

**Application Form for Grades K – 9**  
**Projects, presentations, materials and resources in Yukon schools**

Application for: Projects, Presentations _____ Resources, Materials <u> X </u>				
Agency/Department: <b>Old Log Church Museum</b>				
Date of Submission: <b>February 19, 2018</b>				
Contact Name: <b>Kaitlin Normandin</b>				
Phone Number: <b>867-668-2555</b>				
Email: <b>logchurch@klondiker.com</b>				
Request initiated by: <b>Old Log Church Museum</b>				
Title of project, presentation, resource or material: <b><u>Using a Lightbox to Tell a Story</u></b>				
Grade	<a href="#">Subject</a>	Big Ideas	Curricular Competencies	Content
K – Gr 2	Arts Education	<ul style="list-style-type: none"> <li>- People connect to others and share ideas through the arts.</li> <li>- People create art to express who they are as individuals and community.</li> <li>- Creative expression develops our unique identity and voice.</li> </ul>	<ul style="list-style-type: none"> <li>- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>- Explore artistic expressions of themselves and community through creative processes.</li> <li>- Express feelings, ideas, stories, observations, and experiences through the arts.</li> </ul>	<ul style="list-style-type: none"> <li>- Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</li> </ul>
Gr 3-4	Arts Education	<ul style="list-style-type: none"> <li>- The arts connect our experiences to the experiences of others.</li> <li>- Creative expression is a means to explore and share one's identity within a</li> </ul>	<ul style="list-style-type: none"> <li>- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.</li> <li>- Explore identity, place, culture, and belonging through arts experiences.</li> <li>- Reflect on creative processes and make</li> </ul>	<ul style="list-style-type: none"> <li>- Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</li> </ul>

		<p>community.</p> <ul style="list-style-type: none"> <li>- Exploring works of art exposes us to diverse values, knowledge, and perspectives.</li> </ul>	<p>connections to personal experiences.</p> <ul style="list-style-type: none"> <li>- Express feelings, ideas, and experiences in creative ways.</li> </ul>	
Gr 5-6	Arts Education	<ul style="list-style-type: none"> <li>- Engaging in creative expression and experiences expands people's sense of identity and belonging.</li> </ul>	<ul style="list-style-type: none"> <li>- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>- Explore connections to identity, place, culture, and belonging through creative expression</li> <li>- Reflect on creative processes as an individual and as a group, and make connections to other experiences.</li> <li>- Express, feelings, ideas, and experiences through the arts.</li> <li>- Experience, document and present creative works in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>- Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</li> </ul>
Gr 7-8	Arts Education	<ul style="list-style-type: none"> <li>- Through art making, one's sense of identity and community continually evolves.</li> <li>- Experiencing art challenges our point of view and expands our understanding of others.</li> <li>- Individual and collective expression can be achieved</li> </ul>	<ul style="list-style-type: none"> <li>- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>- Explore relationships between identity, place, culture, society, and belonging through the arts.</li> <li>- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.</li> </ul>	<ul style="list-style-type: none"> <li>- Ethical considerations and cultural appropriation related to the arts</li> <li>- personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</li> </ul>

		through the arts. .	- Express feelings, ideas, and experiences through the arts.	
Gr 9	Arts Education	- Identity is explored, expressed, and impacted through arts experiences. - The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures. - Creative arts experiences can build community and nurture relationships with others.	- Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and purposeful play. - Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts. - Explore relationships between identity, place, culture, society, and belonging through artistic experiences. - Reflect on works of art and creative processes to make connections to personal learning and experiences. - Take creative risks to experience and express thoughts, emotions, ideas, and meaning. - Demonstrate respect for themselves, others, and the audience. - Collaborate through reciprocal relationships during creative processes. - Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts.	- Personal and social responsibility associated with creating, performing, and responding in the arts
K-Gr 1	English Language Arts	- Stories and other texts help us learn about ourselves and	- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding	- Structure of story - Literary elements and devices - Oral language strategies

		<p>our families.</p> <ul style="list-style-type: none"> <li>- Everyone has a unique story to share.</li> <li>- Through listening and speaking, we connect with others and share our world.</li> </ul>	<p>of self, identity, and community.</p> <ul style="list-style-type: none"> <li>- Recognize the importance of story in personal, family, and community identity.</li> <li>- Use personal experience and knowledge to connect to stories and other texts to make meaning.</li> <li>- Recognize the structure of story.</li> <li>- Exchange ideas and perspectives to build shared understanding.</li> <li>- Use language to identify, create, and share ideas, feelings, opinions, and preferences.</li> <li>- Create stories and other texts to deepen awareness of self, family, and community</li> <li>- Explore oral storytelling processes.</li> </ul>	
Gr 2-3	English Language Arts	<ul style="list-style-type: none"> <li>- Stories and other texts connect us to ourselves, our families, and our communities.</li> <li>- Everyone has a unique story to share.</li> <li>- Through listening and speaking, we connect with others and share our world.</li> </ul>	<ul style="list-style-type: none"> <li>- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.</li> <li>- Demonstrate awareness of the role that story plays in personal, family, and community identity.</li> <li>- Use personal experience and knowledge to connect to stories and other texts to make meaning.</li> <li>- Recognize the structure and elements of story.</li> <li>- Exchange ideas and perspectives to build shared understanding.</li> <li>- Create stories and</li> </ul>	<ul style="list-style-type: none"> <li>- Elements of story</li> <li>- Literary elements and devices</li> <li>- Oral language strategies</li> <li>- Features of oral language</li> </ul>

			<p>other texts to deepen awareness of self, family, and community.</p> <ul style="list-style-type: none"> <li>- Explore oral storytelling processes.</li> </ul>	
Gr 4-6	English Language Arts	<ul style="list-style-type: none"> <li>- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</li> <li>- Texts can be understood from different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Consider different purposes, audiences, and perspectives in exploring texts.</li> <li>- Identify how differences in context, perspectives, and voice influence meaning in texts.</li> <li>- Explain the role of language in personal, social, and cultural identity.</li> <li>- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world.</li> <li>- Respond to text in personal and creative ways.</li> <li>- Exchange ideas and perspectives to build shared understanding.</li> <li>- Use oral storytelling processes.</li> <li>- Transform ideas and information to create original texts</li> </ul>	<ul style="list-style-type: none"> <li>- Forms, functions, and genres of text</li> <li>- Text features</li> <li>- Literary elements</li> <li>- Literary devices</li> <li>- Perspective/point of view</li> <li>- Oral language strategies</li> <li>- Features of oral language</li> </ul>
Gr 7-9	English Language Arts	<ul style="list-style-type: none"> <li>- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.</li> <li>- Exploring and sharing multiple perspectives extends our</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages.</li> <li>- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts.</li> <li>- Recognize how language constructs personal, social, and</li> </ul>	<ul style="list-style-type: none"> <li>- Forms, functions, and genres of text</li> <li>- Text features</li> <li>- Literary elements</li> <li>- Literary devices</li> <li>- Oral language strategies</li> <li>- Features of oral language</li> <li>- Presentation techniques</li> </ul>

		thinking. - People understand text differently depending on their worldviews and perspectives. - Texts are socially, culturally, and historically constructed.	cultural identity. - Construct meaningful personal connections between self, text, and world. - Respond to text in personal, creative, and critical ways. - Exchange ideas and viewpoints to build shared understanding and extend thinking. - Use and experiment with oral storytelling processes. - Transform ideas and information to create original texts.	
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How will this presentation, project, resource or material enhance Yukon schools?  
**Students will experience technology that was used in the Yukon over 100 years ago in this creative story-making and telling activity.**

Please list and attach any professional review of this work.

Any additional information that you would like to supply should be provided on separate pages.  
**See Curriculum Links at bottom and attached PDF of lesson plan.**

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: