**Carrier Calendar-Activities**

-can be enlarged for “Calendar Time” (blank template can be used so students can insert the number) for calendar activities…

* Today is \_\_\_\_\_\_\_\_\_\_\_\_\_, September \_\_\_
* Yesterday was \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Tomorrow will be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

-Students can create **artwork** to tie in with each month after researching that part of the year (season) and the traditional Carrier activities. The artwork could be displayed around each month as part of the calendar activities

-Students can **learn how to say the Carrier names of the months and days** of the week either by having the Carrier Language Teacher visit or by accessing the First Peoples Languages website

<https://fv.nuxeocloud.com/explore/FV/sections/Data/Athabascan/Dakelh/Dakelh%20_%20Southern%20Carrier>

or <https://fv.nuxeocloud.com/> (then select a language)

-The Carrier Language Teacher could also be invited to the classroom to **talk about the origin of the Carrier names** for the months of the year and days of the week (back stories)

-Students can create a **personalized calendar** (with their own artwork) for gift-giving or home use

-The calendar months could be grouped into seasons as part of Social Studies/Science themes. Students could create **dioramas** depicting the traditional Carrier activities for the month/season or do **research and write** about it.

**Social Studies**

|  |  |  |  |
| --- | --- | --- | --- |
| **K** | **1** | **2** | **3** |
| IDENTITY & FAMILY  -families, same & different  -personal (family history & traditions)  -needs & wants  -responsibility of individual/group  -people/places…local | LOCAL COMMUNITY  -local government, police, utility, park  -diverse cultures in community  -natural resources, parks, water, construction…local  -local…individual vs group, interests/rights  -community milestones, history, holidays/celebrations  -natural features of community | REGIONAL & GLOBAL COMMUNITIES  -daily life in communities (housing, work, land use)  -culture/cultural diversity  -needs & wants met in community  -impact of community/ economic activities on environment  -climate zones/landforms/bodies of water/plants & animals-Canada  -responsibility to environment/other communities in Canada  -regional government | GLOBAL INDIGENOUS PEOPLES  -First Nations…culture local & regional  -shared cultures (family,  work, education, ethics)  -technical innovations of global & Indigenous, clothing & transport., shelters, tools, weapons, art, ceremonies  -governance: consensus, confederacy, Elders, reserves, Band Council  -oral history of past First Nations: tools, petroglyphs, weapons, sacred relationship between humans & their environment |

**Science**

|  |  |  |  |
| --- | --- | --- | --- |
| **K** | **1** | **2** | **3** |
| -local plants & animals  -properties of materials  -push/pull  -weather  -seasons | -class of living/non-living  -structure: living things (stems, skeleton, eyes)  -behavioural adaptations: hibernation, nesting, camouflage  -material properties: solid, liquid, gas  -light & sound properties  -objects in sky  -weather/4 seasons | -metamorphosis, life cycles  -physical ways to change matter  -chemical ways to change matter  -types of forces  -water sources, local watershed  -water cycle | -biodiversity  -food chains/webs/producer vs consumer  -atoms  -properties of materials: density, buoyancy, electrical conductivity  -thermal energy: production, conduction, convection, radiation  -land forms (local) |