**Application Form for Grades K – 10**

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

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| Application for: Projects, Presentations \_\_\_\_\_  Resources, Materials \_\_\_\_\_ | | | | |
| Agency/Department: Yukon Department of Environment  Date of Submission: February 25, 2019  Contact Name: Remy Rodden, Manager, Environmental Education and Youth Programs  Phone Number: 867-667-3675 cell 867-335-7475  Email: [remy.rodden@gov.yk.ca](mailto:remy.rodden@gov.yk.ca) | | | | |
| Request initiated by: Remy Rodden | | | | |
| Title of project, presentation, resource or material:  ***Whales of the Yukon and Beyond*** | | | | |
| Grade | [Subject](https://curriculum.gov.bc.ca/curriculum) | Big Ideas | Curricular Competencies | Content |
|  |  |  | See attached sheet.... |  |
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| How will this presentation, project, resource or material enhance Yukon schools?  Presentation involves a full-scale model of either a bowhead or blue whale (inflatable) in gym space, and an interpretive talk that includes whale parts (bone and baleen), other visual items and storybooks.  Primary goal is to inspire wonder and awe of nature when students experience the size and scale of a whale, and learn about the incredible adaptations that these creatures have to survive. Their story is also one of conservation and recovery from the brink, which may inspire hope and possibility for environmental conservation. Going inside the whale provides a fun and unique experience which will be connected in their minds with the conservation message. | | | | |
| 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. | | | | |
| 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: | | | | |

**Whales of the Yukon and Beyond**

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| Grade | Subject | Big Ideas | Curricular Competencies | Content | Workshop & Notes |
| K | Science | Plants and animals have observable features. | Demonstrate curiosity and a sense of wonder about the world  Transfer and apply learning to new situations  Share observations and ideas orally | * basic needs of plants and animals * adaptations of local plants and animals | Using whale to convey idea of basic needs and adaptations. |
| 3 | Science | Living things are diverse, can be grouped, and interact in their ecosystems. | Demonstrate curiosity about the natural world  Demonstrate curiosity about the natural world  Identify some simple environmental implications of their and others’ actions  Transfer and apply learning to new situations | * **biodiversity** in the local environment | Whales are an important part of Yukon biodiversity that we may sometimes overlook. |
| 4 | Social Studies | The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Differentiate between intended and unintended consequences of events, decisions, or developments,  Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective) and speculate about alternative outcomes (cause and consequence) | * early contact, trade, cooperation, and conflict between First Peoples and European peoples * the history of the local community and of local First Peoples communities | Story of Herschel Island whaling days is an interesting case study in resource exploitation by colonists and the impacts on local communities and wildlife populations. Could be compared to the Klondike Gold Rush period at slightly later time.  Presentation is an introduction to this kind of inquiry. |
| 5 | Science |  | Demonstrate a sustained curiosity about a scientific topic or problem of personal interest  Identify some of the social, ethical, and environmental implications of the findings from their own and others’ investigations  Express and reflect on personal, shared, or others’ experiences of place | * First Peoples concepts of interconnectedness in the environment * the nature of sustainable practices around Yukon’s resources | Story of whaling in Herschel Island brings up questions of sustainability and connections on the land with Inuvialuit peoples. |
| 6 | Social Studies | Complex global problems require international cooperation to make difficult choices for the future. | Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions | * economic policies and resource management, including effects on indigenous peoples * roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples | Themes and ideas brought up in concert can be used as a launching point for inquiry and exploration of key content areas…  History of Herschel Island whaling and impacts on Inuvialuit. |
| 6 | Science | Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment. | Demonstrate a sustained curiosity about a scientific topic or problem of personal interest  Identify some of the social, ethical, and environmental implications of the findings from their own and others’ investigations | the basic structures and functions of body systems (in a whale, and how they parallel human functions)   * excretory * reproductive * hormonal * nervous | Presentation goes over the internal and external adaptations and systems of the whale and how they are adapted to survive. |