Curriculum Outcomes and the Heritage Places Poster Contest

The Heritage Places Poster Contest meets a variety of Curriculum Outcomes as prescribed by the Department of Education. By completing this project, students from Kindergarten to Level Three can meet educational goals in Art, English Language Arts and Social Studies.

Art

By creating, making and presenting a piece of art depicting a heritage place in Newfoundland and Labrador, students will use the skills, language, techniques and processes of the arts to express their understanding. They will create and present an art project for a specific audience. They will demonstrate critical awareness for the role of the arts in creating and reflecting culture.

Students are encouraged to create any hand-crafted art form, using crayon, pencil, pen and ink or paint. For ease of reproduction, we ask that entries be no larger than letter style paper (8.5”x 11”). No charcoal, pastels, digital art, or AI art. Mounted canvas panels will not be accepted.

English Language Arts

By explaining why a heritage place has value to them and their community, students will use writing to explore, clarify and reflect on their thoughts, feelings, experiences and learnings. They will use writing to express personal attitudes and opinions and explore how and what they learn. They will create a text for a specific audience, demonstrate an awareness of purpose and make choices about form for a specific purpose and audience.

To be considered for the contest, posters must be accompanied by a statement written by the student explaining why the place is important to them and their community. The length of these statements should be as follows: Primary (grades K-3): 1-2 sentences, Elementary (grades 4-6): 3-5 sentences, Junior High (grades 7-9): 1-2 paragraphs, Senior High (grades 10-12): 2 paragraphs to 1 page.

Social Studies

By researching a heritage place in their community, students will explore their connection to a community and demonstrate an understanding that communities have historic roots. They will identify historic features and landmarks in their community. They will demonstrate an understanding of the past and how it affects the present and the future. They will describe the ways in which people express their culture, show how culture is transmitted and explore how and why cultures change over time. They will identify historical sources in their own community and examine the role of historic sites in interpreting and preserving history.

We ask students to portray heritage places in their own community or region – places that have significance because of connections to past people, places and events. These could include sites used by Indigenous peoples to buildings and landscapes with more recent histories, including archaeology sites, places on the landscape, houses, fishing premises, churches, courthouses, parks, cemeteries and ruins. These places tell our stories and remind us of who we are.