



Approval Guidelines for Projects, Presentations, Resources and Materials in Yukon Schools

Yukon Education supports community agencies and departmental partners who want to enhance students' education. The following guidelines complement the Agencies in the Schools Policy.

Guiding Principles:

1. Yukon Education will facilitate the access to presentations, projects and learning opportunities, which meet and enhance curricular objectives of Yukon schools;
2. Yukon Education will support and coordinate the use of community and agency resources that meet Yukon schools' curricula (New grades [K- 12 curricula](#));
3. Yukon Education will ensure that the number and schedule of approvals will enhance the schools' ability to provide curriculum objectives to students. Some requests may be rescheduled or refused for this reason;
4. Yukon Education will ensure academic instructional time is respected;
5. Yukon Education will be fiscally responsible.

Guidelines:

The following guidelines will be used to review requests made by agencies and community organizations who want access to Yukon schools.

1. Agencies and organizations will fill in the attached application.
2. Agencies and organizations will send the completed application form to the Project Approval Committee (curriculum@gov.yk.ca).

3. The applications will be reviewed four times a year; August, November, February and May.
4. The application will be reviewed by Yukon Education's Project Approval Committee. Approved applications will be valid for 2 years.
5. A written response will be provided to the applicants within 15 days of the application being reviewed.

Approval for projects and/or presentations

Submitted projects and/or presentations will adhere to the following categories.

	Level of access Requested	Access Granted to	Access Granted by (Please follow levels of approval)	Advertising Allowed in the schools	Funding provided by
A. Community Resource People	*School level Principal approval – Does not need to come to the committee unless the person is represented by an agency refer C.				
B. Community Clubs/Activities for Students	n/a	Display materials	n/a	School information board	n/a
C. Community Agencies or other Territorial Educational Programs	School wide or classrooms	Support curricular outcomes	1 st – Yukon Education 2 nd – Principals 3 rd – Teachers	Newsletters or Websites	School
D. Yukon Government Departments	School wide or classrooms	Support curricular outcomes	1 st – Yukon Education 2 nd – Principals 3 rd – Teachers	Newsletters or Websites	Sponsoring Department

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

E. Out of Territory Agencies	School wide	Support curricular outcomes	1 st – Yukon Education 2 nd – Principals	Newsletters or Websites	Determined by Yukon Education
-------------------------------------	-------------	-----------------------------	---	-------------------------	-------------------------------

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

Approval for Resources and/or materials

The following will guide approval for outside resources and/or materials to be used in Yukon schools.

- Support prescribed learning standards;
- Support Yukon Education's values;
- Develop areas of literary and content knowledge appreciation, aesthetic values, and ethical standards;
- Enhance students' abilities to develop the practice of thinking critically and solving problems in their daily lives;
- Representative of the many religious, ethnic, and cultural groups and their contributions to Canada's national heritage and to the world community;
- Support the varied interests, abilities, socio- economic backgrounds, learning needs, age and maturity levels of the students;
- Comply with copyright legislation;
- Presented in an accessible and appropriate format to the content presented;
- Appropriate for community in which they will be used;
- Fair, objective, free from bias, propaganda, discrimination and gender stereotyping, except where a teaching/learning situation requires illustrative material to develop critical thinking about specific issues;
- Interesting and adaptable to the teaching/learning situation;
- Well- organized, good quality and worthy of use in terms of both the time and resources involved;
- Reflect the comprehension level for the intended audience.

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

**Application Form for Grades K – 12
Projects, presentations, materials and resources in Yukon Schools**

Application for: Projects, Presentations - Yes Resources, Materials- Yes				
Agency/Department: Faculty of Education and Institute for Earth and Space Exploration at Western University				
Date of Submission: November 26, 2019				
Contact Name: Parshati Patel, Lead Consultant/Project Manager Isha Decoito, Principal Investigator				
Phone Number: 519- 701- 7110				
Email: ppatel54@uwo.ca				
Request initiated by: Siena McLachlan, Administrative Outreach Assistant				
Title of project, presentation, resource or material: Junior Astronauts Campaign (Created by the Canadian Space Agency)				
Grade	Subject	Big Ideas	Curricular Competencies	Content
6	Science	<ul style="list-style-type: none"> - Newton's three laws of motion describe the relationship between force and motion. - The solar system is part of the Milky Way, which is one of billions of galaxies. 	<ul style="list-style-type: none"> - Demonstrate an openness to new ideas and consideration of alternatives - Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations - Identify some of the assumptions in secondary sources - Cooperatively design projects - Communicate ideas, explanations, and 	<ul style="list-style-type: none"> - Newton's three laws of motion - The position, motion, and components of our solar system in our galaxy - Force of gravity

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

			<p>processes in a variety of ways</p> <ul style="list-style-type: none"> - Transfer and apply learning to new situations - Demonstrate a sustained curiosity about a scientific topic or problem of personal interest - With support, plan appropriate investigations to answer their questions or solve problems they have identified - Identify questions to answer or problems to solve through scientific inquiry - Generate and introduce new or refined ideas when problem solving 	
7	Science	- The electromagnetic force produces both electricity and magnetism.	<ul style="list-style-type: none"> - Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest - Identify a question to answer or a problem to solve through scientific inquiry - Formulate alternative "if...then..." hypotheses based on their questions - Make predictions about the findings of their inquiry - Generate and introduce new or refined ideas when problem solving - Measure and control variables (dependent and independent) through fair tests - Observe, measure, and record data 	<ul style="list-style-type: none"> - Survival needs - Organisms have evolved over time

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

			(qualitative and quantitative), using equipment, including digital technologies, with accuracy and precision - Seek patterns and connections in data from their own investigations and secondary sources - Use scientific understandings to identify relationships and draw conclusions - Cooperatively design projects	
8	Science	- Life processes are performed at the cellular level.	- Transfer and apply learning to new situations - Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate - Demonstrate a sustained curiosity about a scientific topic or problem of personal interest - Identify questions to answer or problems to solve through scientific inquiry - Plan appropriate investigations to answer their questions or solve problems - Generate and introduce new or refined ideas when problem solving - Communicate ideas, explanations, and processes in a variety of ways	- Characteristics of life
9	Science	The biosphere, geosphere, hydrosphere, and	- Demonstrate a sustained intellectual curiosity about a	sustainability of systems

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

		<p>atmosphere are interconnected, as matter cycles and energy flows through them.</p>	<p>scientific topic or problem of personal interest</p> <ul style="list-style-type: none"> - Use knowledge of scientific concepts to draw conclusions that are consistent with evidence - Connect scientific explorations to careers in science - Formulate multiple hypotheses and predict multiple outcomes - Assess risks and address ethical, cultural and/or environmental issues associated with their proposed methods and those of others - Analyze cause- and-effect relationships - Connect scientific explorations to careers in science - Consider the changes in knowledge over time as tools and technologies have developed - Transfer and apply learning to new situations - Generate and introduce new or refined ideas when problem solving - Consider the role of scientists in innovation - Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence- based arguments and using appropriate scientific 	
--	--	---	--	--

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

			language, conventions, and representations	
6	English Language Arts	<ul style="list-style-type: none"> - Language and text can be a source of creativity and joy - Exploring and sharing multiple perspectives extends our thinking - Developing our understanding of how language works allows us to use it purposefully - Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens 	<ul style="list-style-type: none"> - Exchange ideas and viewpoints to build shared understanding and extend thinking - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences - Relevance, accuracy, reliability - Transform ideas and information to create original texts 	<ul style="list-style-type: none"> - Techniques of persuasion - Reading strategies - Oral language strategies - Features of oral language - Sentence structure and grammar - Presentation techniques
7	English Language Arts	<ul style="list-style-type: none"> - Language and text can be a source of creativity and joy - Exploring and sharing multiple perspectives extends our thinking - Developing our understanding of how language works allows us to use it purposefully - Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens 	<ul style="list-style-type: none"> - Exchange ideas and viewpoints to build shared understanding and extend thinking - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences - Transform ideas and information to create original texts 	<ul style="list-style-type: none"> - Argument - Reading strategies - Oral language strategies - Features of oral language - Syntax and sentence fluency - Presentation techniques
8	English Language Arts	<ul style="list-style-type: none"> - Language and text can be a source of creativity and joy People understand text differently depending on their worldviews and perspectives - Texts are socially, culturally, and historically constructed 	<ul style="list-style-type: none"> - Exchange ideas and viewpoints to build shared understanding and extend thinking - Transform ideas and information to create original texts - Use writing and design processes to plan, develop, and create engaging and meaningful literary 	<ul style="list-style-type: none"> - Relevance, accuracy, reliability - Reading strategies - Oral language strategies - Features of oral language - Syntax and sentence fluency - Presentation techniques

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

		- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens	and informational texts for a variety of purposes and audiences	
9	English Language Arts	- Language and story can be a source of creativity and joy People understand text differently depending on their worldviews and perspectives - Texts are socially, culturally, and historically constructed - Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens	- Exchange ideas and viewpoints to build shared understanding and extend thinking - Transform ideas and information to create original texts - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences	- Reading strategies - Oral language strategies - Features of oral language - Syntax and sentence fluency - Conventions - Presentation techniques - Rhetorical devices
6	Applied Design, Skills, and Technologies	- Design can be responsive to identified needs. - Complex tasks require the acquisition of additional skills. - Complex tasks may require multiple tools and technologies	- Identify key features or potential users and their requirements - Identify criteria for success and any constraints - Generate potential ideas and add to others' ideas - Screen ideas against criteria and constraints - Choose an idea to pursue - Develop a plan that identifies key stages and resources - Make changes, troubleshoot, and test again	- Simple algorithms that reflect computational thinking - Visual representations of problems and data - Techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure
7	Applied Design, Skills, and Technologies	- Design can be responsive to identified needs. - Complex tasks require the acquisition of additional skills. - Complex tasks may require multiple tools	- Identify key features or potential users and their requirements - Identify criteria for success and any constraints - Generate potential ideas and add to	- Simple algorithms that reflect computational thinking - Visual representations of problems and data - Techniques for using images, sounds, and text to communicate

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

		and technologies	<p>others' ideas</p> <ul style="list-style-type: none"> - Screen ideas against criteria and constraints - Choose an idea to pursue - Develop a plan that identifies key stages and resources - Make changes, troubleshoot, and test again 	information, settings, ideas, and story structure
8	Applied Design, Skills, and Technologies	<ul style="list-style-type: none"> - Design can be responsive to identified needs. - Complex tasks require the acquisition of additional skills. - Complex tasks may require multiple tools and technologies 	<ul style="list-style-type: none"> - Development of a product or service, including its features and benefits - Identify key features or potential users and their requirements - Identify criteria for success and any constraints - Generate potential ideas and add to others' ideas - Screen ideas against criteria and constraints - Choose an idea to pursue - Develop a plan that identifies key stages and resources - Make changes, troubleshoot, and test again 	<ul style="list-style-type: none"> - Development of a product or service, including its features and benefits - Forms of advertising and marketing that can influence a potential customer of buyer - Role of money management in financing an idea or developing a product - Elements of media arts used to communicate meaning
9	Applied Design, Skills, and Technologies	<ul style="list-style-type: none"> - Social, ethical, and sustainability considerations impact design - Complex tasks require the sequencing of skills - Complex tasks require different technologies and tools at different stages 	<ul style="list-style-type: none"> - Identify criteria for success, intended impact, and any constraints - Take creative risks in generating ideas and add to others' ideas in ways that enhance them - Screen ideas against criteria and constraints - Choose an idea to pursue, keeping other potentially viable ideas open - Identify and use sources of inspiration and information 	<ul style="list-style-type: none"> - Flow of goods and services from producers to consumers - Evolving consumer needs and wants - Measurement of financial success and failure - Techniques for organizing ideas to structure information and story through media conventions - Ethical, moral, and legal considerations and regulatory issues

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

			<ul style="list-style-type: none"> - Identify sources of feedback - Identify new design issues 	
6	Arts Education	- Engaging in creative expression and experiences expands people's sense of identity and community.	<ul style="list-style-type: none"> - Express, feelings, ideas, and experiences through the arts - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play 	- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
7	Arts Education	- Through art making, one's sense of identity and community continually evolves.	<ul style="list-style-type: none"> - Express, feelings, ideas, and experiences through the arts - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play 	- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
8	Arts Education	- Individual and collective expression can be achieved through the arts	<ul style="list-style-type: none"> - Take creative risks to express feelings, ideas, and experiences - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play 	- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
9	Arts Education	<ul style="list-style-type: none"> - Identity is explored, expressed, and impacted through arts experiences. - Creative arts experiences can build community and nurture relationships with others. 	<ul style="list-style-type: none"> - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play - Express feelings, ideas, stories, observations, and experiences through the arts 	- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment
6	Mathematics		- Use mathematical vocabulary and language to contribute	- Financial literacy - simple budgeting and consumer math [informed

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

			to mathematical discussions - Explain and justify mathematical ideas and decisions - Communicate mathematical thinking in many ways	decision making on saving and purchasing]
7	Mathematics		- Use mathematical vocabulary and language to contribute to mathematical discussions - Explain and justify mathematical ideas and decisions - Communicate mathematical thinking in many ways	- Financial literacy
8	Mathematics		- Use mathematical vocabulary and language to contribute to mathematical discussions - Explain and justify mathematical ideas and decisions - Communicate mathematical thinking in many ways	- Financial Literacy- best buys [coupons, proportions, unit price, products and services]
9	Mathematics		- Use mathematical vocabulary and language to contribute to mathematical discussions - Explain and justify mathematical ideas and decisions - Communicate mathematical thinking in many ways	- Financial literacy- simple budgets and transactions [banking, simple interest, savings, planned purchases]
6	Physical and Health Education	- Physical literacy and fitness contribute to our success in and enjoyment of physical activity. - Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.	- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments - Develop and apply a variety of movement concepts and strategies in different physical activities -	- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills - Movement concepts and strategies - Ways to monitor and adjust physical exertion levels

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

			<p>Apply methods of monitoring and adjusting exertion levels in physical activity</p> <ul style="list-style-type: none"> - Develop and demonstrate safety, fair play, and leadership in physical activities 	
7	Physical and Health Education	<ul style="list-style-type: none"> - Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. - Physical literacy and fitness contribute to our success in and enjoyment of physical activity 	<ul style="list-style-type: none"> - Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments - Develop and apply a variety of movement concepts and strategies in different physical activities - Apply methods of monitoring and adjusting exertion levels in physical activity - Develop and demonstrate safety, fair play, and leadership in physical activities 	<ul style="list-style-type: none"> - Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills - Movement concepts and strategies - Ways to monitor and adjust physical exertion levels
8	Physical and Health Education	<ul style="list-style-type: none"> - Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. - Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. 	<ul style="list-style-type: none"> - Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments - Develop and apply a variety of movement concepts and strategies in different physical activities - Apply methods of monitoring and adjusting exertion levels in physical activity - Develop and demonstrate safety, 	<ul style="list-style-type: none"> - Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills - Movement concepts and strategies - Ways to monitor and adjust physical exertion levels

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

			fair play, and leadership in physical activities	
9	Physical and Health Education	<ul style="list-style-type: none"> - Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals. - Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle. 	<ul style="list-style-type: none"> - Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments - Develop and apply a variety of movement concepts and strategies in different physical activities - - Apply methods of monitoring and adjusting exertion levels in physical activity - Develop and demonstrate safety, fair play, and leadership in physical activities 	<ul style="list-style-type: none"> - Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills - - Movement concepts and strategies - Ways to monitor and adjust physical exertion levels
6	Career Education	<ul style="list-style-type: none"> - Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace - Leadership represents good planning, goal- setting, and collaboration - New experiences, both within and outside of school, expand our career skill set and options 	<ul style="list-style-type: none"> - Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices - Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world - Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse collaborative learning and work environments - Demonstrate leadership skills through collaborative activities in the school and community 	<ul style="list-style-type: none"> - Goal- setting strategies - Project management - Leadership - Problem- solving and decision- making strategies - Technology in learning and working

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

7	Career Education	<ul style="list-style-type: none"> - Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace - Leadership represents good planning, goal- setting, and collaboration - New experiences, both within and outside of school, expand our career skill set and options 	<ul style="list-style-type: none"> - Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices - Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world - Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse collaborative learning and work environments - Demonstrate leadership skills through collaborative activities in the school and community 	<ul style="list-style-type: none"> - Goal- setting strategies - Project management - Leadership - Problem- solving and decision- making strategies - Local and global needs and opportunities - Technology in learning and working
8	Career Education	<ul style="list-style-type: none"> - Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals. - Adapting to economic and labour market changes requires flexibility. - The value of work in our lives, communities, and society can be viewed from diverse perspectives - Achieving our learning goals requires effort and perseverance 	<ul style="list-style-type: none"> - Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices - Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world - Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse collaborative learning and work environments 	<ul style="list-style-type: none"> - Goal- setting strategies - Project management - Reflection - Local and global needs and opportunities - Technology in learning and working
9	Career Education	<ul style="list-style-type: none"> - Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career 	<ul style="list-style-type: none"> - Recognize their personal preferences, skills, strengths, and abilities and connect them to possible 	<ul style="list-style-type: none"> - Goal- setting strategies - Project management - Reflection - Local and global needs and opportunities

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

		<p>goals.</p> <ul style="list-style-type: none"> - The value of work in our lives, communities, and society can be viewed from diverse perspectives. - Adapting to economic and labour market changes requires flexibility. - The value of work in our lives, communities, and society can be viewed from diverse perspectives - Achieving our learning goals requires effort and perseverance 	<p>career choices</p> <ul style="list-style-type: none"> - Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world - Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse collaborative learning and work environments 	<p>- Technology in learning and working</p>
<p>How will this presentation, project, resource or material enhance Yukon schools? This project gives students a unique opportunity to participate in this national campaign to engage youth and inspire them to pursue careers in space- related fields such as science, technology, engineering, and math. It also provides a chance for schools and students to interact with real space professionals, such as astronauts or space experts.</p>				
<p>Please list and attach any professional review of this work. The curriculum was reviewed by Dr. Isha Decoito, Associate Professor, STEM Curriculum, Faculty of Education, Western University.</p>				
<p>Any additional information that you would like to supply should be provided on separate pages.</p>				
<p>Forward application to the Project Approval Committee: curriculum@gov.yk.ca</p>				
<p>Department Resource Committee Review Date: _____</p>				
<p>Approved: Yes _____ No _____</p> <p>Reasons if application is declined:</p>				
<p>Approved for:</p>				
<p>Restrictions, if any:</p>				

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12

Date Created: December 10, 2013

Date reviewed: August, 2019

Attached forms: Application Form: Projects, presentations, materials and resources in Yukon Schools for Grades K- 12