

## Introduction to Language and Literacy

This issue of *Root & STEM* explores stories and lessons at the intersections of language, literacy, science, and technology. A collaboration with *Ilitaqsiniq*, the publication celebrates culturally relevant pedagogies and innovative approaches to bridging STEAM knowledge with language and literacy education. This issue highlights the significance of creating holistic learning experiences that respect Indigenous knowledge systems, where language and narrative are essential to comprehending the world and increasing scientific and technological knowledge, by fusing together a variety of viewpoints.

The lessons in this issue are located at an intersection of Inuit and Western knowledge and perspectives. *Etuqptmumk* is the Mi'kmaq word for Two-Eyed Seeing – an Indigenous epistemology that teaches us how to incorporate both Indigenous and Western knowledge in our learning practices. This approach is exemplified by the work of individuals and organizations such as *Ilitaqsiniq*, who produce impactful community programming and powerful workplace training for Nunavummiut as well as educator Andrew McConnell who acknowledges & integrates indigenous practices, culture, and/or beliefs within their work.

The lesson plans included in this issue are designed to introduce the learners to the impact of space and the role it plays in our lives and the world we live in. These are designed to provide the learners with hands-on opportunities to learn and explore the wonders of space effectively. Educators can reinforce IQ principles within activities surrounding the world around them and encourage inquisition in relation to the knowledge gained from participating.

## Providing Support for Integrating IQ Principles

IQ Principles	Description of IQ and How They Are Connected with the Resource
Aajiiqatigiingniq	<p><b>Consensus Decision-Making, Communication Shared Understanding &amp; Respecting Other Perspectives &amp; Worldviews:</b>                      The concept of consensus decision-making relies on strong communication skills and a strong belief in shared goals. Developing a student's language and literacy skills gives our communities the skills needed to thrive, collaboration, and an understanding of other views.</p>
Pilimmaksarniq	<p><b>Concept of Skills and Knowledge Acquisition:</b> Language and literacy is a core fundamental acquisition that is connected to many areas/subjects across lives and learning paths. Learners will acquire and gather knowledge and understanding, then apply it to their lives and beliefs.</p>

**Aligning Curriculum Standards with the New K-6 Nunavut Curriculum**

Subject	Grades	Learning Strands	Descriptions
Social Studies	1-6	"Stories"	Our understanding of the past comes from stories told in many ways and for different purposes.
Social Studies	1-6	"Community"	Inuuqatigiitsiarniq involves valuing diversity and recognizing each other's rights, needs, and responsibilities.
Inuktitut and English First Language	1-6	"Reading"	This strand explores the processes, understandings, and strategies necessary to read and make meaning from text as well as begin to develop lifelong reading habits and attitudes toward reading.

**Fostering Cross-Curriculum Learning**

In order to help learners draw links between disciplines and get a deeper comprehension of the subject matter, cross-curricular teaching entails combining several subject areas into coherent, integrated learning experiences.

Cross-curricular teaching is a great way for teachers to incorporate different disciplines in education into one lesson. The different subjects can be considered as pieces of the puzzle that we provide for the learners to put together and create a "big picture" learning. As the learners learn about language and literacy, they will also be learning the essential vocabulary related to the theme and learning how to build on their own understanding.

In other words, what learners learn in mathematics can be applied to languages, science, social studies, and arts in some capacity. To create a cross-curricular theme, teachers work collaboratively with other subject teachers. One way to do it is to decide on a theme with colleagues and explore learning opportunities that apply to learners' skills and interests. Co-teaching, project-based learning (PBL), and thematic units are all tactics that can support this kind of learning and allow learners to use what they have learned in a comprehensive, real-world manner.

For example, in language & literacy lessons, educators can take an experiential learning approach, where learners go on a field trip to a local museum or go berry-picking with Elders. Learners can write a report or creative presentation on what they explored and share their understanding with their peers and community members. Learners can also use various multimedia tools and create interactive vlogs and websites. This allows the teachers to bring cross-curricular collaboration, such as science, art education, social studies, and language, all in one holistic learning experience.