**Application Form for Grades K – 10**

**Projects, presentations, materials and resources in Yukon schools**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Application for: Projects, Presentations \_\_\_\_\_  Resources, Materials \_\_\_\_\_ | | | | |
| Agency/Department: Youth of Today Society  Date of Submission: 2019-02-21  Contact Name: Lancelot Burton  Phone Number: 867-333-9219  Email: lancelot@northwestel.net | | | | |
| Request initiated by: Youth of Today Society | | | | |
| Title of project, presentation, resource or material: Shakat Clubs (podcasts and storytelling, video- and photo–workshops) | | | | |
| Grade | [Subject](https://curriculum.gov.bc.ca/curriculum) | Big Ideas | Curricular Competencies | Content |
| 9-10 | English Language Arts | The exploration of **text** and **story** deepens understanding of  one’s identity, others,  and the world. (gr. 10)  Texts are  socially, culturally, geographically,  and historically constructed (gr. 10)  People understand text differently, depending on their worldviews and perspectives (gr 9) | * Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking * Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages * Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts * Recognize an increasing range of text structures and how they contribute to meaning * Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view * Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences * Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message * Select and use appropriate features, forms, and genres according to audience, purpose, and message * Transform ideas and information to create original texts * Express an opinion and support it with credible evidence | * forms, functions, and genres of text * literary devices * elements of visual/graphic texts * oral language strategies * metacognitive strategies * writing processes * features of oral language * multi-paragraphing * elements of style * usage * syntax and sentence fluency * conventions * presentation techniques * Common themes in First Peoples texts * Reconciliation in Canada * Text features and structures * Language features, structures, and conventions   writing processes |
| 9-10 | Applied Design, Skills, and Technologies | Complex tasks require different technologies and tools (gr. 9)  Personal design choices require self-exploration and refinement of skills. (media design 10)  Tools and technology have an impact on people’s lives. (media design 10) | * Understanding context * Defining * Ideating * Prototyping * Making * Sharing * Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed * Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks | (Grade 9)  Media Arts:   * digital and non-digital media technologies, their distinguishing characteristics and uses * techniques for organizing ideas to structure information and story through media conventions * media production skills * standards-compliant technology * specific features and purposes of media artworks from the present and the past to explore viewpoints, including those of First Peoples * specific purposes of media use in the social advocacy of First Peoples in Canada * influences of digital media in society   (GRADE 10)   * media technologies * techniques for organizing ideas to structure stories or information and to create points of view in images * media production skills, including * pre-production * production * post-production * standards-compliant technology * ethical, moral, and legal considerations, and ethics of cultural appropriation * technical and symbolic elements that can be used to create representations influenced by points of view, story, genre, and values * specific features and purposes of media artworks, past and present, to explore multiple viewpoints and to explore the perspectives of First Peoples |
|  |  |  |  |  |
| **How will this presentation, project, resource or material enhance Yukon schools?**  These workshops will teach youth multimedia skills. Students will gain knowledge and experience in the preparation of article, photography, videos and sounds. Participants will gain basic skills to create a film with their smart phone. With no expensive equipment or software, participants will be able to express themselves through podcasting. These workshops will help students to prepare different reports, assignments, projects and presentations. These workshops will give students important knowledge to prepare them for continue education at high school and college.  These workshops will discuss story composition, as well as script writing, sound effects and organization. Each participant will have the opportunity to share their work on social media and through Shakat Journal’s magazine.  Our modern world is a world of Social Media Marketing. We give youth tools to become successful in their education, find their path and future profession. Skills acquired during our workshops are useful for the education and future career in different fields. | | | | |
| Please list and attach any professional review of this work.  **Please kindly find the attached file** | | | | |
| Any additional information that you would like to supply should be provided on separate pages. | | | | |
| Forward application to the Project Approval Committee: [curriculum@gov.yk.ca](mailto:curriculum@gov.yk.ca) | | | | |
| Department Resource Committee Review Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |
| Approved: Yes \_\_\_\_\_ No \_\_\_\_\_  Reasons if application is declined: | | | | |
| Approved for: | | | | |
| Restrictions, if any: | | | | |