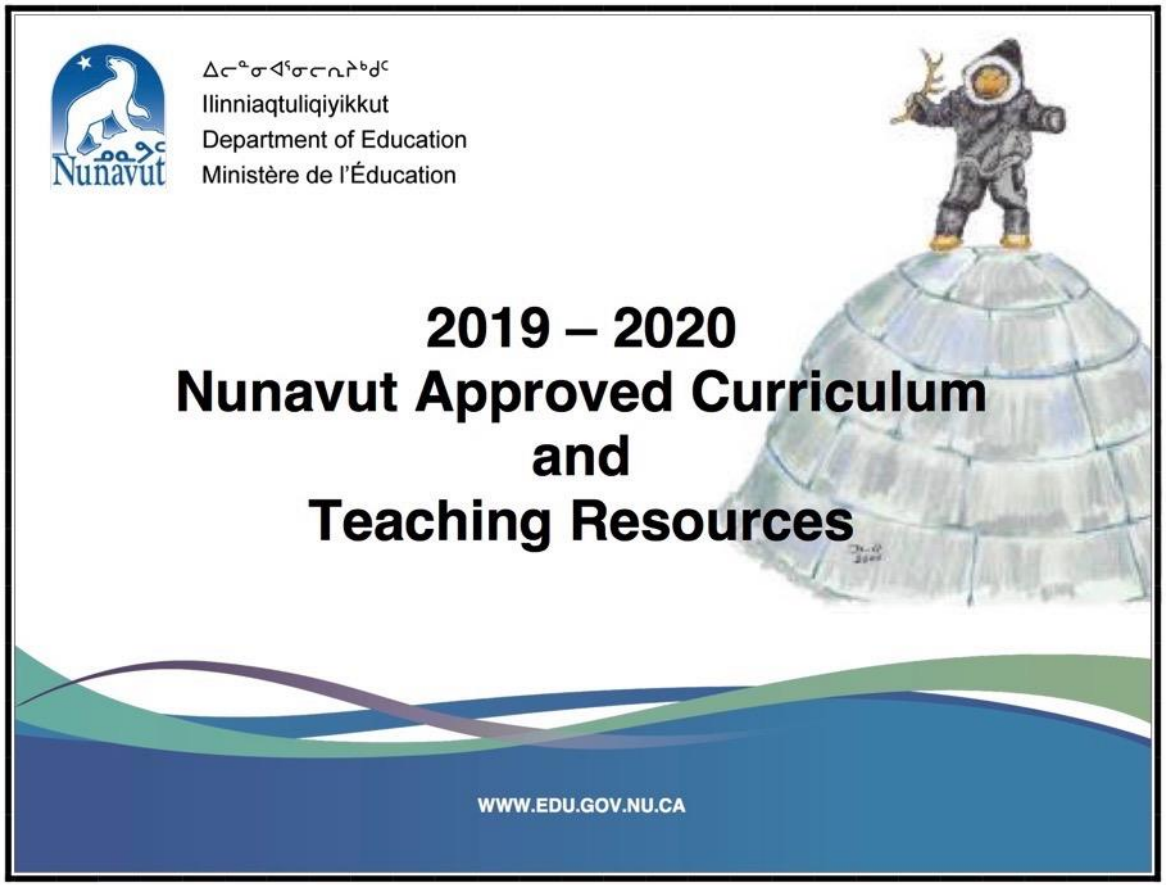
- Share your idea with your Coordinator
- The Coordinator will find matching session(s) and respond with potential offerings
- Confirm the session(s), dates, and times
- The Coordinator will book the content provider
- The Coordinator will confirm the date, time, and connection details
- Students participate in the session
- Provide feedback on how the session went

- http://tigurl.org/sessionmenu

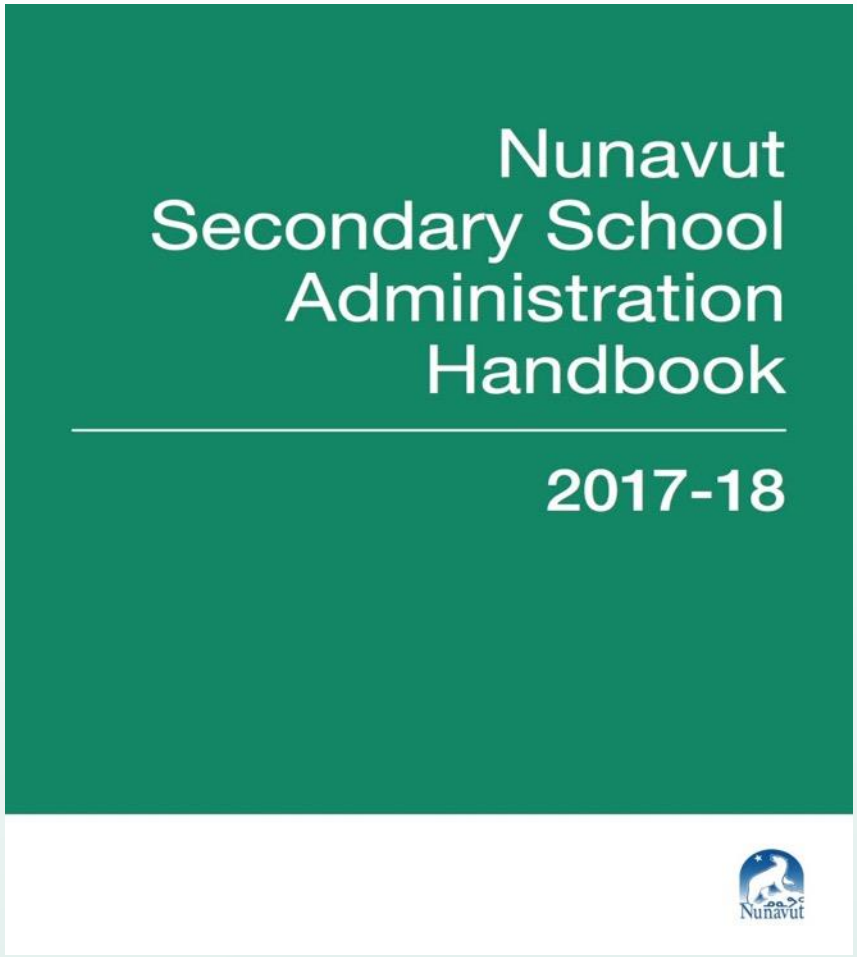
- Connected North Partnership Liaison
  - Educator Development EDUK-12@gov.nu.ca

AUTHORITATIVE DOCUMENTS

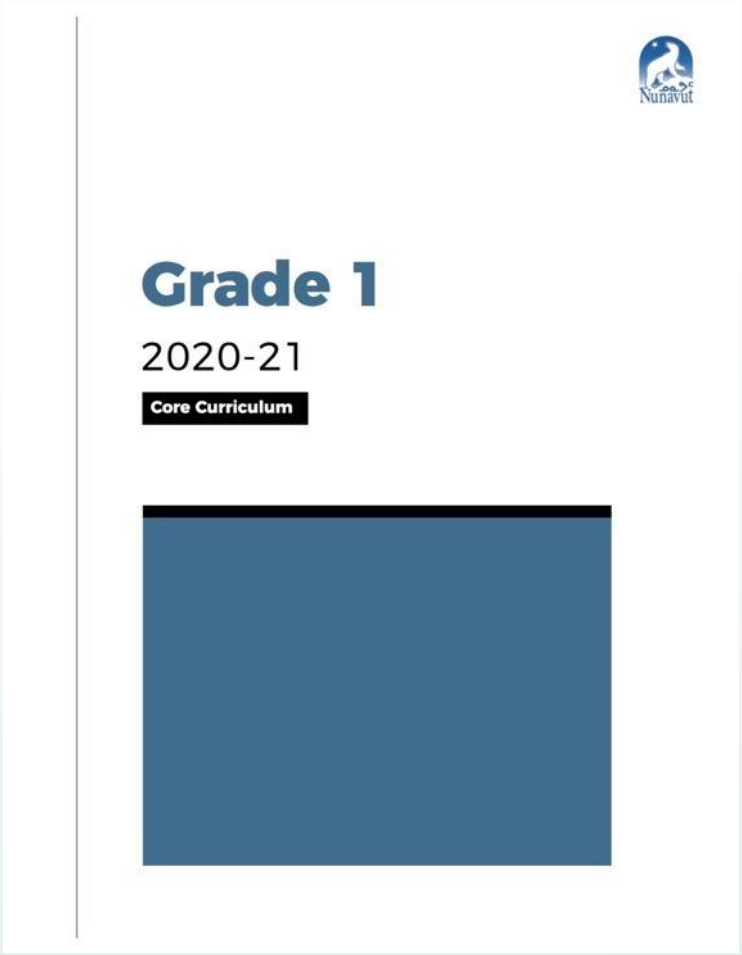
Nunavut Approved Curriculum and Teaching Resources

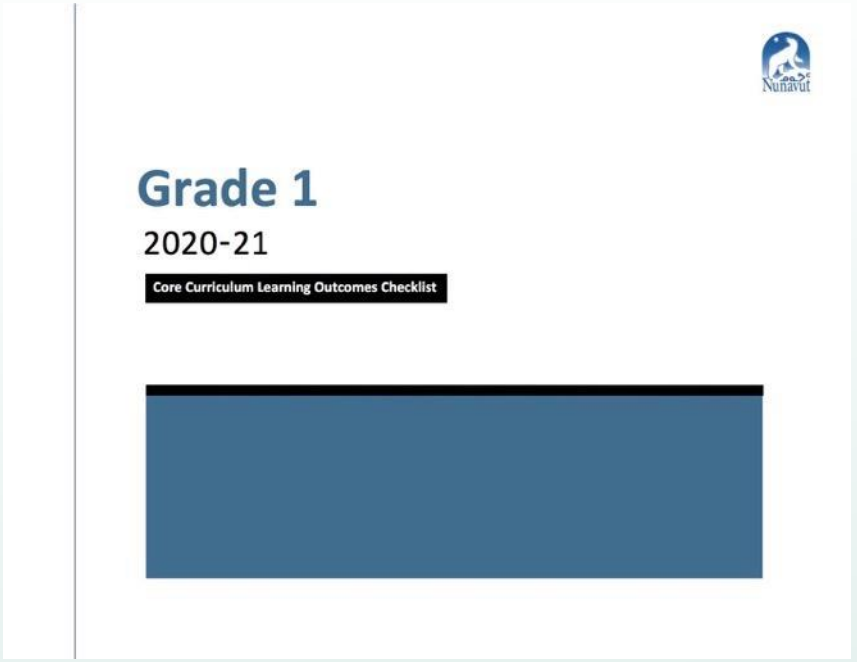


Nunavut Secondary School Administrative Handbook (Section 4: Approved Courses)

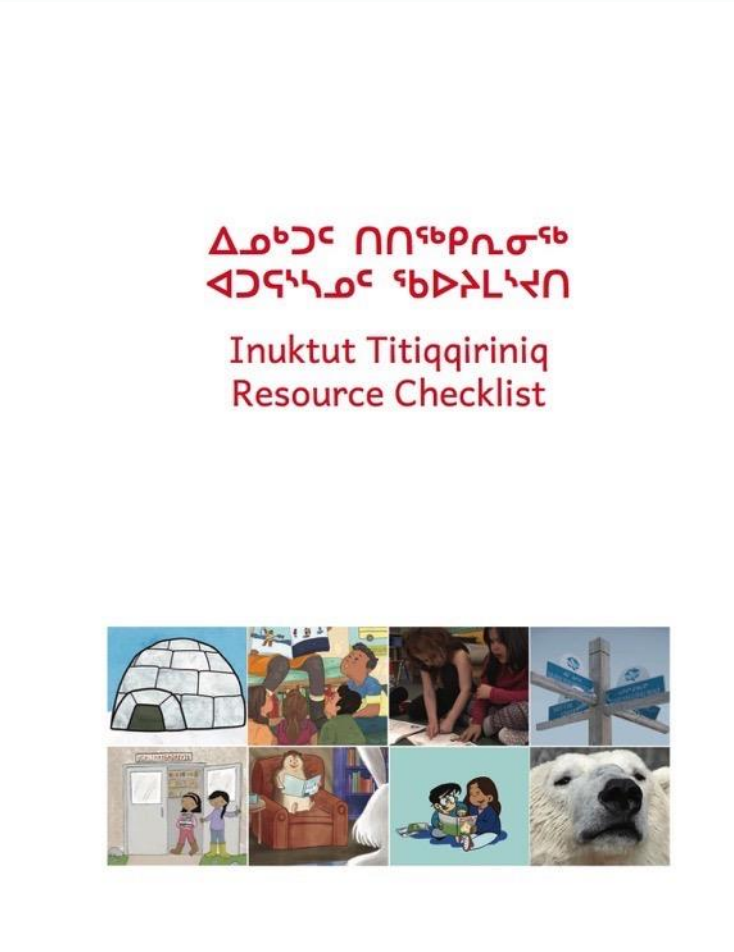


Core Curriculum & Core Curriculum Learning Outcomes Checklists

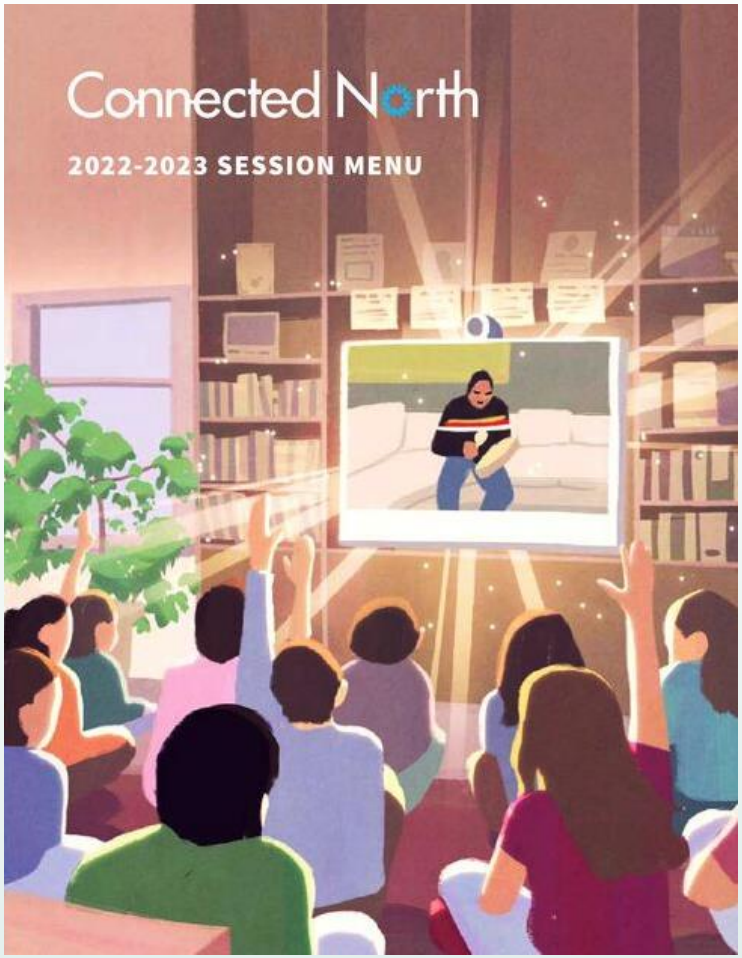




Inuktut Titiqqiriniq Resource Checklist



Connected North Session Menu (http://tigurl.org/sessionmenu)



FOLLOW-UP – CONTINUE THE DISCUSSION

Reading

- Take some time to review the following documents so that you are familiar with what type of information they contain.
  - Nunavut Approved Curriculum and Teaching Resources
  - Nunavut Secondary School Administration Handbook
  - Core Curriculum & Core Curriculum Checklists
  - Inuktut Titiqqiriniq Resource Checklist
  - Connected North Session Menu

Discussion Board Questions

New Teachers Community of Practice

- Curriculum Questions:
  - Find the curriculum documents for your subject/grade. Take some time to review them. What questions do you have?
- Nunavut-Appropriate Resources:
  - Focus Area 4.4 of the Classroom Teacher Professional Standards is to “Select and use Nunavut-appropriate resources”. What resource(s) are you excited about incorporating into your instruction? What actions will you take to meet Focus Area 4.4? What experiences do you have providing culturally reflective instruction?
- Visit and bookmark the following sites:
  - https://inhabitmedia.com/educators/
  - https://nbes.ca/educational-resources/
  - https://inhabiteducationbooks.com/pages/teaching-guides

School Leaders Community of Practice

- Planning Orientation:
  - One of your requirements as a school leader is to plan 2 days of orientation for your school staff. What aspects of what we discussed today will be important that you share with your staff during orientation (or in one of your first staff meetings at the beginning of the year) and how will you do that?

Wrap-Up

- Contact Information
  - Educator Development
    EDUK-12@gov.nu.ca