**Application Form for Grades 10 - 12**

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

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| Application for: Projects, Presentations \_\_\_yes\_\_  Resources, Materials \_\_\_\_\_ | | |
| Agency/Department: Yukon Invasive Species Council  Date of Submission: May 29, 2018  Contact Name: Jennifer Line  Phone Number: 867-668-7746  Email: jen\_line@northwestel.net | | |
| Request initiated by: Jennifer Line (on behalf of the Yukon Invasive Species Council) | | |
| Title of project, presentation, resource or material: Invasive Species of the Yukon- Impacts on energy flow in ecosystems; Stewardship & management of Invasive Species | | |
| Grade | [Curriculum Subject Area](http://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/english/) | Prescribed Learning Outcome |
| 10 | Science | Re: “local and global impacts of energy transformations from technologies”- students will understand that, due to habitat destruction and climate change, invasive species are spreading rapidly in the Yukon. Invasive species greatly impact energy transfer in ecosystems. |
| Re: “Contribute to care for self, others, community, and world through individual or collaborative approaches”- students will know how they can help stop the spread of invasive species. |
| How will this presentation, project, resource or material enhance Yukon schools?  This Yukon-specific lesson gives students practical local information about the surrounding environment and the threats that Invasive Species pose. Invasive species are an excellent model for studying energy transfer in biological systems because once introduced, they severely alter food webs. By learning to recognize and report invasive species, students develop local stewardship skills and can help Yukon resource managers minimize negative impacts of invasive species. Invasive Species are the second biggest threat to biodiversity after habitat loss. Invasive species also threaten agriculture, forestry and in some cases, human health. Invasive species can make highway corridors less safe (reduced visibility, wildlife attractants). We hope to inspire Ecosystem Stewards who will work to reduce the impacts of invasive species in Yukon’s natural ecosystems and for the health of future generations. | | |
| Please list and attach any professional review of this work.  Jennifer Line, M.Sc. Botany, created this work. Jennifer taught the Introduction to Northern Botany course at Yukon College between 2004-2015. She has facilitated environmental education activities in Yukon elementary schools through Environment Yukon’s EnviroWild program (Remy Rodden, 2013-2018) [Trained as WildBC Facilitator 2013]. She has 25 years experience working as a botanist, including work for Environment Yukon (2005-2017). She was one of the founding members of the Yukon Invasive Species Council. | | |
| Any additional information that you would like to supply should be provided on separate pages.  2 Attachments: 1-Grade 10 Lesson Plan; 2-Grade 10 Worksheet on energy flow in ecosystems. | | |
| 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: | | |