

Curriculum Correlations

Alberta

Alberta Northwest Territories Nunavut

Kindergarten

CREATIVE EXPRESSION

- Explore self-expression through creative thought, language, movement, music and drama.
- Become aware of various forms of expression

EARLY NUMERACY

Patterns and Relations:

- identify and create patterns from daily experiences.

EARLY LITERACY

Explore thoughts, ideas, feelings and experiences:

- listen to others
- connect related ideas and information.

Comprehend and respond to various kinds of texts:

- draw records or tell about ideas and experiences.

Manage ideas and information:

- ask questions to satisfy curiosity and make sense of information
- share new learnings with others.

Communicate clearly:

- follow one- or two-step instructions.

Respect and support others:

- participate in class and group activities
- find ways to be helpful to others.

Develop attitudes and behaviours that promote a healthy lifestyle, wellness and safety for self and others:

- Dance
- Activities in alternative environments.

Assume responsibility to lead an active daily life:

- Develop basic locomotor, nonlocomotor and fine motor skills.

PERSONAL AND SOCIAL RESPONSIBILITY

Contribute to group activities:

- Express feelings in socially acceptable ways.
- Show positive attitudes and behaviours toward learning.

CITIZENSHIP AND IDENTITY

Skills and Processes:

- critical and creative thinking
- historical and geographic
- cooperation, conflict resolution

I Am Unique:

- value unique characteristics, interests, gifts and talents of self and others
- explore how we demonstrate respect for ourselves and others

I Belong:

- value how personal stories express what it means to belong
- examine what brings people together in groups
- examine how people create a climate of cooperation
- become aware of various forms of expression

Grade 1

MUSIC

- Form
- Expression
- Rhythm
- Melody
- Harmony

ART

- Depiction
- Expression
- Composition
- Reflection

HEALTH AND LIFE SKILLS

Relationship Choices:

- recognize and demonstrate various ways to express feelings.

SCIENCE

- Senses

MATHEMATICS

Patterns and Relations:

- identify, create and compare patterns arising from their daily experiences
- begin to recognize patterns in their environment.

PHYSICAL EDUCATION

Do It Daily ... for Life!

- describe effort and show willingness to participate in various physical activities
- try a challenging movement experience based on personal abilities

Activity:

- develop and apply age-appropriate skills in the dimensions of Alternative Environments, Dance, Individual Activities

Cooperation:

- identify and demonstrate respectful communication

- display willingness to play cooperatively with others
- Benefits Health:
- experience cardio-respiratory activities
 - recognize personal abilities while participating

SOCIAL STUDIES

Moving Forward with the Past:

- My Family, My History and My Community

ENGLISH LANGUAGE ARTS

Respect and support others:

- listen to the ideas of others
- take turns sharing ideas and information
- work in partnerships and groups.

Grade 2

MUSIC

- Form
- Expression
- Rhythm
- Melody
- Harmony

ART

- Depiction
- Expression
- Composition
- Reflection

HEALTH AND LIFE SKILLS

Relationship Choices:

- develop strategies to show respect for others; show interest, offer support.

MATHEMATICS

Shape and Space:

- apply positional language to communicate motion.

SOCIAL STUDIES

- A Community in the Past
- Canada's Dynamic Communities

PHYSICAL EDUCATION

Do It Daily ... for Life!

- express willingness to participate in physical education on class
- practise setting short-term goals related to positive effort in physical activity

Activity:

- develop and apply age-appropriate skills through experiences in the dimensions of Alternative Environments, Dance, Individual Activities

Cooperation:

- identify and demonstrate respectful communication
- display willingness to play cooperatively with others

Benefits Health:

- improve involvement in cardio-respiratory activities
- improve personal growth in physical activity

ENGLISH LANGUAGE ARTS

Explore thoughts and ideas:

- record ideas and information in ways that make sense

Manage ideas and information:

- categorize related ideas and information.

Respect and support others:

- work in partnerships
- recognize individual contributions

Grade 3

ART

- Depiction
- Expression
- Composition
- Reflection

MUSIC

- Form
- Expression
- Rhythm
- Melody
- Harmony

HEALTH AND LIFE SKILLS

Relationship Choices

- demonstrate safe and appropriate ways for sharing and/or expressing feelings.

SCIENCE

- Hearing and Sound

ENGLISH LANGUAGE ARTS

Respect and support others

- demonstrate respect for ideas and abilities of others
- work cooperatively in groups
- contribute ideas and information.

SOCIAL STUDIES

- Communities in the World

PHYSICAL EDUCATION

Do It Daily ... for Life!

- make appropriate safe movement choices

Activity:

- develop and apply age-appropriate skills through experiences in the dimensions of Alternative Environments, Dance, Individual Activities

Cooperation:

- accept responsibility for assigned roles while participating

Benefits Health:

- experience movement involving the components of health-related fitness, e.g., flexibility, endurance and strength

MATHEMATICS

Shape and Space:

- describe relative positions of objects in one dimension.

Explore thoughts and ideas:

- relate own ideas/perspectives to new understandings.

Grade 4

ART

- Depiction
- Expression
- Composition
- Reflection

MUSIC

- Form
- Expression
- Rhythm
- Melody
- Harmony

HEALTH AND LIFE SKILLS

Relationship Choices:

- identify and use short-term strategies for managing feelings.

Wellness Choices:

- understand links between physical activity, emotional wellness, social wellness.

MATHEMATICS

Shape and Space

- use numbers and direction words to describe the relative positions of objects.

SOCIAL STUDIES

- The Stories, Histories and People of Alberta
- Alberta: A Sense of the Land
- Alberta: Celebrations and Challenges

PHYSICAL EDUCATION

Do It Daily ... for Life!

- participate in safe warm-up and cool-down activities
- identify how people and communities influence physical activity

Activity

- develop and apply age-appropriate skills through experiences in the dimensions of Alternative Environments, Dance, Individual Activities

Cooperation:

- demonstrate respectful communication skills
- accept ideas from others related to adapting movement

Benefits Health:

- experience movement, involving components of fitness
- recognize individual attributes that contribute to physical activity

ENGLISH LANGUAGE ARTS

Explore thoughts and ideas:

- use talk, notes and personal writing to record and reflect on ideas.

Manage ideas and information:

- communicate with reports, talks, posters
- use key words, phrases and images.

Comprehend various kinds of texts:

- create narratives from own experiences
- use texts from various cultural traditions
- produce texts that follow a logical sequence.

Communicate clearly

- present ideas/information on a topic of interest.

Respect and support others:

- experience texts from different cultures and traditions
- use brainstorming, summarizing and reporting in group projects.

Grade 5

ART

- Depiction
- Expression
- Composition
- Reflection

MUSIC

- Form
- Expression
- Rhythm
- Melody
- Harmony

HEALTH AND LIFE SKILLS

Relationship Choices:

- identify and use long-term strategies for managing feelings.

SOCIAL STUDIES

- Early Canada: Exploration and Settlement
- Canada: Its Geography and People

PHYSICAL EDUCATION

Do It Daily ... for Life!

- participate regularly in physical activity
- demonstrate different ways to achieve a personally challenging activity goal

Activity:

- develop and apply age-appropriate skills through experiences in the dimensions of Alternative Environments, Dance, Individual Activities

Cooperation:

- demonstrate respectful communication skills
- identify and demonstrate practices that contribute to teamwork

Benefits Health:

- achieve a functional level of fitness
- accept individual difference in body types

MATHEMATICS

Patterns and Relations

- construct, extend and summarize patterns, including those found in nature

Shape and Space

- use coordinates to describe positions of objects.

ENGLISH LANGUAGE ARTS

Explore thoughts and ideas:

- seek viewpoints of others to build understanding
- use talk, notes and personal writing to explore own and others' ideas.

Manage ideas and information:

- add, delete, combine ideas to communicate effectively

Communicate clearly:

- revise and organize to clarify meaning of own texts

Respect and support others

- compare own and others' responses to texts
- offer constructive feedback to group.

Grade 6

ART

- Depiction
- Expression
- Composition
- Reflection

MUSIC

- Form
- Expression
- Rhythm
- Melody
- Harmony

HEALTH AND LIFE SKILLS

Relationship Choices:

- develop personal strategies for dealing with stress/change.

MATHEMATICS

Patterns and Relations

- use relationships to summarize, generalize and extend patterns

Shape and Space

- use visualization and symmetry to solve problems
- create patterns and designs that incorporate symmetry, tessellations, translations and reflections.

PHYSICAL EDUCATION

Do It Daily ... for Life!

- analyze and create different ways to achieve an activity goal that is personally challenging

Activity:

- develop and apply skills through experiences in the dimensions of Alternative Environments, Dance, Individual Activities

Cooperation:

- identify leadership and followership skills used while participating in physical activity
- identify and demonstrate positive behaviours that show respect for self and others

Benefits Health:

- plan for personal positive benefits from physical activity

ENGLISH LANGUAGE ARTS

Explore thoughts and ideas

- share personal responses and develop interpretations.

Comprehend various kinds of texts

- identify and use themes encountered in texts.

Respect and support others

- demonstrate respect by choosing appropriate language and tone
- work collaboratively to revise and enhance various texts.

Grade 7

SOCIAL STUDIES

- Toward Confederation
- Following Confederation: Canadian Expansions

PHYSICAL EDUCATION

Do It Daily ... for Life!

- evaluate ways to achieve an activity goal

Activity:

- develop and apply skills through experiences in the dimensions of Alternative Environments, Dance, Individual Activities

Cooperation:

- select and apply practices that contribute to teamwork

ENGLISH LANGUAGE ARTS

Explore thoughts and ideas:

- listen and respond constructively to alternative ideas
- talk with others to elaborate ideas.

Comprehend various kinds of texts:

- create texts that are unified by point of view.

Manage ideas and information:

- consider audience, purpose, point of view and form in presentation
- evaluate gathered information; address information gaps
- distinguish between fact and opinion.

Communicate clearly:

- present ideas and opinions confidently
- revise to add coherence and clarify meaning.

Respect and support others:

- discuss ideas, people, experiences and cultural traditions in various texts
- assume a variety of roles in a group, depending on needs.

Grade 8

SOCIAL STUDIES

- Canada: History to the Twentieth Century

PHYSICAL EDUCATION

Do It Daily ... for Life!

- develop a personal plan that encourages participation
- design and perform warm-up and cool-down activities

Activity:

- develop and apply skills through experiences in the dimensions of Alternative Environments, Dance, Individual Activities

Cooperation:

- communicate thoughts and feelings in an appropriate respectful manner
- apply and practise leadership and followership skills related to physical activity

ENGLISH LANGUAGE ARTS

Explore thoughts and ideas:

- seek out and consider diverse ideas, opinions and experiences

Manage ideas and information:

- experiment with several ways to focus a topic.

Communicate clearly:

- present information to achieve a particular purpose
- experiment with voice, figurative language, sentence patterns.

Respect and support others:

- examine the ideas of others to broaden perspective
- use inclusive language and actions that demonstrate respect
- organize and complete tasks cooperatively.

Curriculum Correlations

Atlantic Canada: Common Curriculum Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador

Kindergarten

ENGLISH LANGUAGE ARTS

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
 - begin to ask and respond to questions, seeking information
- communicate information and ideas effectively and clearly, and respond personally and critically
 - engage in simple oral presentations and respond to oral presentations and other texts
- interact with sensitivity and respect, considering the situation, audience and purpose
 - develop the concepts/vocabulary of feelings and an awareness that some vocabulary choices can hurt people
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts in a variety of ways
- respond critically to a range of texts
 - begin to develop an understanding and respect for diversity
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and use their imaginations
 - use writing and other forms of representing to recount experiences and to express feelings and imaginative ideas
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
 - create written and media texts using some familiar forms, e.g. retellings, drawings, messages

MATHEMATICS

- count to determine the number in a group
- explore a variety of physical representations of numbers
- recognize the meaning of halves when used in context
- determine which group has more, which has less, or whether groups are equivalent
- count the results when small groups are combined/separated
- determine how many more one group has than another
- copy and extend patterns including those involving number, shape, size, and colour
- represent the same pattern in multiple ways
- sequence events
- develop spatial sense, including position-in-space and the language associated with it, and eye-motor coordination
- recognize, name, describe, and compare 2-D shapes (including square, triangle, circle, and rectangle)
- recognize familiar shapes occurring in the environment.

SCIENCE

- develop vocabulary and use language to bring meaning to what is seen, felt, smelled, heard, tasted and thought
- explore and select different ways to represent ideas, actions and experiences and to communicate with others
- detect consistency and pattern in objects and events and use language to describe these patterns
- observe, using one or a combination of the senses
- identify common objects and events, using terminology and language that others understand
- respond to the ideas and actions of others and acknowledge their ideas and contributions.

THE ARTS: DANCE

Begin to:

- create dances that express and communicate ideas of personal significance
- explore movement skills through dance
- explore basic movement patterns
- perform simple created movement sequences, using elements of body and space awareness
- create a movement sequence that communicates a social theme
- explore similarities and differences in dances from various cultural traditions
- explore how dance relates to various cultural and historical events
- share ideas and feelings with others about the creation of dance works
- understand that there are many reasons for dancing

Grade 1

ENGLISH LANGUAGE ARTS

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
 - ask and respond to questions to clarify information or to gather further information
- communicate information and ideas effectively and clearly, and respond personally and critically
 - engage in informal oral presentations and respond to a variety of oral presentations and other texts
- interact with sensitivity and respect, considering the situation, audience and purpose
 - recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts in a variety of ways
 - make personal connections to text and share their responses in a variety of ways
- respond critically to a range of texts

- develop an understanding and respect for diversity
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and use their imaginations
 - use writing and other forms of representing to ask questions, generate and organize ideas, and express feelings and opinions
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
 - use a variety of familiar text forms and other media, including role-plays

MATHEMATICS

- compare two sets for size in a variety of ways
- count in a variety of ways
- match quantities with numerals
- demonstrate an understanding of simple fractional parts
- order numbers and use ordinal language
- recognize that addition is used to represent the joining of two groups
- recognize that subtraction is used to represent separating situations
- recognize the relationship between addition and subtraction
- move freely among representing an addition or subtraction situation with a picture, a model or a number sentence
- reproduce, extend and create simple patterns based on number
- sequence events
- identify procedures (not involving units) to compare and/or order lengths and areas
- identify and use non-standard units to estimate and measure length and area
- develop aspects of spatial sense, including visual memory
- sort, build and pattern with 2-D and 3-D shapes
- recognize and identify 2-D and 3-D shapes in the environment

SCIENCE

- identify each of the senses and demonstrate how each of the senses helps us to recognize, describe and safely use a variety of materials
- recognize that humans and other living things depend on their environment and identify personal actions that can contribute to a healthy environment
- investigate and describe human preparations for seasonal changes

THE ARTS: DANCE

- create dances that express and communicate ideas of personal significance
- explore movement skills through dance
- explore basic movement patterns
- perform simple created movement sequences, using elements of body and space awareness
- create a movement sequence that communicates a social theme
- explore similarities and differences in dances from various cultural traditions
- explore how dance relates to various cultural and historical events
- share ideas and feelings with others about the creation of dance works
- understand that there are many reasons for dancing

Grade 2

ENGLISH LANGUAGE ARTS

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
 - ask and respond to questions to clarify information or to gather further information
- communicate information and ideas effectively and clearly, and respond personally and critically
 - engage in informal oral presentations and respond to a variety of oral presentations and other texts
- interact with sensitivity and respect, considering the situation, audience and purpose
 - recognize some examples of unfair and hurtful vocabulary, and begin to make vocabulary choices that affirm rather than hurt people
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts in a variety of ways
 - make personal connections to text and share their responses in a variety of ways
- respond critically to a range of texts
 - develop an understanding and respect for diversity
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and use their imaginations
 - use writing and other forms of representing to ask questions, generate and organize ideas, and express feelings and opinions
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
 - use a variety of familiar text forms and other media, including role-plays

MATHEMATICS

- order numbers and use ordinal language
- count in a variety of ways
- identify simple fractions using models
- describe numbers in a variety of ways
- recognize that multiplication can be used to determine the total amount in groups of equal size
- recognize that division can mean determining how many groups of a fixed size are in a larger group
- compare and contrast patterns
- identify procedures (not involving units) to be used to compare areas
- estimate and measure length in non-standard and standard units
- develop aspects of spatial sense, including perception of spatial relationships and visual discrimination
- sort, build and pattern with 2-D and 3-D shapes

SCIENCE

- identify and describe motion in terms of patterns of movement, change in position, and orientation relative to other objects and identify factors that affect movement

THE ARTS: DANCE

- create dances that express and communicate ideas of personal significance
- explore movement skills through dance

- explore basic movement patterns
- perform simple created movement sequences, using elements of body and space awareness
- create a movement sequence that communicates a social theme
- explore similarities and differences in dances from various cultural traditions
- explore how dance relates to various cultural and historical events
- share ideas and feelings with others about the creation of dance works
- understand that there are many reasons for dancing

Grade 3

ENGLISH LANGUAGE ARTS

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
 - ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- communicate information and ideas effectively and clearly, and respond personally and critically
 - engage in and respond to a variety of oral presentations and other texts
- interact with sensitivity and respect, considering the situation, audience and purpose
 - identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts in a variety of ways
 - make personal connections to text and describe, share and discuss their reactions and emotions
- respond critically to a range of texts
 - identify instances of prejudice, bias, and stereotyping
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and use their imaginations
 - use writing and other forms of representing to discover and express personal attitudes and opinions
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
 - experiment with a combination of writing with other media to increase the impact of their presentations

MATHEMATICS

- use simple fractions to describe situations
- recognize several meanings for multiplication and division
- recognize the relationship between multiplication and division
- solve and create problems involving addition and/or subtraction
- solve and create problems involving multiplication and division with small numbers
- recognize and create geometric patterns
- estimate and measure length in metres, decimetres and centimetres
- estimate and measure area in non-standard units

SCIENCE

- recognize that women and men of any cultural background can contribute equally to science
- show interest and curiosity about objects and events within different environments
- demonstrate perseverance and a desire to understand
- be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment

THE ARTS: DANCE

- create dances that express and communicate ideas of personal significance
- explore movement skills through dance
- explore basic movement patterns
- perform simple created movement sequences, using elements of body and space awareness
- create a movement sequence that communicates a social theme
- explore similarities and differences in dances from various cultural traditions
- explore how dance relates to various cultural and historical events
- share ideas and feelings with others about the creation of dance works
- understand that there are many reasons for dancing

Grade 4

ENGLISH LANGUAGE ARTS

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
 - ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- communicate information and ideas effectively and clearly, and respond personally and critically
 - engage in and respond to a variety of oral presentations and other texts
- interact with sensitivity and respect, considering the situation, audience and purpose
 - identify some forms of oral language that are unfair to particular individuals and cultures and use vocabulary that shows respect for all people
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts in a variety of ways
 - make personal connections to text and describe, share and discuss their reactions and emotions
- respond critically to a range of texts
 - identify instances of prejudice, bias, and stereotyping
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and use their imaginations
 - use writing and other forms of representing to compare their own thoughts and beliefs to those of others
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
 - experiment with a combination of writing with other media to increase the impact of their presentations

MATHEMATICS

- solve and create word problems involving whole number computations
- estimate and measure in millimetres, centimetres, decimetres and metres

SCIENCE

- recognize that women and men of any cultural background can contribute equally to science
- show interest and curiosity about objects and events within different environments
- demonstrate perseverance and a desire to understand
- be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment

THE ARTS: DANCE

- improvise dance patterns based upon personal ideas and concepts from other sources
- develop movement skills through dance
- reproduce learned movement sequences
- demonstrate ways to use the creative process to develop dances with others
- create with others, dance sequences for class and school presentation
- describe the similarities and differences in dances from various cultural traditions
- describe the relationship between dance and various historical and cultural events
- explore how dance can communicate a topic of personal significance
- discover why particular dances have been created
- describe how gestures, movements and dances communicate intended meaning

Grade 5

ENGLISH LANGUAGE ARTS

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
 - ask and respond to questions to seek clarification or explanation of ideas and concepts
- communicate information and ideas effectively and clearly, and respond personally and critically
 - engage in, respond to and evaluate oral presentations
- interact with sensitivity and respect, considering the situation, audience and purpose
 - identify examples of prejudice, stereotyping or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts in a variety of ways
 - describe, share and discuss their personal reactions to a range of texts across genres, topics and subjects
- respond critically to a range of texts
 - identify instances of opinion, prejudice, bias, and stereotyping
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and use their imaginations
 - use writing and other forms of representing to describe feelings, reactions, values and attitudes

- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
 - use specific features, structures and patterns of various text forms to create written and media texts

MATHEMATICS

- calculate areas of irregular shapes
- develop formulas for areas and perimeters of squares and rectangles
- determine which unit is appropriate in a given situation and solve problems involving length and area

SCIENCE

- recognize that women and men of any cultural background can contribute equally to science
- show interest and curiosity about objects and events within different environments
- demonstrate perseverance and a desire to understand
- be sensitive to and develop a sense of responsibility for the welfare of other people, other living things, and the environment

THE ARTS: DANCE

- improvise dance patterns based upon personal ideas and concepts from other sources
- develop movement skills through dance
- reproduce learned movement sequences
- demonstrate ways to use the creative process to develop dances with others
- create with others, dance sequences for class and school presentation
- describe the similarities and differences in dances from various cultural traditions
- describe the relationship between dance and various historical and cultural events
- explore how dance can communicate a topic of personal significance
- discover why particular dances have been created
- describe how gestures, movements and dances communicate intended meaning

Grade 6

ENGLISH LANGUAGE ARTS

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
 - ask and respond to questions to seek clarification or explanation of ideas and concepts
- communicate information and ideas effectively and clearly, and respond personally and critically
 - engage in, respond to and evaluate oral presentations
- interact with sensitivity and respect, considering the situation, audience and purpose
 - detect examples of prejudice, stereotyping or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies

- respond personally to a range of texts in a variety of ways
 - explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
- respond critically to a range of texts
 - identify instances of opinion, prejudice, bias, and stereotyping
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and use their imaginations
 - use writing and other forms of representing to describe feelings, reactions, values and attitudes
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
 - use specific features, structures and patterns of various text forms to create written and media texts

MATHEMATICS

- solve and create relevant addition, subtraction, multiplication and division problems involving whole numbers

SCIENCE

- appreciate and respect that science has evolved from different views held by women and men from a variety of societies and cultural backgrounds
- project, beyond the personal, consequences of proposed actions

THE ARTS: DANCE

- improvise dance patterns based upon personal ideas and concepts from other sources
- develop movement skills through dance
- reproduce learned movement sequences
- demonstrate ways to use the creative process to develop dances with others
- create with others, dance sequences for class and school presentation
- describe the similarities and differences in dances from various cultural traditions
- describe the relationship between dance and various historical and cultural events
- explore how dance can communicate a topic of personal significance
- discover why particular dances have been created
- describe how gestures, movements and dances communicate intended meaning

Grade 7

ENGLISH LANGUAGE ARTS

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
 - know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information
- communicate information and ideas effectively and clearly, and respond personally and critically
 - identify the verbal and non-verbal language cues used by speakers
- interact with sensitivity and respect, considering the situation, audience and purpose
 - demonstrate a respect for others by developing effective ways to express personal opinions so that they reflect sensitivity to others, including those whose culture and language are different

- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts in a variety of ways
 - extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts
- respond critically to a range of texts
 - explore how various cultures and realities are portrayed in media texts
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and use their imaginations
 - experiment with a range of strategies to reflect on their own and others' ideas
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
 - begin to understand that ideas can be represented in more than one way and experiment with using other forms

MATHEMATICS

- demonstrate number sense for percent
- estimate and determine percent when given the part and the whole
- create and solve problems that involve the use of percent
- demonstrate an understanding of the relationships among diameter, radii, and circumference of circles, and use the relationships to solve problems

SCIENCE

- appreciate and respect that science has evolved from different views held by women and men from a variety of societies and cultural backgrounds
- project, beyond the personal, consequences of proposed actions

THE ARTS: DANCE

- create and develop dance sequences based upon personal ideas and concepts from other sources
- explore and execute preparatory and follow-up activities related to their dance work
- explore techniques specific to one or more genres
- create a movement sequence that communicates a social theme
- compare dance from a range of historical and cultural contexts
- incorporate dance movements from various cultures into their own dance work
- examine ways in which their own and others' dance works express the cultural diversity of their communities
- examine the ways in which dance records ideas, feelings and events
- describe the role that dance plays in various societies, local and global, past and present
- examine how dance can comment on current events and social issues
- explain why particular dances have been created
- examine how movement choices in dance communicate intended ideas and feelings

Grade 8

ENGLISH LANGUAGE ARTS

- speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
 - ask questions that probe for accuracy, relevancy and validity; respond thoughtfully and appropriately to such questions
- communicate information and ideas effectively and clearly, and respond personally and critically
 - employ and consider the effects of verbal and non-verbal language
- interact with sensitivity and respect, considering the situation, audience and purpose
 - demonstrate a respect for others by developing effective ways to express personal opinions so that they reflect sensitivity to others, including those whose culture and language are different
- select, read, and view with understanding a range of literature, information, media, and visual texts
- interpret, select, and combine information using a variety of strategies, resources, and technologies
- respond personally to a range of texts in a variety of ways
 - elaborate personal reactions to what is read and viewed by providing some extended explanations, examples and supporting arguments
- respond critically to a range of texts
 - describe how various cultures and realities are portrayed in media texts
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and use their imaginations
 - demonstrate competence in the frequent use of writing and representing strategies to explore their own thoughts and consider others' ideas
- create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
 - understand that ideas can be represented in more than one way and used with other forms of representing

MATHEMATICS

- solve measurement problems, using appropriate SI units
- estimate areas of circles
- describe patterns and generalize the relationships between areas and perimeters of quadrilaterals, and areas and circumferences of circles

SCIENCE

- appreciate and respect that science has evolved from different views held by women and men from a variety of societies and cultural backgrounds
- project, beyond the personal, consequences of proposed actions

THE ARTS: DANCE

- create and develop dance sequences based upon personal ideas and concepts from other sources
- explore and execute preparatory and follow-up activities related to their dance work
- explore techniques specific to one or more genres
- create a movement sequence that communicates a social theme
- compare dance from a range of historical and cultural contexts
- incorporate dance movements from various cultures into their own dance work
- examine ways in which their own and others' dance works express the cultural diversity of their communities
- examine the ways in which dance records ideas, feelings and events

- describe the role that dance plays in various societies, local and global, past and present
- examine how dance can comment on current events and social issues
- explain why particular dances have been created
- examine how movement choices in dance communicate intended ideas and feelings

Curriculum Correlations

Saskatchewan

Kindergarten

ENGLISH LANGUAGE ARTS

- listen attentively to others
- listen to a variety of informational texts for enjoyment and information
- follow simple directions
- make relevant comments and ask questions about topics of interest
- talk about new learning
- share feelings prompted by texts
- experiment with rhythm, rhymes and sounds
- anticipate that stories and informational texts will have meaning
- contribute ideas for experience; chart stories, class books, captions and titles
- share personal experiences and feelings prompted by various visuals
- talk about visuals they like
- share ideas and experiences in a variety of ways including dramatizations, role playing, art and movement
- experiment with sound, movement, and other forms of representing to share ideas and experiences

ARTS EDUCATION: DANCE

- participate in creative dance, and learn social and cultural dances
- develop their dance techniques and deepen their spatial and kinaesthetic awareness
- create dances in order to express personal ideas and feelings, and value their creations as unique expressions
- gain understanding of the relationship between dance in the classroom and dance in the home and community
- gain understanding and develop appreciation of dance through observation, reflection and discussion of dances, including various styles experienced as participant and audience

MATHEMATICS

- problem-solving, with a focus on real-life situations, careful observation and discussion with others, generating alternatives, choosing alternatives, and reflecting on choices
- data management and analysis, with a focus on real-life situations, careful observation and discussion with others, noting similarities of objects or experiences, collecting or organizing according to their own criterion, and sorting, classifying and reclassifying
- understanding of numbers, number patterns, counting and estimation

Grade 1

ENGLISH LANGUAGE ARTS

- participate in shared listening experiences
- listen attentively to a variety of oral texts for enjoyment and information
- follow step-by-step directions
- listen to factual information and tell what was learned by answering who, what, when, where, why and how
- make connections between texts, prior knowledge, and personal experience
- participate in shared language experiences (e.g. singing, chanting, storytelling)
- talk about ideas, experiences and preferences related to texts and familiar topics
- share ideas and experiences in large and small groups
- make comments, ask and answer questions related to topics under discussion, and ask questions to gather information from others
- retell interesting or important aspects of favourite or familiar topics and stories
- identify ideas and information to make sense
- appreciate repetition, rhyme and other interesting uses of language
- retell simple stories and informational texts
- share feelings evoked by particular texts
- use drama, pictures, sounds, simple charts, models and drawings to illustrate and represent experiences and understanding
- consider a variety of ways of representing events, ideas and information

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nation and Métis peoples
- concentrate on positive and accurate images of First Nation and Métis peoples
- reinforce and complement the beliefs and values of First Nation and Métis peoples
- include resources by First Nation and Métis artists
- include historical and contemporary issues
- explore varied cultural content
- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities
- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions
- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- describe and compare individuals and groups

- identify and practise cooperative behaviour
- understand that families express their cultures through traditions, rituals, and celebrations
- understand that traditions and celebrations have similarities and differences
- understand that lifestyles of the past were different from what they are today
- understand that differences of lifestyles are related, in part, to resources and technology
- use oral language and visual images to describe family lifestyles of the past
- appreciate and value their own heritage and that of others
- participate in experiences associated with celebrations and family lifestyles of the past
- learn to be non-judgemental when dealing with differences between the present and past

SCIENCE

- observe and describe many types of animals
- recognize characteristics which can be used to identify and describe animals
- identify, by sight or by sound, a wide variety of animals
- classify animals on the basis of their size, their body coverings, the foods they eat, and their relationships to humans
- observe, describe, or imitate how animals behave in their natural environments

PHYSICAL EDUCATION

- move safely through space when creating movement sequences, with or without music
- demonstrate basic dance steps, alone and with others
- perform simple rhythmic sequences using Movement Variables of Body, Space, Effort and Relationships, with a partner and with equipment
- demonstrate body awareness when performing rhythmic and dance activities
- use movement to respond to a variety of stimuli
- demonstrate a capacity to use the body for expression and communication through movement
- expand personal movement vocabulary
- demonstrate a basic understanding of movement principles related to stability and force used in rhythmic and dance activities

Grade 2

ENGLISH LANGUAGE ARTS

- listen attentively for pleasure and information
- listen attentively to others' ideas and paraphrase information shared
- follow three-step directions
- respond appropriately to questions about what has been presented orally
- make connections between own and others' ideas and experiences
- form sensory images
- contribute to shared language experiences
- share ideas and information through group talk
- retell stories and experiences using logical sequence and appropriate facts and details
- give directions
- generate and contribute ideas on particular topics
- clarify information by responding to questions
- discuss similarities and differences in stories and informational texts
- connect and compare information from texts to experience and knowledge
- write short informative reports and narratives when given help with organization

- arrange ideas and information to make sense
- use a variety of media (e.g. sketches, posters, drama, video) to enhance communication
- combine oral, print and other media to organize and communicate key ideas, feelings and information

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nation and Métis peoples
- concentrate on positive and accurate images of First Nation and Métis peoples
- reinforce and complement the beliefs and values of First Nation and Métis peoples
- include resources by First Nation and Métis artists
- include historical and contemporary issues
- explore varied cultural content
- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities
- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions
- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- understand that groups have similarities and differences
- understand that all people have basic needs, rights and responsibilities

SCIENCE

- appreciate the intricacy of the environment
- compare many different environments
- show how the nonliving environment affects life

PHYSICAL EDUCATION

- demonstrate basic dance steps and patterns alone and with others
- perform simple movement sequences using Movement Variables of Body, Space, Effort and Relationships, alone and with others, with and without equipment
- respond to a variety of stimuli to create movement sequences, alone and with others
- demonstrate an increasing capacity to use the body for expression and communication through movement
- expand personal movement vocabulary

- demonstrate an increasing understanding of and capacity to apply movement principles related to stability and force in a variety of rhythmic and dance activities

Grade 3

ENGLISH LANGUAGE ARTS

- listen attentively to a range of texts for pleasure and information
- listen attentively and courteously to each other and to guest speakers
- listen to and follow three-step oral directions
- connect new ideas, information and experiences to own and others' ideas and experiences
- recognize the difference between an opinion and a verifiable fact, and ask questions to clarify meaning
- explain own point of view and consider others' views
- participate in a variety of shared language experiences and give brief recitations and oral presentations about familiar topics
- share and explain information about a particular topic for a particular purpose
- explain own point of view and give reasons
- organize ideas to make sense for self and others
- participate in a range of guided and independent viewing experiences from a variety of cultural traditions
- support personal opinion, insights, and conclusions with examples and evidence
- respond to and discuss meanings and ideas in visual texts from various cultures and communities
- identify personal accomplishments and set goals
- demonstrate understanding of new concepts in novel or interesting ways
- use print and non-print aids to illustrate key ideas and information

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nation and Métis peoples
- concentrate on positive and accurate images of First Nation and Métis peoples
- reinforce and complement the beliefs and values of First Nation and Métis peoples
- include resources by First Nation and Métis artists
- include historical and contemporary issues
- explore varied cultural content
- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities
- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions

- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- understand that the natural environment helps shape the community
- appreciate the similarities and differences of groups
- appreciate the relationship between the natural environment and lifestyles
- a community's culture is expressed in part through its stories
- identify and describe experiences of the past that helped shape a community
- compare past and present lifestyles of a community
- identify cultural perspectives in folktales and legends
- appreciate the folktales and legends that originated from various communities
- make comparisons without being judgmental
- learn to work with a group to make decisions

SCIENCE

- appreciate that animals can become endangered
- identify ways of protecting animals

PHYSICAL EDUCATION

- demonstrate increasingly complex dance steps and patterns, alone and with others
- perform increasingly complex movement sequences using Movement Variables of Body, Space, Effort and Relationships, alone and with others, with and without equipment
- use the creative process to develop dance patterns, alone and with others
- demonstrate an increasing capacity to use the body for expression and communication through movement
- expand personal movement vocabulary
- demonstrate increasing understanding of and capacity to apply movement principles related to stability and force in a variety of rhythmic and dance activities

Grade 4

ENGLISH LANGUAGE ARTS

- listen attentively to a range of texts from a variety of cultural traditions for pleasure and information
- connect new ideas, information and experiences to construct meaning
- listen courteously and respond sensitively and thoughtfully to others
- listen to and follow three and four-step oral directions
- listen purposefully to determine the main ideas and important details
- activate and build upon prior knowledge and experiences
- use oral cues to construct and confirm meaning
- share ideas, observations and experiences in structured small and large group talk
- prepare and present, to a familiar audience, narrative presentations that relate events and experiences in a logical sequence
- prepare and present information on a specific topic using print and non-print aids to engage and inform a familiar audience
- explain personal opinion and support it with reasons

- experiment with language and non-verbal elements to achieve an effect for a particular purpose and audience
- read a variety of texts for enjoyment and information
- experience the work of Saskatchewan and other Canadian authors, including Indigenous authors
- connect new information with prior knowledge to make sense of new ideas and experiences
- recognize the elements and organization of traditional stories
- recognize fact and opinion
- ask critical questions
- participate in a variety of guided and independent viewing experiences from a variety of cultural traditions
- compare different perspectives and ideas presented in visual texts
- begin to identify (with assistance) the values underlying a visual text
- convey ideas using a variety of media
- experiment with different ways of representing and communicating ideas

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nation and Métis peoples
- concentrate on positive and accurate images of First Nation and Métis peoples
- reinforce and complement the beliefs and values of First Nation and Métis peoples
- include resources by First Nation and Métis artists
- include historical and contemporary issues
- explore varied cultural content
- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities
- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions
- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- First Nations' peoples have inhabited this region for many thousands of years
- First Nations' peoples developed language, traditions and technologies appropriate for their lifestyles
- explorers, fur traders, and early immigrants came to this province for a variety of reasons and brought with them their own cultures
- interactions of Indigenous peoples and immigrants resulted in new identities

- identify and describe past experiences, traditions, and technologies of Indigenous peoples of Saskatchewan
- value and appreciate the past experiences, cultures and traditions of Saskatchewan's peoples

PHYSICAL EDUCATION

- demonstrate rhythmic and dance patterns from a variety of dance forms, alone and with others
- perform increasingly complex movement sequences using Movement Variables of Body, Space Effort and Relationships, alone and with others, with and without equipment
- use creative processes to develop rhythmic and dance sequences, alone and with others
- demonstrate an increasing capacity to use the body for expression and communication through movement
- demonstrate use of and capacity to apply movement principles related to stability and force in a variety of rhythmic and dance activities
- expand personal movement vocabulary

Grade 5

ENGLISH LANGUAGE ARTS

- listen attentively, courteously and purposefully to a range of texts from a variety of cultural traditions
- listen to and follow three and four-step oral directions
- activate and build upon prior knowledge and experiences
- formulate general and specific questions to identify information needs
- share ideas, observations and experiences courteously during structured small and large group talk, and fulfill own role as a group member
- prepare and present talks and oral reports to engage and inform an audience
- answer inquiry or research questions using a variety of information sources
- build connections among previous experiences, prior knowledge and a variety of texts
- compare information from different sources
- make judgements and draw conclusions
- write single and multi-paragraph compositions
- participate in a variety of guided and independent viewing experiences from a variety of cultural traditions
- use various visual texts to find information
- distinguish between fact and opinion
- convey ideas and information using a variety of media and formats

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nation and Métis peoples
- concentrate on positive and accurate images of First Nation and Métis peoples
- reinforce and complement the beliefs and values of First Nation and Métis peoples
- include resources by First Nation and Métis artists
- include historical and contemporary issues
- explore varied cultural content

- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities
- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions
- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- writers of history do so within the context of their own beliefs, values, and perspectives
- First Nations' peoples have been living in this country tens of thousands of years
- there is great diversity among First Nations' peoples
- explorers, traders, and immigrants came to this country for various reasons and brought with them their own cultures
- events and interactions among peoples brought about profound changes
- appreciate and value the cultures and traditions of various peoples

PHYSICAL EDUCATION

- perform increasingly complex movement sequences using Movement Variables of Body, Space, Effort and Relationships, alone and with others, with and without equipment
- demonstrate an increasing capacity to use the body for expression and communication through movement
- demonstrate rhythmic and dance patterns from a variety of dance forms, alone and with others
- use creative processes to develop rhythmic and dance sequences, alone and with others
- expand personal movement vocabulary

Grade 6

ENGLISH LANGUAGE ARTS

- listen to a range of texts for a variety of purposes including to gather information, to follow directions, to participate in a discussion, to form an opinion, to understand information, and to enjoy and appreciate
- use talk to express and to share feelings, ideas, and opinions in one-to-one, small group, and large group discussions
- speak to describe, to narrate, to explain, to report, to inquire, to inform, to influence and to persuade
- read texts from a variety of genres and cultural traditions

- discuss own and others' understanding of various community and cultural traditions in various times and places as portrayed in texts
- write to explain, to report and to inform
- draw conclusions about the perspectives and values portrayed in what was seen
- use oral, print and other media to express and to share feelings, ideas, and opinions

ARTS EDUCATION: DANCE

- realize that dance is related to the other art forms
- extend their understanding of dance and its role in various Indigenous cultures
- learn a selection of dances from various societies and cultures
- examine the various functions of dance; for example, as celebration, entertainment, communication of ideas, education, propaganda, social commentary
- examine sources of ideas for dance-making, make connections between ideas and dance expressions, and use dance for personal expression
- express themselves through their dance compositions
- use ongoing reflection, decision- making and movement problem-solving to develop, sequence and refine their dance compositions throughout their dance-making process
- recognize that dances can be inspired in many ways
- discover a variety of sources of inspiration for dance compositions
- begin to gain understanding about the discovery, improvisation, exploration and development of movements
- use their knowledge of the elements of dance to modify a movement

SOCIAL STUDIES

- understand that interaction occurs between/among groups of people and the environments in which they live
- understand that interactions often lead to change
- recognize and express various points of view
- organize and present information in various ways
- respect lifestyles quite different from their own
- understand that identities evolve within a context of interrelated factors including history, the social and physical environments, and human needs and wants
- understand that minority groups and individual people within a nation may have unique identities
- recognize that understanding the interrelationships among history, climate, resources and cultural patterns can lead to better understandings of different cultural groups
- promote understanding that negative stereotyping leads to racism and promote a desire to make necessary changes
- appreciate the importance of co-operative relationships

PHYSICAL EDUCATION

- develop skills in order to be comfortable in a dance or rhythmic environment
- develop an appreciation of the role culture plays in dance or rhythmic activities
- develop intuitive and imaginative thought
- demonstrate an understanding of the origin and history of dance as they relate to community and national identity
- demonstrate the desire to participate in dance or rhythmic activities
- consider available evidence before drawing conclusions and developing generalizations

Grade 7

ENGLISH LANGUAGE ARTS

- listen for a variety of purposes including to gather information, to follow directions, to participate in a discussion, to form an opinion, to understand information, and to enjoy and appreciate
- separate own ideas and opinions from speaker's ideas and opinions
- determine literal and implied meaning of message
- use talk to express and to share feelings, ideas, and opinions in one-to-one, small group, and large group discussions
- speak to describe, to narrate, to explain, to report, to inquire, to inform, to influence and to persuade
- organize ideas in appropriate format in preparation for sharing or presenting orally
- read texts from a variety of genres and cultural traditions
- consider how text has contributed to understanding of self and others
- write to describe, to explain, to report, and to inform
- draw conclusions about the perspectives and values portrayed in what was seen
- use oral, print, and other media to explore ideas, express understanding, and to express and share feelings, ideas and opinions

ARTS EDUCATION: DANCE

- examine the relationship dance has to the other art forms
- explore perspectives relevant to Indigenous peoples through the study of their dance
- continue to learn a selection of dances from various societies and cultures,
- gain understanding about values, beliefs and traditions of various cultures through the study of the cultures' social and traditional dance
- become aware of how dance can transmit or question cultural values, ideas and beliefs
- examine sources of ideas for dance-making,
- make connections between ideas and dance expressions, and use dance for personal expression
- guide students to express themselves through their dance compositions by drawing on their own experiences
- begin to understand the process of developing, sequencing and refining their dance compositions using ongoing reflection, decision-making and movement problem- solving
- develop understanding of the many ways in which dances can be inspired
- continue to discover a variety of sources of inspiration and assess their value as starting-points for their own dance compositions
- develop abilities in the discovery, improvisation, exploration and development of movements
- use their knowledge of the elements of dance to modify a movement in order to increase its potential for expression

SOCIAL STUDIES

- appreciate that changes in one aspect of the environment will result in changes in other aspects of the environment and will ultimately, impact on human and animal life
- know that societies use resources, both renewable and non-renewable, to satisfy their needs and wants

- appreciate the vulnerability of the environment
- appreciate that individuals and societies have the responsibility to manage and conserve resources, both renewable and non-renewable
- appreciate that changes in values and changes in society are interconnected

PHYSICAL EDUCATION

- develop skills in order to be comfortable in a dance or rhythmic environment
- develop an appreciation of the role culture plays in dance or rhythmic activities
- develop intuitive and imaginative thought
- demonstrate an understanding of the origin and history of dance as they relate to community and national identity
- demonstrate the desire to participate in dance or rhythmic activities
- consider available evidence before drawing conclusions and developing generalizations

Grade 8

ENGLISH LANGUAGE ARTS

- listen for a variety of purposes including to gather information, to follow directions, to participate in a discussion, to form an opinion, to understand information, and to enjoy and appreciate
- keep an open mind and consider ideas that differ from own
- initiate conversation about a range of topics and respond appropriately when others initiate conversation
- use talk to express and to share feelings, ideas, opinions and aesthetic responses in one-to-one, small group and large group discussions: give reasons for opinions and point of view
- show understanding that the author's experience, background and culture influence the treatment of theme
- consider others' responses in reshaping and extending own response
- write to describe, to explain, to report, to inform, to convince and to persuade
- generate and explore ideas by brainstorming, clustering, discussing, dramatizing, representing, reading/listening/viewing, and experiencing
- view for a variety of purposes including to understand and gather information, to form an opinion, to understand information, and to enjoy and appreciate
- determine key ideas, messages or information to be expressed

ARTS EDUCATION: DANCE

- identify and further explore the relationship dance has to the other art forms
- extend their understanding of the dances of various cultures and societies
- continue to explore perspectives relevant to Indigenous peoples through the study of their dance
- continue to learn a selection of dances from various societies and cultures
- continue to gain understanding about values, beliefs and traditions of various cultures through the study of the cultures' social and traditional dance
- become aware of how dance can transmit or question cultural values, ideas and beliefs
- begin to examine factors which influence the development of social and cultural dances
- continue to express themselves through their dance compositions by drawing on their own experiences
- apply and understand the process of developing, sequencing and refining their dance compositions using ongoing reflection, decision-making and movement problem-solving

- continue to develop understanding of the many ways in which dances can be inspired
- continue to discover a variety of sources of inspiration and examine and use them as starting-points for their own dance compositions
- discover, improvise, explore and develop movements with confidence
- purposefully use their knowledge of the elements of dance to modify a movement in order to increase its potential for expression

SOCIAL STUDIES

- know that culture is learned and is ever changing
- demonstrate sensitivity toward, and appreciation for, all cultural groups
- appreciate the need for accuracy in the portrayal of peoples of every culture
- appreciate the contributions of each cultural group and the resulting multicultural nature of Canadian society
- know that the many roles an individual plays in society influences his/her identity as a person, as a member of his/her culture and as a citizen
- know ways in which an individual's cultural heritage contributes to his/her identity
- appreciate that values and beliefs guide and determine individual actions and behaviours
- appreciate the cultural richness available to them because of the multicultural nature of Canadian society
- appreciate that, because all aspects of society are interconnected and interdependent, there cannot be change without consequences
- appreciate that change in values and society may result in further change

PHYSICAL EDUCATION

- develop skills in order to be comfortable in a dance or rhythmic environment
- develop an appreciation of the role culture plays in dance or rhythmic activities
- develop intuitive and imaginative thought
- demonstrate an understanding of the origin and history of dance as they relate to community and national identity
- demonstrate the desire to participate in dance or rhythmic activities
- consider available evidence before drawing conclusions and developing generalizations

Curriculum Correlations

British Columbia

British Columbia Yukon

Kindergarten

MUSIC

Structure (Elements of Rhythm)

- respond to beat in music
- perform rhythmic patterns from classroom repertoire
- maintain a repeated rhythmic pattern in a simple texture
- use symbols to represent simple rhythmic patterns

Structure (Elements of Melody)

- identify changes in pitch and melodic direction
- use singing skills to reproduce melodies
- distinguish one melody from another
- identify melodic phrases in classroom repertoire

Thoughts, Images, and Feelings

- represent personal thoughts, images, and feelings experienced in classroom repertoire
- identify elements of expression that evoke thoughts, images, and feelings

Context (Self and Community)

- demonstrate a willingness to participate in music experiences
- identify appropriate audience and performance skills
- demonstrate respect for the contributions of others

Context (Historical and Cultural)

- demonstrate an awareness of historical and cultural contexts of music
- demonstrate an awareness of a variety of purposes for music
- demonstrate a willingness to experience music from a variety of historical and cultural contexts

HEALTH AND CAREER EDUCATION

Goals and Decisions:

- identify opportunities to make choices

Healthy Relationships:

- demonstrate an understanding of appropriate ways to express feelings

ENGLISH LANGUAGE ARTS

Comprehend and Respond (*Comprehension*): demonstrate their understanding of written, oral, and visual communications.

Comprehend and Respond (*Engagement and Personal Response*): identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Communicate Ideas and Information (*Composing and Creating*): employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Communicate Ideas and Information (*Improving Communications*): enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Communicate Ideas and Information (*Presenting and Valuing*): demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Self and Society (*Personal Awareness*): use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Self and Society (*Working Together*): use language to interact and collaborate with others to explore ideas and accomplish goals.

Self and Society (*Building Community*): use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

FINE ARTS: DANCE

Elements of Movement

- move safely in both personal and general space
- move in a variety of levels, pathways, and directions, using a variety of body shapes
- move in time to a steady beat
- demonstrate an ability to balance in locomotor and non-locomotor movements

Creation and Composition

- move expressively to a variety of sounds and music
- create movements that represent patterns, characters, and other aspects of their world

Presentation and Performance

- demonstrate a willingness to perform dance
- demonstrate respect for the contributions of others
- demonstrate an awareness of appropriate performance skills and audience etiquette

Dance and Society

- demonstrate an awareness of a variety of dances that exist
- demonstrate an awareness of a variety of reasons why people dance

MATHEMATICS

Patterns and Relations (Patterns)

Identify, create, and compare patterns that arise from their daily experiences:

- identify, reproduce, extend, create, and compare patterns using actions, manipulatives, diagrams, and spoken terms

Shape and Space (Transformations)

Describe verbally the relative position of both three-dimensional objects and two-dimensional shapes:

- use directional terms such as *over*, *under*, *beside*, *near*, *far*, *left*, and *right* to describe the relative position of objects and shapes
- explore and describe reflection in mirrors

PHYSICAL EDUCATION

Active Living

- demonstrate behaviours that indicate interest and enjoyment in physical activity
- identify the importance of physical activity
- identify the changes that take place in the body during physical activity
- move safely and sensitively through all environments

Movement (Dance)

- demonstrate body awareness when performing dance activities
- move safely through space when creating movement sequences with or without music
- perform locomotor and non-locomotor skills individually, with a partner, and with objects
- demonstrate basic dance steps, alone and with others
- use movement to respond to a variety of stimuli

SCIENCE

Processes and Skills of Science:

- use the five senses to make observations
- share with others information obtained by observing

SOCIAL STUDIES

Skills and Processes of Social Studies:

- participate co-operatively in groups
- gather information from personal experiences, oral sources, and visual representations
- present information using oral or visual representations

Identity, Society and Culture:

- demonstrate an awareness of the concept of change
- identify similarities and differences among families

Grade 1

MUSIC

Structure (Elements of Rhythm)

- respond to beat in music
- perform rhythmic patterns from classroom repertoire
- maintain a repeated rhythmic pattern in a simple texture
- use symbols to represent simple rhythmic patterns

Structure (Elements of Melody)

- identify changes in pitch and melodic direction
- use singing skills to reproduce melodies
- distinguish one melody from another
- identify melodic phrases in classroom repertoire

Thoughts, Images, and Feelings

- represent personal thoughts, images, and feelings experienced in classroom repertoire
- identify elements of expression that evoke thoughts, images, and feelings

Context (Self and Community)

- demonstrate a willingness to participate in music experiences
- identify appropriate audience and performance skills
- demonstrate respect for the contributions of others

Context (Historical and Cultural)

- demonstrate an awareness of historical and cultural contexts of music
- demonstrate an awareness of a variety of purposes for music
- demonstrate a willingness to experience music from a variety of historical and cultural contexts

ENGLISH LANGUAGE ARTS

Comprehend and Respond (*Comprehension*): demonstrate their understanding of written, oral, and visual communications.

Comprehend and Respond (*Engagement and Personal Response*): identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Communicate Ideas and Information (*Composing and Creating*): employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Communicate Ideas and Information (*Improving Communications*): enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Communicate Ideas and Information (*Presenting and Valuing*): demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Self and Society (*Personal Awareness*): use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Self and Society (*Working Together*): use language to interact and collaborate with others to explore ideas and accomplish goals.

Self and Society (*Building Community*): use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

FINE ARTS: DANCE

Elements of Movement

- move safely in both personal and general space
- move in a variety of levels, pathways, and directions, using a variety of body shapes
- move in time to a steady beat
- demonstrate an ability to balance in locomotor and non-locomotor movements

Creation and Composition

- move expressively to a variety of sounds and music
- create movements that represent patterns, characters, and other aspects of their world

Presentation and Performance

- demonstrate a willingness to perform dance
- demonstrate respect for the contributions of others
- demonstrate an awareness of appropriate performance skills and audience etiquette

Dance and Society

- demonstrate an awareness of a variety of dances that exist
- demonstrate an awareness of a variety of reasons why people dance

MATHEMATICS

Patterns and Relations (Patterns)

Identify, create, and compare patterns that arise from their daily experiences:

- identify, reproduce, extend, create, and compare patterns using actions, manipulatives, diagrams, and spoken terms

Shape and Space (Transformations)

Describe verbally the relative position of both three-dimensional objects and two-dimensional shapes:

- use directional terms such as *over*, *under*, *beside*, *near*, *far*, *left*, and *right* to describe the relative position of objects and shapes
- explore and describe reflection in mirrors

PHYSICAL EDUCATION

Active Living

- demonstrate behaviours that indicate interest and enjoyment in physical activity
- identify the importance of physical activity
- identify the changes that take place in the body during physical activity
- move safely and sensitively through all environments

Movement (Dance)

- demonstrate body awareness when performing dance activities
- move safely through space when creating movement sequences with or without music
- perform locomotor and non-locomotor skills individually, with a partner, and with objects
- demonstrate basic dance steps, alone and with others
- use movement to respond to a variety of stimuli

SCIENCE

Processes and Skills of Science:

- classify objects, events, and organisms

Earth and Space Science – Daily and Seasonal Changes:

- describe activities of Indigenous peoples in BC in each seasonal cycle

SOCIAL STUDIES

Skills and Processes of Social Studies:

- participate co-operatively and productively in groups
- gather information from personal experiences, oral sources, and visual representations
- present information using oral, written, or visual representations

Identity, Society and Culture:

- explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members

Grade 2

MUSIC

Structure (Elements of Rhythm)

- reproduce patterns using accented beats
- perform rhythmic patterns from classroom repertoire
- maintain a repeated rhythmic pattern in a simple texture
- describe form in terms of repetition and unity of rhythmic phrases
- use symbols to represent metre and rhythmic pattern

Structure (Elements of Melody)

- demonstrate changes in pitch and melodic direction
- use singing skills to reproduce melodies

- maintain a melody or repeated melodic pattern in a simple texture
- describe form in terms of repetition and unity of melodic phrases

Thoughts, Images, and Feelings

- describe personal thoughts, images, and feelings experienced in classroom repertoire
- demonstrate the relationship between the elements of expression and the thoughts, images, and feelings evoked by a selection of music

Context (Self and Community)

- demonstrate a willingness to participate in rehearsals and performances
- demonstrate appropriate performance skills and audience etiquette
- demonstrate respect for the contributions of others

Context (Historical and Cultural)

- identify historical and cultural contexts of music
- describe a variety of purposes for music
- demonstrate a willingness to experience music from a variety of historical and cultural contexts

HEALTH AND CAREER EDUCATION

Goals and Decisions:

- identify the steps needed to achieve a goal (e.g., identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)

Career Development:

- identify effective work habits (e.g., staying on task, being prepared, co-operating with others)

Healthy Relationships:

- describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)

ENGLISH LANGUAGE ARTS

Comprehend and Respond (*Comprehension*): demonstrate their understanding of written, oral, and visual communications.

Comprehend and Respond (*Engagement and Personal Response*): identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Communicate Ideas and Information (*Composing and Creating*): employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Communicate Ideas and Information (*Improving Communications*): enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Communicate Ideas and Information (*Presenting and Valuing*): demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Self and Society (*Personal Awareness*): use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Self and Society (*Working Together*): use language to interact and collaborate with others to explore ideas and accomplish goals.

Self and Society (*Building Community*): use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

FINE ARTS: DANCE

Elements of Movement

- move safely in both personal and general space
- move in a variety of levels, pathways, and directions, using a variety of body shapes
- move in time to a variety of rhythms, metres, and tempos
- demonstrate balance in movements

Creation and Composition

- move expressively to a variety of sounds and music
- create movement sequences based on patterns, characters, and stories

Presentation and Performance

- demonstrate a willingness to rehearse and perform dance
- demonstrate respect for the contributions of others
- demonstrate an awareness of appropriate performance skills and audience etiquette

Dance and Society

- identify similarities and differences between dances
- describe a variety of reasons why people dance

MATHEMATICS

Patterns and Relations (Patterns)

Investigate, establish, and communicate rules for numerical and non-numerical patterns that arise from daily and mathematical experiences, and use these rules to make predictions:

- identify, create, and describe number and non-number patterns
- translate patterns from one mode to another using manipulatives, diagrams, charts, calculators, spoken and written terms, and symbols

- explain the rule for a pattern and make predictions based on patterns using models and objects

PHYSICAL EDUCATION

Active Living

- participate regularly in vigorous physical activities
- demonstrate behaviours that indicate interest and enjoyment in physical activity
- describe the benefits of physical activity
- identify changes in personal growth and development
- describe the changes that take place in the body during physical activity
- participate in warm-up and cool-down activities
- participate in physical activity performed in a natural setting

Movement (Dance)

- respond to a variety of stimuli to create movement sequences, alone and with others
- demonstrate basic dance steps and patterns using locomotor and non-locomotor skills, alone and with others
- perform simple movement sequences using elements of body and space awareness
- perform simple movement sequences using elements of body and space awareness, qualities, and relationships, alone and with others, with and without objects

SCIENCE

Processes and Skills of Science

- use their senses to interpret observations
- infer the probable outcome of an event or behaviour based on observations

Life Science: Animal Growth and Changes

- describe how animals are important in the lives of Indigenous peoples in BC

SOCIAL STUDIES

Skills and Processes of Social Studies

- gather information from a variety of sources for presentation
- present information using oral, written, or visual representations

Identity, Society and Culture

- identify significant language and cultural characteristics of Canadian society

Human and Physical Environment

- describe how the physical environment influences human activities

Grade 3

MUSIC

Structure (Elements of Rhythm)

- reproduce patterns using accented beats
- perform rhythmic patterns from classroom repertoire
- maintain a repeated rhythmic pattern in a simple texture
- describe form in terms of repetition and unity of rhythmic phrases
- use symbols to represent metre and rhythmic pattern

Structure (Elements of Melody)

- demonstrate changes in pitch and melodic direction
- use singing skills to reproduce melodies
- maintain a melody or repeated melodic pattern in a simple texture
- describe form in terms of repetition and unity of melodic phrases

Thoughts, Images, and Feelings

- describe personal thoughts, images, and feelings experienced in classroom repertoire
- demonstrate the relationship between the elements of expression and the thoughts, images, and feelings evoked by a selection of music

Context (Self and Community)

- demonstrate a willingness to participate in rehearsals and performances
- demonstrate appropriate performance skills and audience etiquette
- demonstrate respect for the contributions of others

Context (Historical and Cultural)

- identify historical and cultural contexts of music
- describe a variety of purposes for music
- demonstrate a willingness to experience music from a variety of historical and cultural contexts

HEALTH AND CAREER EDUCATION

Goals and Decisions

- apply a goal-setting model to a short-term goal

Healthy Relationships

- describe skills for building and maintaining positive relationships (e.g., communication skills, interpersonal skills)

ENGLISH LANGUAGE ARTS

Comprehend and Respond (*Comprehension*): demonstrate their understanding of written, oral, and visual communications.

Comprehend and Respond (*Engagement and Personal Response*): identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Communicate Ideas and Information (*Composing and Creating*): employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Communicate Ideas and Information (*Improving Communications*): enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Communicate Ideas and Information (*Presenting and Valuing*): demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Self and Society (*Personal Awareness*): use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Self and Society (*Working Together*): use language to interact and collaborate with others to explore ideas and accomplish goals.

Self and Society (*Building Community*): use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

FINE ARTS: DANCE

Elements of Movement

- move safely in both personal and general space
- move in a variety of levels, pathways, and directions, using a variety of body shapes
- move in time to a variety of rhythms, metres, and tempos
- demonstrate balance in movements

Creation and Composition

- move expressively to a variety of sounds and music
- create movement sequences based on patterns, characters, and stories

Presentation and Performance

- demonstrate a willingness to rehearse and perform dance
- demonstrate respect for the contributions of others
- demonstrate an awareness of appropriate performance skills and audience etiquette

Dance and Society

- identify similarities and differences between dances
- describe a variety of reasons why people dance

MATHEMATICS

Patterns and Relations (Patterns)

Investigate, establish, and communicate rules for numerical and non-numerical patterns that arise from daily and mathematical experiences, and use these rules to make predictions

- identify, create, and describe number and non-number patterns
- translate patterns from one mode to another using manipulatives, diagrams, charts, calculators, spoken and written terms, and symbols

- explain the rule for a pattern and make predictions based on patterns using models and objects

PHYSICAL EDUCATION

Active Living

- participate regularly in vigorous physical activities
- demonstrate behaviours that indicate interest and enjoyment in physical activity
- describe the benefits of physical activity
- identify changes in personal growth and development
- describe the changes that take place in the body during physical activity
- participate in warm-up and cool-down activities
- participate in physical activity performed in a natural setting

Movement (Dance)

- respond to a variety of stimuli to create movement sequences, alone and with others
- demonstrate basic dance steps and patterns using locomotor and non-locomotor skills, alone and with others
- perform simple movement sequences using elements of body and space awareness
- perform simple movement sequences using elements of body and space awareness, qualities, and relationships, alone and with others, with and without objects

SCIENCE

Earth and Space Science: Stars and Planets

- demonstrate awareness of the special significance of celestial objects for Indigenous peoples

SOCIAL STUDIES

Skills and Processes of Social Studies

- apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying, and identifying patterns – to selected problems or issues
- identify a variety of symbolic representations
- gather information from a variety of sources
- create a presentation on a selected topic

Identity, Society and Culture

- identify changes that can occur in communities over time
- identify cultural similarities and differences

Human and Physical Environment

- describe how the physical environment influenced early settlement in their local community or another community studied

Grade 4

MUSIC

Structure (Elements of Rhythm)

- reproduce rhythmic patterns while maintaining a steady beat
- identify rhythmic pattern and beat

- identify the form and principles of design of the rhythmic structure in classroom repertoire
- use standard or invented notation to represent familiar rhythmic patterns

Structure (Elements of Melody)

- use singing or instrumental skills to reproduce melodies
- maintain a melodic part in simple textures
- identify the form and principles of design in melodic structure
- use standard or invented notation to represent ascending and descending melodic phrases

Thoughts, Images, and Feelings

- identify thoughts, images, and feelings derived from a music experience
- apply elements of rhythm, melody, and expression to demonstrate thoughts, images, and feelings in classroom repertoire

Context (Self and Community)

- apply skills and attitudes appropriate to a variety of roles, demonstrating audience and performance etiquette, performance skills, and respect for the contributions of others
- demonstrate responsibility to themselves and the group while experiencing music
- use established criteria to analyse their work

Context (Historical and Cultural)

- describe music from a variety of historical and cultural contexts
- identify a variety of purposes for music from classroom repertoire
- demonstrate respect for music from various historical and cultural contexts

HEALTH AND CAREER EDUCATION

Goals and Decisions

- identify the steps in a decision-making model (e.g., identifying the decision, listing alternatives, selecting a course of action, assessing the results)

Health

Healthy Relationships

- describe interpersonal skills necessary to build positive relationships (e.g., co-operation, inclusion, communication skills, empathy, respectful behaviour)

ENGLISH LANGUAGE ARTS

Comprehend and Respond (*Comprehension*): demonstrate their understanding of written, oral, and visual communications.

Comprehend and Respond (*Engagement and Personal Response*): identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Communicate Ideas and Information (*Composing and Creating*): employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Communicate Ideas and Information (*Improving Communications*): enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Communicate Ideas and Information (*Presenting and Valuing*): demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Self and Society (*Personal Awareness*): use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Self and Society (*Working Together*): use language to interact and collaborate with others to explore ideas and accomplish goals.

Self and Society (*Building Community*): use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

FINE ARTS: DANCE

Elements of Movement

- use the elements of movement in combination
- demonstrate an awareness of techniques in a given dance style
- demonstrate an awareness of the principles of movement in dance
- identify ways in which safety, fitness, and health affect movement

Creation and Composition

- interpret and move in response to a variety of sounds, images, feelings, and music
- create movement sequences based on a given choreographic form
- apply the creative process to revise dance sequences

Presentation and Performance

- rehearse dance for presentation
- identify performance skills and audience etiquette appropriate to a given performance situation
- identify the feeling and mood portrayed in performances
- apply established criteria to analyse their work

Dance and Society

- describe dances from a variety of historical and cultural contexts
- identify a variety of purposes for dance
- describe the roles portrayed by dancers
- identify dance events and activities in the local community

MATHEMATICS

Patterns and Relations (Patterns)

Investigate, establish, and communicate rules for, and predictions from, numerical and non-numerical patterns:

- make and justify predictions, using numerical and non-numerical patterns

Shape and Space (Measurement)

Describe and compare real-world phenomena using either direct or indirect measurement:

- select the most appropriate standard unit to measure area
- relate the number of units needed to the size of the units to measure the area of an object

PHYSICAL EDUCATION

Active Living

- participate regularly in physical activity
- demonstrate a willingness to participate in a variety of activities from all movement categories
- participate in warm-up and cool-down activities
- identify and describe positive benefits gained from physical activity in a natural setting

Movement (Dance):

- use the creative process to develop dance patterns, alone and with others
- demonstrate basic dance steps and patterns, alone and with others, with and without objects
- select and perform simple movement sequences using elements of body awareness, space awareness, qualities, and relationships

SCIENCE

Life Science: Habitats and Communities

- demonstrate awareness of the Indigenous concept of respect for the environment
- determine how personal choices and actions have environmental consequences

SOCIAL STUDIES

Skills and Processes of Social Studies

- apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues
- gather information from a variety of sources
- create a presentation on a selected historical event or topic

Identity, Society and Culture

- distinguish characteristics of various Indigenous cultures in BC and Canada
- identify effects of early contact between Indigenous societies and European explorers and settlers

Governance

- identify the impact of Canadian governance on Indigenous peoples' rights

Human and Physical Environment

- use maps and globes to locate Indigenous groups studied
- describe indigenous peoples' relationship with the land and natural resources

Grade 5

MUSIC

Structure (Elements of Rhythm)

- maintain a steady beat within common metres
- identify beat, metre, and rhythmic patterns in classroom repertoire
- perform rhythmic patterns using vocal or instrumental skills
- compare the form and principles of design in rhythmic structure
- notate rhythmic patterns from classroom repertoire

Structure (Elements of Melody)

- use singing or instrumental skills to maintain a melodic or harmonic part in simple textures
- compare the form and principles of design in melodic structure
- use standard and invented notation to represent melodic patterns

Thoughts, Images, and Feelings

- apply the elements of rhythm, melody, and expression to represent thoughts, images, and feelings in classroom repertoire
- make individual music choices based on the thoughts, images, and feelings that the music expresses

Context (Self and Community)

- apply skills and attitudes appropriate to a variety of roles, demonstrating audience and performance etiquette, performance skills, and respect for the contributions of others
- demonstrate responsibility to themselves and the group while experiencing music
- use established criteria to analyse the work of self and others

Context (Historical and Cultural)

- identify distinguishing features of music from a range of historical and cultural contexts
- compare a variety of purposes for creating music
- demonstrate respect for music from various historical and cultural contexts

ENGLISH LANGUAGE ARTS

Comprehend and Respond (*Comprehension*): demonstrate their understanding of written, oral, and visual communications.

Comprehend and Respond (*Engagement and Personal Response*): identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works

created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Communicate Ideas and Information (*Composing and Creating*): employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Communicate Ideas and Information (*Improving Communications*): enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Communicate Ideas and Information (*Presenting and Valuing*): demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Self and Society (*Personal Awareness*): use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Self and Society (*Working Together*): use language to interact and collaborate with others to explore ideas and accomplish goals.

Self and Society (*Building Community*): use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

FINE ARTS: DANCE

Elements of Movement

- use the elements of movement in combination
- identify techniques associated with particular dance styles
- demonstrate the principles of movement in dance
- identify ways in which safety, fitness, and health affect movement
- identify appropriate terminology to describe the elements of movement

Creation and Composition

- interpret and move in response to a variety of sounds, images, feelings, and music
- create movement sequences based on choreographic forms
- apply the creative process to revise dance compositions

Presentation and Performance

- rehearse dance for presentation
- demonstrate performance skills and audience etiquette appropriate to a given performance situation
- demonstrate a sense of feeling and mood in movement
- apply established criteria to analyse their own and others' work

Dance and Society

- identify distinguishing features of dances from a variety of historical and cultural contexts

- identify a variety of purposes for dance
- distinguish the roles portrayed by dancers
- describe personal opportunities for dance in the local community

MATHEMATICS

Patterns and Relations (Patterns)

Use patterns to describe the world around them and to solve problems.

- construct and expand patterns in two and three dimensions, concretely and pictorially

Shape and Space (Measurement)

Use measurement concepts, appropriate tools, and the results of measurements to solve problems in real-life contexts

- estimate and measure the effect on a rectangle's perimeter or area of changing one or more of its dimensions
- relate the perimeter and area of a rectangle using manipulatives and diagrams

PHYSICAL EDUCATION

Active Living

- participate regularly in physical activity to develop components of fitness and motor abilities
- demonstrate a willingness to participate in a variety of activities from all movement categories
- describe how activity affects physical fitness
- participate in and describe the benefits of warm-up and cool-down activities
- identify and describe positive benefits gained from physical activity in a natural setting

Movement (Dance)

- use the creative process to develop dance sequences, alone and with others
- demonstrate dance patterns from a variety of dance forms, alone and with others
- perform more complex movement sequences using elements of body awareness, space awareness, qualities, and relationships

SCIENCE

Earth and Space Science: Renewable and Non-Renewable Resources

- analyse how the Indigenous concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources

SOCIAL STUDIES

Skills and Processes of Social Studies

- apply critical thinking skills – including hypothesizing, comparing, imagining, inferring,

- identifying patterns, and summarizing – to a range of problems and issues
- gather a body of information from a variety of primary and secondary sources
- create a presentation on a selected topic
- defend a position on a selected topic
- implement a plan of action to address a selected school, community, or national problem or issue

Grade 6

MUSIC

Structure (Elements of Rhythm)

- perform rhythmic compositions using vocal or instrumental skills
- make choices from the elements of rhythm in classroom repertoire to create rhythmic compositions
- apply knowledge of form and the principles of design to their rhythmic compositions
- notate rhythms in common metres

Structure (Elements of Melody)

- maintain a melodic or harmonic part in simple textures
- apply knowledge of form and the principles of design to their melodic compositions
- use standard and invented notation to represent melodic patterns

Thoughts, Images, and Feelings

- use the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings in performance repertoire
- apply the elements of expression in their compositions

Context (Self and Community)

- apply skills and attitudes appropriate to a variety of roles, demonstrating audience and performance etiquette, performance skills, and respect for the contributions of others
- demonstrate responsibility to themselves and the group while experiencing music
- use established criteria to analyse the work of self and others

Context (Historical and Cultural)

- compare music from a range of historical and cultural contexts
- identify a variety of purposes for creating music
- create music for a given purpose
- demonstrate respect for music from various historical and cultural contexts

HEALTH AND CAREER EDUCATION

Health

Healthy Relationships

- demonstrate an understanding of the harmful effects of stereotyping and discrimination

- identify school, local, provincial, national, and international strategies for preventing and responding to discrimination, stereotyping, and bullying
- apply appropriate strategies for responding to discrimination, stereotyping, and bullying

ENGLISH LANGUAGE ARTS

Comprehend and Respond (*Comprehension*): demonstrate their understanding of written, oral, and visual communications.

Comprehend and Respond (*Engagement and Personal Response*): identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Communicate Ideas and Information (*Composing and Creating*): employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Communicate Ideas and Information (*Improving Communications*): enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Communicate Ideas and Information (*Presenting and Valuing*): demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Self and Society (*Personal Awareness*): use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Self and Society (*Working Together*): use language to interact and collaborate with others to explore ideas and accomplish goals.

Self and Society (*Building Community*): use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

FINE ARTS: DANCE

Elements of Movement

- use the elements of movement in combination
- demonstrate a variety of dance techniques
- apply the principles of movement to dance
- apply fitness, health, and safety considerations to movement
- use appropriate terminology to describe the elements and principles of movement

Creation and Composition

- interpret and move in response to a variety of sounds, images, feelings, and music
- create movement sequences using choreographic forms, individually and with others
- apply the creative process to revise dance compositions
- alter dance sequences by transforming movements

Presentation and Performance

- rehearse dance for presentation
- demonstrate performance skills and audience etiquette appropriate to specific performance situations
- perform dance, reflecting the sense of feeling and mood in the choreography
- revise their performances through self- and peer evaluation

Dance and Society

- compare dances from a variety of historical and cultural contexts
- identify the purposes of dance in various cultures
- describe the roles portrayed in a variety of dances
- identify personal and career opportunities in dance

MATHEMATICS

Patterns and Relations (Patterns)

Use patterns to describe the world around them and to solve problems

- construct a visual representation of a pattern to clarify relationships and to verify predictions
- summarize a relationship using everyday language in spoken or written form
- create expressions and rules to describe patterns and relationships (e.g., area, perimeter)

Shape and Space (Measurement)

- develop, verify, and use rules or expressions to determine the area of rectangles

PHYSICAL EDUCATION

Active Living

- participate regularly in physical activities to develop components of fitness and motor abilities
- demonstrate a willingness to participate in a variety of activities from all movement categories
- describe how activity affects body systems and levels of physical fitness
- participate in and describe the benefits of warm-up and cool-down activities
- demonstrate a personal functional level of physical fitness

Movement (Dance)

- use the creative process to develop dances, alone and with others
- refine dance patterns from a variety of dance forms, alone and with others
- select and perform complex movement sequences using elements of body awareness, space awareness, qualities, and relationships, alone and with others, with and without objects

SOCIAL STUDIES

Skills and Processes of Social Studies

- apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- evaluate the credibility and reliability of selected sources
- deliver a formal presentation
- implement a plan of action to address a selected local or global problem or issue

Identity, Society and Culture

- assess diverse concepts of Canadian identity
- relate a society's artistic expression to its culture

Human and Physical Environment

- assess the relationship between cultures and their environments

Grade 7

MUSIC

Structure (Elements of Rhythm)

- perform rhythmic compositions using vocal or instrumental skills
- apply knowledge of form and the principles of design to create rhythmic compositions
- notate rhythms in a variety of metres

Structure (Elements of Melody)

- apply an understanding of melodic direction, tonal centre, and contour to perform expressive phrasing
- apply knowledge of form and the principles of design to create melodic compositions
- notate melodic patterns

Thoughts, Images, and Feelings

- apply the elements of rhythm, melody, and expression to interpret a range of thoughts, images, and feelings
- evaluate choices of the elements of expression used in their compositions
- describe the elements of expression using appropriate music terminology

Context (Self and Community)

- apply skills and attitudes appropriate to a variety of roles, demonstrating audience and performance etiquette, performance skills, and respect for the contributions of others
- demonstrate responsibility to themselves and the group while experiencing music
- demonstrate the ability to provide and accept constructive feedback

Context (Historical and Cultural)

- compare music from a range of historical and cultural contexts
- compare music created for a variety of purposes
- create music for a given purpose

- demonstrate respect for music from various historical and cultural contexts

HEALTH AND CAREER EDUCATION

Goals and Decisions

- design a plan to achieve a specific goal
- demonstrate an ability to apply a decision-making model to a specific situation

Career Development

- identify skills that are transferable to a range of school and recreational situations (e.g., time management, teamwork, problem solving, communication, adaptability)

Health

Healthy Relationships

- demonstrate behaviours that contribute to the prevention of stereotyping, discrimination, and bullying

ENGLISH LANGUAGE ARTS

Comprehend and Respond (*Comprehension*): demonstrate their understanding of written, oral, and visual communications.

Comprehend and Respond (*Engagement and Personal Response*): identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Communicate Ideas and Information (*Composing and Creating*): employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Communicate Ideas and Information (*Improving Communications*): enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Communicate Ideas and Information (*Presenting and Valuing*): demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Self and Society (*Personal Awareness*): use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Self and Society (*Working Together*): use language to interact and collaborate with others to explore ideas and accomplish goals.

Self and Society (*Building Community*): use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

FINE ARTS: DANCE

Elements of Movement

- use the elements of movement in a variety of combinations

- demonstrate techniques associated with particular dance styles
- apply the principles of movement to dance
- apply fitness, health, and safety considerations to movement
- use appropriate terminology to describe technique

Creation and Composition

- create movement in response to the expressive elements of music and sound
- create movement sequences using pattern and narrative choreographic forms, individually and with others
- apply the creative process to revise dance compositions
- transform given dance sequences

Presentation and Performance

- rehearse dance for specific performance environments
- apply appropriate performance skills in a range of presentations
- demonstrate audience etiquette appropriate to a variety of performance situations
- perform dance, communicating the sense of feeling and mood in the choreography
- revise their performances through self- and peer evaluation

Dance and Society

- compare dances from a variety of historical and cultural contexts
- describe the purposes of dance in various cultures
- analyse the roles portrayed in a variety of dances

MATHEMATICS

Shape and Space (Measurement)

Describe and compare real-world phenomena using either direct or indirect measurement.

- measure the diameter, radius, and circumference of circles and generalize the relationships
- solve problems involving circles (radius, diameter, and circumference)

PHYSICAL EDUCATION

Active Living

- participate regularly in physical activity to develop components of fitness and motor abilities
- demonstrate a willingness to participate in a variety of activities from all movement categories
- explain the benefits of and demonstrate warm-up and cool-down activities
- describe the relationships between physical activity, stress management, and relaxation
- demonstrate a personal functional level of physical fitness

Movement (Dance)

- use the creative process to develop dances, alone and with others
- refine and present dance sequences from a variety of dance forms, alone and with others
- select, refine, and present movement sequences using elements of body awareness, space awareness, qualities, and relationships in dance activities

SOCIAL STUDIES

Skills and Processes of Social Studies

- apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues
- compile a body of information from a range of sources
- deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
- defend a position on a contemporary or historical issue

Grade 8

ENGLISH LANGUAGE ARTS

Comprehend and Respond (*Comprehension*): demonstrate their understanding of written, oral, and visual communications.

Comprehend and Respond (*Engagement and Personal Response*): identify connections between their own ideas, experiences, and knowledge and a variety of literary and mass media works created by classroom, local, British Columbian, Canadian, and international authors and developers from various cultural communities.

Communicate Ideas and Information (*Composing and Creating*): employ a variety of effective processes and strategies, including the use of electronic technology, to generate, gather, and organize information and ideas.

Communicate Ideas and Information (*Improving Communications*): enhance the precision, clarity, and artistry of their communications by using processes that professional authors and presenters use to appraise and improve their communications.

Communicate Ideas and Information (*Presenting and Valuing*): demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences.

Self and Society (*Personal Awareness*): use language to explore thoughts, ideas, feelings, and experiences to prepare for their roles in the world.

Self and Society (*Working Together*): use language to interact and collaborate with others to explore ideas and accomplish goals.

Self and Society (*Building Community*): use language to help establish and maintain relationships within the school and community, to collaborate to get things done, and to value and support others.

FINE ARTS: DANCE

Elements of Movement

- demonstrate dance techniques associated with particular genres
- apply principles of movement (alignment, balance, breathing, flexibility, strength) to dance
- apply principles of fitness, health, and safety to dance
- use elements of movement in a variety of combinations, as appropriate to the given genre or purpose

Creation and Composition

- create movement in response to the expressive elements of sound and music
- transform a given dance sequence for a specific purpose
- choreograph a movement sequence for a variety of environments and purposes
- apply the creative process to revise and refine dance

Presentation and Performance

- rehearse and perform dance for a specific environment
- demonstrate dance movements in the appropriate style for the chosen genre or choreography
- demonstrate skills and attitudes appropriate to a range of dance experiences as performer, participant, and audience, demonstrating:
 - an awareness of a sense of community
 - audience and performer etiquette
 - performance skills
 - respect for others' contributions
- use established criteria to analyse the work of self and others

Dance and Society

- analyse dances of a variety of cultures, considering elements of movement, historical and social context, and use of music and stagecraft
- describe the purposes of dance in various cultures
- analyse roles in dance (e.g., of gender, status, age)

FINE ARTS: MUSIC

Structure (Elements of Rhythm)

Create, listen to, and perform music, demonstrating understanding of expressive and physical properties of rhythm.

- create, notate, and perform rhythms in a variety of metres
- analyse rhythmic choices in performing and listening repertoire
- use appropriate music terminology to describe rhythm and metre

Structure (Elements of Melody)

Create, listen to, and perform music, demonstrating understanding of expressive and physical properties of melody.

- create, notate, and perform melodic patterns
- apply an understanding of melodic direction and contour to expressive phrasing
- identify tonal centres in a variety of melodies
- use appropriate music terminology to describe melody

Structure (Elements of Expression)

Create, listen to, and perform music, demonstrating understanding of expressive and physical properties of harmony, texture, dynamics, tempo, timbre, and articulation.

- apply an increasing range of tempos, dynamics, articulation, and timbres in classroom repertoire
- analyse the use of the elements of expression in performing and listening repertoire
- describe the elements of expression using appropriate music terminology
- describe the elements of expression in terms of the physical properties of sound

Structure (Form and the Principles of Design)

It is expected that students will create, listen to, and perform music, demonstrating understanding of a variety of forms and the principles of design.

- apply a variety of music forms and principles of design to composition
- represent the form of a piece of music
- use appropriate terminology to describe form and the principles of design
- compare and contrast the form of two or more music compositions

Thoughts, Images, and Feelings

It is expected that students will create, listen to, and perform music, demonstrating understanding and appreciation of the thoughts, images, and feelings it expresses.

- represent thoughts, images, and feelings derived from a music experience
- apply the elements of rhythm, melody, and expression to interpret and represent a broad range of thoughts, images, and feelings
- demonstrate a willingness to share personal insights arising from experiences with music
- explain personal meaning derived from music without reference to stories or visual artifacts
- demonstrate respect for the thoughts, feelings, and music choices of others

Context (Self and Community)

It is expected that students will demonstrate an understanding of the various roles and responsibilities required to create, listen to, and perform music.

- use skills and attitudes appropriate to a range of music experiences in a variety of venues, as performer, participant, and audience, demonstrating:
 - an awareness of the sense of community
 - audience and performer etiquette
 - performance skills

- respect for others' contributions
- demonstrate an ability to provide and accept constructive feedback
- demonstrate an understanding of physical well-being while experiencing music

Context (Historical and Cultural)

It is expected that students will create, listen to, and perform music, demonstrating understanding of the historical and cultural contexts.

- compare and contrast music from a range of historical and cultural contexts
- compare and contrast music created for a variety of purposes
- demonstrate respect for music of various historical and cultural contexts

PHYSICAL EDUCATION

Active Living

- identify the benefits of active living
- demonstrate a willingness to participate in a wide range of activities from all movement categories
- demonstrate a personal functional level of physical fitness

Movement (Dance)

- select, combine, and perform locomotor and non-locomotor skills used in a variety of dance activities
- choreograph movement sequences, using the elements of movement and basic dance steps and patterns

SOCIAL STUDIES

Applications

- identify and clarify a problem, an issue, or an inquiry
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
- interpret and evaluate a variety of primary and secondary sources
- assess a variety of positions on controversial issues
- plan, revise, and deliver written and oral presentations
- co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified

Society and Culture

- compare daily life, family structures, and gender roles in a variety of civilizations
- describe a variety of diverse cultural traditions
- demonstrate awareness of artistic expression as a reflection of the culture in which it is produced
- describe how societies preserve identity, transmit culture, and adapt to change

Environment

- analyse how people interacted with and altered their environments, in terms of population, settlement patterns, resource use and cultural development

Curriculum Correlations

New Brunswick (see Atlantic Canada)

Curriculum Correlations

Newfoundland and Labrador (see Atlantic Canada)

Curriculum Correlations

Northwest Territories (see Alberta)

Curriculum Correlations

Nova Scotia (see Atlantic Canada)

Curriculum Correlations

Nunavut (see Alberta)

Curriculum Correlations

Manitoba

Kindergarten

THE ARTS: MUSIC

- Participate in musical experiences such as walking a steady beat, singing along with others, joining in singing games, listening to music that expresses different moods, playing simple rhythm and melody instruments, and so on.

ENGLISH LANGUAGE ARTS

- Learn that objects, things, and "talk" can be represented through pictures and print; enjoy hearing an adult read aloud picture books, chants, songs, and nursery rhymes; and talk about or show what they have seen and heard from print and videos.
- Help to ask good questions for class projects; and find answers from own experiences, others, objects, pictures, books, and videos.
- Know that messages are created through talking, drawing, singing, and writing; and share "stories" and ideas with classmates.
- Learn to participate in making class plans; and think of ways to help others.

MATHEMATICS

- Identify, describe, and create patterns from real life.
- Describe, orally, the position of objects.

PHYSICAL/HEALTH EDUCATION

- Recognize concepts related to cooperative play; personal and general space (moving without bumping); body awareness; quick and slow speeds; stop and start signals; and moving around, over, under, and between objects.
- Explore the basic movement skills (e.g., running, hopping, jumping, underhand throwing, catching, striking, bouncing, kicking, balancing) by participating in a variety of physical activities.
- Participate in physical activities for enjoyment and fitness development.
- Identify personal characteristics, behaviours, feelings, and emotions related to getting along with others.

SCIENCE

- Recognize that learning can come from observing and investigating.
- Observe, using a combination of senses.

Grade 1

THE ARTS: MUSIC

- Begin to read and write simple patterns of beats, accents, and so on, through rhythm activities.

ENGLISH LANGUAGE ARTS

- Talk and think about their own experiences and familiar events; and respond to others' ideas and feelings to set classroom and personal learning goals.
- Talk and ask questions about a topic and what they want to learn for class or personal projects; and find answers from their own experiences, others, objects, pictures, books, libraries, and videos.
- Tell, draw, and write their own ideas to share with others through storytelling, pictures, singing, and role-playing.
- Learn to share ideas, take turns, cooperate, help others, and ask others for help.

MATHEMATICS

- Compare and create patterns from real life.
- Describe the relative position of objects and shapes

PHYSICAL/HEALTH EDUCATION

- Recognize concepts related to directions (e.g., forward, backward); levels (e.g., high, medium, low); body shapes (e.g., curled, straight); qualities of effort (e.g., strong/light, quick/slow); moving in relation to others (e.g., lead, follow, chase); rules; and fair-play behaviour.
- Demonstrate basic movement skills (e.g., running, hopping, jumping, bouncing, balancing) by participating in a variety of physical activities.
- Sustain participation in moderate to vigorous physical activities and recognize the physical changes on the body caused by physical activity (e.g., increased heart rate, body temperature).
- Demonstrate how to set and achieve simple goals.
- Demonstrate behaviours for getting along with others and for dealing with conflict and anger.

SCIENCE

- The Senses
- Daily and Seasonal Changes
- Recognize that learning can come from observing and investigating.
- Observe, using a combination of senses.

SOCIAL STUDIES

- Discover family and community expressions of culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past.
- Consider diverse and similar ways people live, meet their needs, express themselves, and influence each other.

Grade 2

THE ARTS: MUSIC

- Begin to read, write, and play rhythms, using accents and musical markings.
- Explore melody through songs and instruments.

ENGLISH LANGUAGE ARTS

- Talk and think about what they, and others, can do to set and keep track of new learning goals.
- Discover ways to understand and make meaning from texts and show connections between texts and their own feelings, experiences, and ideas.
- Ask questions to learn more about own or class topics/projects; and follow directions to find answers from sources such as elders, libraries, tables of contents, pictures, multimedia materials, and so on.
- Participate in large and small groups to work cooperatively

MATHEMATICS

- Compare and create patterns.
- Change patterns to different forms.
- Estimate, measure, and compare lengths (cm/m).
- Describe changes in position.

PHYSICAL/HEALTH EDUCATION

- Recognize concepts related to balance (e.g., keeping centre of gravity low); pathways (e.g., straight, zigzag); directions (e.g., clockwise, counter-clockwise); planes (e.g., frontal, horizontal); qualities of effort (e.g., time, force, flow); moving in relation to a partner (e.g., lead, mirror, dodge); and fair-play behaviour.
- Demonstrate basic movement skills (e.g., running, jumping, skipping, rolling, balancing) by participating in a variety of physical activities.
- Sustain participation in a variety of physical activities that contribute to skill/fitness development and enjoyment.
- Identify examples of personal responsibilities and skills for setting short-term and long-term goals; determining positive and negative consequences of decisions; showing responsibility and respect; communicating positively with others; showing ways friends can be helpful; sharing and expressing feelings; and recognizing causes of stress and ways to reduce stress.

SCIENCE

- Position and Motion

SOCIAL STUDIES

- Enhance their awareness of the cultural and geographic diversity of Canada through the study of one Indigenous community and one other Canadian community.

- Explore different aspects of Canada, including national symbols, the origins of place names, and the presence and influence of diverse languages and cultural communities.

Grade 3

THE ARTS: MUSIC

- Continue to learn to read, write, and play simple patterns in music.
- Continue to develop the concept of melody by singing for enjoyment and playing instruments.

ENGLISH LANGUAGE ARTS

- Talk about and reflect on their own and others' learning; and show evidence that they are working on their goals.
- Use comprehension and word-solving strategies to read and view for enjoyment and information; and talk about and/or show understanding, learning, and connections among a wide range of stories, books, videos, and cultural traditions.
- Ask good questions to learn more about their own or class topics for research; follow a plan to find answers and important information from magazines, plays, songs, books, libraries, multimedia sources, and so on.
- Show respect for others; and understand how to help others in large and small groups.

MATHEMATICS

- Estimate and compare measurements using mostly standard units of measure.
- Use numbers and direction words to describe position.

PHYSICAL/HEALTH EDUCATION

- Show an understanding of concepts related to applying force when pulling, pushing, and carrying; designing movement sequences; balancing objects; showing different qualities of speed, force, and flow; mirroring and matching movements; following rules and strategies for territory/invasion games (e.g., soccer, hockey); and practising fair-play behaviour.
- Demonstrate basic movement skills (e.g., running, galloping, skipping, underhand and overhand throwing, catching, striking, kicking, dribbling a ball using feet, balancing and landing safely) by participating in a variety of physical activities.
- Demonstrate skills and behaviours for showing consideration and respect for others; setting short-term and long-term goals; following steps for healthy decision making and conflict resolution; and recognizing anger triggers and assertive behaviour.

Grade 4

ENGLISH LANGUAGE ARTS

- Talk about and reflect on their own learning and others' ideas.
- Use past experiences and what they know about books, stories, and language to problem solve meaning from new texts; and explore different ways to learn, think, and respond to texts such as folktales, poetry, sculpture, news reports, videos, and so on
- Choose topics, ask appropriate questions, and use a plan for a research project; and explore a variety of information sources such as people, libraries, maps, dictionaries, videos, technology, and so on, to answer their questions.

- Talk about personal responsibilities to improve working in groups; and appreciate how language is used in various ways with different community members.

MATHEMATICS

- Estimate, compare, and solve problems in measurement, using decimal numbers/standard units.
- Write directions for a given path.

PHYSICAL/HEALTH EDUCATION

- Show an understanding of concepts related to space awareness; qualities of effort; choreography of movement sequences; and fair-play ideals.
- Demonstrate functional use of basic movement skills and other locomotor variations in a variety of physical activities.
- Sustain participation in a variety of physical activities that contribute to fitness.
- Demonstrate skills and behaviours related to personal goal setting, action planning when making a group decision, getting along with others, and stress management.

SCIENCE

- Habitats and Communities: Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.

SOCIAL STUDIES

- Explore important events and individuals from Manitoba's past, including a focus on early settlement, contributions of diverse cultural communities, and ways in which life in Manitoba has changed over time.
- Explore one of Canada's northern territories, considering the physical and human geography of the territory studied, including a focus on stories, traditions, and changes in ways of life in Canada's North. Examine Indigenous contributions, as well as the contribution of the North to the Canadian community.

Grade 5

ENGLISH LANGUAGE ARTS

- develop ideas by respectfully discussing their thoughts with others, and set personal goals for language learning
- learn a variety of strategies that help them understand and respond to what they read, see, and hear
- do research by determining their own questions and using a plan to gather and record useful information to answer their questions
- organize and communicate ideas for different audiences and purposes through written, oral, and visual presentations
- assume a variety of roles, learn how to work productively, and set goals when they work in groups

MATHEMATICS

- Solve everyday problems using measurement concepts, appropriate tools, and results of measurements.

PHYSICAL/HEALTH EDUCATION

- Show an understanding of concepts related to balancing; designing routines showing contrast in levels, pathways, and directions; and fair play.
- Perform and combine movement skills (e.g., running, hopping,) to improve control related to sports/games, outdoor pursuits, and rhythmic/gymnastic activities, including innovative games.
- Show an understanding of their own and others' feelings, the influence of others in decision making, responsible social behaviours, appreciation of diversity, qualities for developing friendships, anger management, and conflict-resolution steps.
- Demonstrate use of goal-setting process for a group goal, interpersonal skills for developing positive relationships, and strategies to turn conflict into a win-win situation.

SOCIAL STUDIES

- Explore First Peoples' ways of life before and during their early contact with Europeans, including a focus on the daily life, leadership, culture, and beliefs of First Peoples communities.
- Consider traditional territories of First Peoples and their connections with the natural environment.
- Explore cultural diversity in early Canada, including relationships between Europeans, First Peoples, and Métis people, and consider issues related to traditional Métis lands and communities, immigration, culture, and identity.

Grade 6

ENGLISH LANGUAGE ARTS

- develop clear points of view by respectfully discussing their thoughts with others, and assess and revise personal goals for language learning
- identify strategies that help them understand and respond to what they read, see, and hear
- do research by determining their own questions, and use their own plan to gather and record useful information to answer their questions
- experiment with a variety of ways to communicate ideas for different audiences and purposes through written, oral, and visual presentations
- learn to identify and solve problems and help each other stay on task when working in groups

MATHEMATICS

- Solve problems involving perimeter, area, surface area, volume, and angle measurement.
- Solve problems using symmetry and visualization.

PHYSICAL/HEALTH EDUCATION

- Show an understanding of factors that affect movement skill development; making up routines.

- Apply selected movement skills in striving for improvement related to sports/games, outdoor pursuits, and rhythmic/gymnastic activities, including multicultural games and dances.
- Participate in physical activities to enhance and monitor personal fitness and proper technique
- Show an understanding of characteristics for developing self-confidence, techniques for developing and revising personal goals and plans, behaviours that promote responsible decision making and build positive relationships, and strategies for managing stress and emotions
- Assess and revise personal health goals, including the use of interpersonal skills, as well as decision-making, problem-solving, and stress-management skills.

SOCIAL STUDIES

- Explore the changing character of this country as they examine territorial expansion, the role of immigration, and the evolving relationships between First Nations, Inuit/Inuvialuit and Métis peoples and the Canadian government
- Study cultural diversity, including the evolving relationships between First Nations, Inuit/Inuvialuit, and Métis peoples and the Canadian government
- Study developments regarding indigenous rights and the evolution of Canada as a bilingual and multicultural nation
- Examine issues related to the protection and expression of culture and identity and the role of various groups and organizations in the promotion of identity and democratic rights.

Grade 7

ENGLISH LANGUAGE ARTS

- compare and summarize points of view by respectfully discussing their thoughts with others, and reflect on their language learning
- use a variety of appropriate strategies to help them understand and respond to what they read, see, and hear
- do research in a variety of ways and learn to choose appropriate information sources when seeking answers to their questions
- identify and use a variety of ways to communicate ideas for different audiences and purposes through written, oral, and visual presentations
- learn to reach consensus when working in groups, and evaluate their own contributions and the group's effectiveness

MATHEMATICS

- Solve problems involving circles, time zones, perimeter, and area

PHYSICAL/HEALTH EDUCATION

- Design, perform, combine, and analyze movement skills in selected physical activities related to sports/games, outdoor pursuits, and rhythmic/gymnastic activities
- Demonstrate the ability to develop interpersonal skills, as well as conflict-resolution, decision-making/problem-solving, avoidance, and refusal strategies.

SOCIAL STUDIES

- examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world
- focus on concepts related to universal human rights, diverse cultural perspectives, citizenship and democracy, identity, and discrimination
- examine the impact of human activities in one contemporary society, selected from a choice of Europe or the Americas
- focus on environmental, social, political, cultural, and economic issues.

Grade 8

ENGLISH LANGUAGE ARTS

- assess their own points of view during respectful discussions with others, and independently reflect on their language learning
- do research in a variety of ways and choose appropriate information sources when seeking answers to their questions
- experiment with more sophisticated ways to communicate ideas, depending upon their audience and purpose, through written, oral, and visual presentations
- work cooperatively to maintain group harmony, evaluate their own contributions and the group's effectiveness, and set goals for improvement

MATHEMATICS

- Solve problems involving area, perimeter, surface area, and volume

PHYSICAL/HEALTH EDUCATION

- Apply selected movement skills in a variety of physical activities related to sports/games, outdoor pursuits, and rhythmic/gymnastic activities
- Show an understanding of setting and achieving goals, dealing with stereotyping, appreciating diversity, building positive relationships, and dealing with loss and grief, as well as stress and anxiety
- Demonstrate competency in the use of interpersonal skills, as well as goal-setting, decision-making/problem-solving, and stress-management skills

SOCIAL STUDIES

- focus on stories and theories of the origin and development of human life and the transition from hunter-gatherer to agrarian ways of life
- examine ways in which societies change or remain the same, how they organize and perpetuate themselves, and how the natural environment influences their development

Curriculum Correlations

Prince Edward Island (see Atlantic Canada)

Curriculum Correlations

Ontario

Kindergarten

PERSONAL AND SOCIAL DEVELOPMENT

- demonstrate a sense of identity and a positive self-image;
- demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community;
- demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities ;
- demonstrate an ability to use problem-solving skills in a variety of social contexts;
- identify and use social skills in play and other contexts;
- demonstrate an awareness of their surroundings.

LANGUAGE

- communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;
- communicate in writing, using strategies that are appropriate for beginners;
- demonstrate a beginning understanding and critical awareness of media texts.

MATHEMATICS

- explore, recognize, describe, and create patterns, using a variety of materials in different contexts

SCIENCE

- demonstrate an understanding of and care for the natural world

HEALTH AND PHYSICAL ACTIVITY

- participate willingly in a variety of activities that require the use of both large and small muscles;
- develop control of large muscles (gross-motor control) in a variety of contexts;
- develop control of small muscles (fine-motor control) in a variety of contexts.

THE ARTS

- demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance;
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts;
- use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others;
- express responses to a variety of art forms, including those from other cultures;
- communicate their ideas through various art forms.

Grade 1

THE ARTS: MUSIC

- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- listen to and identify music from different cultures and historical periods
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

THE ARTS: DRAMA AND DANCE

- demonstrate an understanding of some basic elements of drama and dance (e.g., character, rhythm);
- interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using some basic drama and dance techniques (e.g., role playing, movement sequences);
- create short dance pieces, using techniques learned in this grade;
- communicate understanding of works in drama and dance through discussion, movement, and visual art work.

HEALTH AND PHYSICAL EDUCATION

- demonstrate the principles of movement (e.g., in various directions, alone, with others, at various speeds) using locomotion/travelling, manipulation, and stability skills
- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance, fitness activities, outdoor pursuits);
- recognize the importance of being physically active;
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits)

LANGUAGE

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Measurement

- estimate, measure, and describe length, area, mass, capacity, time, and temperature, using non-standard units of the same size;
- compare, describe, and order objects, using attributes measured in non-standard units.

Geometry and Spatial Sense

- describe the relative locations of objects using positional language.

Patterns and Relationships

- identify, describe, extend, and create repeating patterns

SCIENCE

Earth and Space: Daily and Seasonal Cycles

- demonstrate an understanding of changes that occur in daily and seasonal cycles and of how these changes affect the characteristics, behaviour, and location of living things;
- investigate changes that occur in a daily cycle and in a seasonal cycle;
- describe how living things, including humans, adapt to and prepare for daily and seasonal changes.

Grade 2

THE ARTS: MUSIC

- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
- recognize a variety of sound sources and use some in performing and creating music;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

THE ARTS: DRAMA AND DANCE

- describe some of the basic elements of drama and dance (e.g., time, space);
- interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using several basic drama and dance techniques (e.g., tableaux);
- create short dance pieces, using techniques learned in this grade;

- communicate understanding of works in drama and dance through discussion, writing, movement, and visual art work.

PHYSICAL EDUCATION

- perform the basic movement skills required to participate in physical activities: locomotion/travelling (e.g., skipping, hopping), manipulation (e.g., throwing, bouncing), and stability (e.g., balancing, twisting);
- demonstrate the principles of movement (e.g., at various levels, in relationship to equipment, using different body parts) using locomotion/travelling, manipulation, and stability skills.
- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., games, gymnastics, dance);
- recognize the personal benefits of being physically active;
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits)

LANGUAGE

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associate with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Measurement

- estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using non-standard units and standard units;

- compare, describe, and order objects, using attributes measured in non-standard units and standard units.

Geometry and Spatial Sense

- describe and represent the relative locations of objects, and represent objects on a map.

Patterning

- identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns

SOCIAL STUDIES

- demonstrate an understanding that Canada is a country of many cultures;
- explain how the environment affects people's lives and the ways in which their needs are met.

Grade 3

THE ARTS: MUSIC

- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
- create and perform music, using a variety of sound sources;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

THE ARTS: DRAMA AND DANCE

- describe basic elements of drama and dance (e.g., suspense, pattern, energy);
- interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques;
- create short dance pieces, using techniques learned in this grade;
- compare their own work with the work of others in drama and dance through discussion, writing, movement, and visual art work;
- use available technology appropriately to enhance their work in drama and dance.

PHYSICAL EDUCATION

- demonstrate the principles of movement (e.g., in various body shapes; using sudden, sustained, fast, or slow movements) using locomotion/travelling, manipulation, and stability skills;
- participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., skipping to music);
- recognize the personal benefits of being physically active;
- acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits)

LANGUAGE

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

Measurement

- estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units;
- compare, describe, and order objects, using attributes measured in standard units.

Geometry and Spatial Sense

- identify and describe the locations and movements of shapes and objects.

SOCIAL STUDIES

- describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nations peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities.
- explain how communities interact with each other and the environment to meet human needs.

Grade 4

THE ARTS: MUSIC

- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
- create and perform music, using a variety of sound sources;

- use correctly the musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

THE ARTS: DRAMA AND DANCE

- demonstrate understanding of some of the principles involved in the structure of works in drama and dance (e.g., variety, unity);
- interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of drama and dance techniques (e.g., techniques used in the activity of “inner and outer circle”);
- communicate, orally and in writing, their response to their own and others’ work in drama and dance (e.g., through discussions, interviews, research projects);
- identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups;
- explain their use of available technology to enhance their work in drama and dance.

HEALTH AND PHYSICAL EDUCATION

- perform the movement skills required to participate in lead-up games, gymnastics, dance, and outdoor pursuits: locomotion/travelling (e.g., sliding, gliding), manipulation (e.g., kicking, trapping), and stability (e.g., putting their weight on different body parts);
- demonstrate the principles of movement in acquiring and then beginning to refine movement skills (e.g., combining directions and levels in sequence).
- participate on a regular basis in physical activities that maintain or improve physical fitness;
- identify the benefits of physical fitness;
- apply living skills – such as goal setting, conflict-resolution techniques, and interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully) – to physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- demonstrate a variety of interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully);

LANGUAGE

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

- estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies;
- determine the relationships among units and measurable attributes, including the area and perimeter of rectangles.

SCIENCE

- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats;
- demonstrate understanding that certain materials can transmit, reflect, or absorb light or sound;
- investigate materials that transmit, reflect, or absorb light or sound and use their findings in designing objects and choosing materials from which to construct them;
- demonstrate an understanding of the characteristics and properties of light and sound;
- investigate different ways in which light and sound are produced and transmitted, and design and make devices that use these forms of energy.

SOCIAL STUDIES

- use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;
- identify, analyse, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.

Grade 5

THE ARTS: MUSIC

- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
- create and perform music, using a variety of sound sources;
- use correctly the musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).

THE ARTS: DRAMA AND DANCE

- demonstrate understanding of some of the principles (e.g., contrast, harmony) involved in the structuring of works in drama and dance;
- interpret and communicate the meaning of stories, films, plays, songs, and other material drawn from different sources and cultures, using a range of drama and dance techniques;
- create dance pieces, using a variety of techniques;
- describe, orally and in writing, their response to their own and others' work in drama and dance, gather others' responses (e.g., through interviews, research), and compare the responses;
- solve problems presented through drama and dance, working in large and small groups and using various strategies;
- use different forms of available technology to enhance their work in drama and dance.

HEALTH AND PHYSICAL EDUCATION

- perform the movement skills required to participate in games, gymnastics, dance, and outdoor pursuits alone and with others: locomotion/travelling (e.g., running in patterns in game activities), manipulation (e.g., catching, throwing), and stability (e.g., transferring their weight);
- demonstrate the principles of movement while refining their movement skills (e.g., matching the movements of a partner in a sequence);
- participate on a regular basis in physical activities that maintain or improve physical fitness;
- identify the components of physical fitness and describe physical activities that improve these components;
- apply living skills (e.g., goal setting, conflict-resolution techniques, and interpersonal skills that contribute to positive group interaction) to physical activities (e.g., games, gymnastics, dance, outdoor pursuits)

LANGUAGE

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;

- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

- estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies;
- determine the relationships among units and measurable attributes, including the area of a rectangle
- identify and describe the location of an object, using the cardinal directions.

SCIENCE

- examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions.

SOCIAL STUDIES

- identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment.

Grade 6

THE ARTS: MUSIC

- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
- use correctly the musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).

THE ARTS: DRAMA AND DANCE

- demonstrate an understanding of the principles involved in the structuring of works in drama and dance;
- interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques, and evaluate the effectiveness of the techniques;
- evaluate, orally and in writing, their own and others' work in drama and dance (e.g., performances, multimedia presentations);
- create dance pieces, using a variety of techniques;
- solve problems presented through drama and dance in different ways, and evaluate the effectiveness of each solution;
- create different interpretations of their work in drama and dance, using available technology.

HEALTH AND PHYSICAL EDUCATION

- perform movement skills in the kind of combinations that are required in a variety of modified games, gymnastics, dance, and outdoor pursuits;
- demonstrate the principles of movement while refining movement skills (e.g., combining body shapes and movements with changes in direction as in a dance or gymnastics routine);
- participate on a regular basis in physical activities that maintain or improve physical fitness
- apply living skills, including interpersonal skills, in physical activities (e.g., games, gymnastics, dance, outdoor pursuits) and describe the benefits of using these skills in a variety of physical activities.

LANGUAGE

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

- estimate, measure, and record quantities, using the metric measurement system

SOCIAL STUDIES

- describe characteristics of pre-contact First Nations' cultures across Canada, including their close relationships with the natural environment; the motivations and attitudes of the

- European explorers; and the effects of contact on both the receiving and the incoming groups;
- use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between First Peoples and European explorers;
 - analyse examples of interaction between First Peoples and European explorers to identify and report on the effects of cooperation and the reasons for disagreements between the two groups.

Grade 7

THE ARTS: MUSIC

- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
- use correctly the musical terminology associated with the specific expectations for this grade;
- communicate their understanding and knowledge of music in appropriate ways (e.g., through an oral presentation of research, through creative movement);
- identify and perform music of a variety of cultures and historical periods.

THE ARTS: DRAMA AND DANCE

- describe the overall effects of various aspects of drama and dance (i.e., elements, principles, techniques);
- interpret and communicate the meaning of novels, scripts, historical fiction, and other material drawn from a wide variety of sources and cultures, using a variety of drama and dance techniques;
- create dance pieces, using a variety of techniques;
- evaluate, orally and in writing, their own and others' work in drama and dance, using criteria developed by the class;
- solve, in various ways, a problem that is presented through drama and dance, and explain ways in which each solution is effective;
- create different interpretations of a single drama or dance work, using available technology for performance.

HEALTH AND PHYSICAL EDUCATION

- combine a variety of movement skills (locomotion/travelling, manipulation, and stability) in games, gymnastics, dance, and outdoor pursuits
- apply the principles of movement while refining movement skills
- participate on a regular basis in physical activities that maintain or improve physical fitness
- apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict resolution techniques) in physical activities (e.g., games, gymnastics, dance, music, outdoor pursuits);
- transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities.

LANGUAGE

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

- report on research into real-life applications of area measurements.

SCIENCE

- demonstrate an understanding of the effects of human activities and technological innovations, as well as the effects of changes that take place naturally, on the sustainability of ecosystems.

HISTORY

- describe how settlers and fur traders interacted with the First Peoples;
- identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers and First Peoples.

GEOGRAPHY

- describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.

Grade 8

THE ARTS: MUSIC

- demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;

- use correctly the musical terminology associated with the specific expectations for this grade;
- communicate their understanding and knowledge of music in appropriate ways (e.g., represent their response to music through dancing);
- identify and perform music of a variety of cultures and historical periods.

THE ARTS: DRAMA AND DANCE

- evaluate the overall effect of various aspects of drama and dance (i.e., elements, principles, techniques, style);
- interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques;
- create dance pieces, selecting and using a variety of techniques;
- critique, orally and in writing, their own and others' work in drama and dance, using criteria developed independently and in a group;
- critique solutions to problems presented in drama and dance, make decisions in large and small groups, and defend their artistic choices;
- create different multimedia interpretations of a single work, using available technology to enhance their work in drama and dance performances.

HEALTH AND PHYSICAL EDUCATION

- apply a variety of movement skills in combination and in sequence (locomotion/ travelling, manipulation, and stability) in physical activities (e.g., dance) and formal games;
- apply the principles of movement while refining movement skills;
- participate on a regular basis in physical activities that maintain or improve physical fitness;
- apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict resolution techniques) in physical activities (e.g., games, gymnastics, dance, outdoor pursuits);
- transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities.

LANGUAGE

Oral Communication

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Literacy

- demonstrate an understanding of a variety of media texts;
- identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

MATHEMATICS

- determine the relationships among units and measurable attributes, including the area of a circle;
- demonstrate an understanding of the geometric properties of quadrilaterals and circles and the applications of geometric properties in the real world.

HISTORY

- outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various groups of people in the region from a variety of perspectives.

GEOGRAPHY

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;

Curriculum Correlations

Quebec

Preschool Education

- perform sensorimotor actions effectively in different contexts
- broaden repertoire of actions
- execute various gross and fine motor movements
- adjust actions to the environment
- share tastes, interests, feelings, and emotions
- develop self-confidence
- interact harmoniously with others
- participate in the group
- show interest in others
- communicate using the resources of language
- construct an understanding of the world
- exercise thinking in a variety of contexts
- organize information
- become involved in a project or activity, drawing on personal resources
- show tenacity in carrying out a project or activity
- complete an activity or project
- transmit the results of the project

Cycle One

ENGLISH LANGUAGE ARTS

- read and listen to literary, popular and information-based texts
- construct own view of the world through reading and listening to literary, popular and information-based texts
- begin to acknowledge and support different interpretations of the same text
- understand that texts are social and cultural products
- identify the view of the world presented in a text
- write self-expressive, narrative and information-based texts
- use language to communicate and learn
- interact in collaborative group activities in a variety of roles
- use language (talk) to communicate information, experiences and point of view
- use language (talk) as a means of exploring, expressing and developing thoughts, feelings and imagination
- share ideas and points of view
- experiment with appropriate language registers to achieve a desired purpose (storytelling, role-playing)
- interact in collaborative group activities in a variety of roles
- participate in group activities such as improvisation, role-playing and storytelling, in a variety of roles

ARTS EDUCATION: DANCE

- invent dances

- use personal ideas inspired by the stimulus for creation
- use elements of dance language and elements of movement technique
- organize chosen elements, finalize production, and share creative experience
- interpret dances
- become familiar with choreographic content of the dance
- apply elements of movement technique
- bring out expressive elements of the dance
- apply rules for group movements
- share interpretation experience
- develop performance conveying expressive nature of the dance
- make connections between what has been felt and examined
- make a critical or aesthetic judgment
- share appreciation experience
- develop simple organization of elements

SOCIAL SCIENCES

- construct a representation of space, time and society
- compare places and social phenomena here and elsewhere, from the past and the present
- description of similarities, differences and changes in places, groups and events in everyday life here and elsewhere, from the past and the present

PHYSICAL EDUCATION AND HEALTH

- perform movement skills in different physical activity settings
- perform movement skills as called for by the situation
- perform sequences of movement skills
- perform simultaneous movement skills
- identify possible opportunities for the transfer of learning
- interact with others in different physical activity settings
- cooperate in developing a plan of action
- participate in implementing a plan of action
- adapt verbal or nonverbal communication to the situation

Cycle Two

ENGLISH LANGUAGE ARTS

- read and listen to literary, popular and information-based texts
- construct own view of the world through reading and listening to literary, popular and information-based texts
- clarify own meanings and meanings of others through a response process
- share new or interesting information gained from a text
- begin to identify the view of the world presented in a text through making inferences about the view of the world presented by the text
- write self-expressive, narrative and information-based texts
- represent literacy in different media
- use language to communicate and learn
- use language (talk) to communicate information, experiences and point of view
- use language (talk) as a means of exploring, expressing and developing thoughts, feelings and imagination
- develop, through trial and error, strategies for working collaboratively with peers

- develop language strategies to support communication in collaborative tasks
- respond to ideas and points of view of others with sensitivity and interest
- talk through new ideas and information
- interrogate the text as a social and cultural product
- plan, define and carry out a multimedia or cross-curricular project
- question, support and defend the ideas of others

ARTS EDUCATION: DANCE

- invent dances
- use personal ideas inspired by the stimulus for creation
- use elements of dance language and elements of movement technique
- organize chosen elements, finalize production, and share creative experience
- interpret dances
- become familiar with choreographic content of the dance
- apply elements of movement technique
- bring out expressive elements of the dance
- apply rules for group movements
- share interpretation experience
- develop performance conveying expressive nature of the dance
- make connections between what has been felt and examined
- make a critical or aesthetic judgment
- share appreciation experience
- create performance conveying expressive nature of the dance
- identify connections between one or more excerpts and sociocultural references
- justify own opinion
- develop coherent organization of elements

SOCIAL SCIENCES

- understand the organization of a society in its territory
- situate the society and its territory in space and time
- define the influence of people or events on social and territorial organization
- make connections of continuity with the present
- situate a society and its territory in space and at two points in time
- recognize the main changes in the organization of a society and its territory
- establish causes and effects of the changes
- define the influence of people or events on these changes
- be open to the diversity of societies and their territories

PHYSICAL EDUCATION AND HEALTH

- perform movement skills in different physical activity settings
- perform movement skills as called for by the situation
- perform sequences of movement skills
- perform simultaneous movement skills
- identify possible opportunities for the transfer of learning
- interact with others in different physical activity settings
- cooperate in developing a plan of action
- participate in implementing a plan of action
- adapt verbal or nonverbal communication to the situation

Cycle Three

ENGLISH LANGUAGE ARTS

- read and listen to literary, popular and information-based texts
- construct own view of the world through reading and listening to literary, popular and information-based texts
- begin to respond to the interpretive processes of peers
- comparison, with guidance, of own values with some of the social, cultural and historical values in a literary text in teacher and peer discussions
- write self-expressive, narrative and information-based texts
- represent literacy in different media
- use language to communicate and learn
- use language (talk) to communicate information, experiences and point of view
- use language (talk) as a means of exploring, expressing and developing thoughts, feelings and imagination
- model possible social roles and behaviours
- link several scenes to create a long improvisation
- respond to ideas and points of view of others with sensitivity and interest
- talk through new ideas and information
- investigate alternative solutions to a problem
- address misconceptions

ARTS EDUCATION: DANCE

- invent dances
- use personal ideas inspired by the stimulus for creation
- use elements of dance language and elements of movement technique
- organize chosen elements, finalize production, and share creative experience
- interpret dances
- become familiar with choreographic content of the dance
- apply elements of movement technique
- bring out expressive elements of the dance
- apply rules for group movements
- share interpretation experience
- develop performance conveying expressive nature of the dance
- make connections between what has been felt and examined
- make a critical or aesthetic judgment
- share appreciation experience
- create performance conveying expressive nature of the dance
- identify connections between one or more excerpts and sociocultural references
- justify own opinion
- develop complex organization of elements

SOCIAL SCIENCES

- understand the organization of a society in its territory
- situate the society and its territory in space and time
- define the influence of people or events on social and territorial organization
- make connections of continuity with the present
- situate a society and its territory in space and at two points in time
- recognize the main changes in the organization of a society and its territory
- establish causes and effects of the changes
- define the influence of people or events on these changes

- be open to the diversity of societies and their territories

PHYSICAL EDUCATION AND HEALTH

- perform movement skills in different physical activity settings
- perform movement skills as called for by the situation
- perform sequences of movement skills
- perform simultaneous movement skills
- identify possible opportunities for the transfer of learning
- interact with others in different physical activity settings
- cooperate in developing a plan of action
- participate in implementing a plan of action
- adapt verbal or nonverbal communication to the situation

Curriculum Correlations

Saskatchewan

Kindergarten

ENGLISH LANGUAGE ARTS

- listen attentively to others
- listen to a variety of informational texts for enjoyment and information
- follow simple directions
- make relevant comments and ask questions about topics of interest
- talk about new learning
- share feelings prompted by texts
- experiment with rhythm, rhymes and sounds
- anticipate that stories and informational texts will have meaning
- contribute ideas for experience chart stories, class books, captions and titles
- share personal experiences and feelings prompted by various visuals
- talk about visuals they like
- share ideas and experiences in a variety of ways including dramatizations, role playing, art and movement
- experiment with sound, movement, and other forms of representing to share ideas and experiences

ARTS EDUCATION: DANCE

- participate in creative dance, and learn social and cultural dances
- develop their dance techniques and deepen their spatial and kinaesthetic awareness
- create dances in order to express personal ideas and feelings, and value their creations as unique expressions
- gain understanding of the relationship between dance in the classroom and dance in the home and community
- gain understanding and develop appreciation of dance through observation, reflection and discussion of dances, including various styles experienced as participant and audience

MATHEMATICS

- problem-solving, with a focus on real-life situations, careful observation and discussion with others, generating alternatives, choosing alternatives, and reflecting on choices
- data management and analysis, with a focus on real-life situations, careful observation and discussion with others, noting similarities of objects or experiences, collecting or organizing according to their own criterion, and sorting, classifying and reclassifying
- understanding of numbers, number patterns, counting and estimation

Grade 1

ENGLISH LANGUAGE ARTS

- participate in shared listening experiences
- listen attentively to a variety of oral texts for enjoyment and information
- follow step-by-step directions

- listen to factual information and tell what was learned by answering who, what, when, where, why and how
- make connections between texts, prior knowledge, and personal experience
- participate in shared language experiences (e.g. singing, chanting, storytelling)
- talk about ideas, experiences and preferences related to texts and familiar topics
- share ideas and experiences in large and small groups
- make comments, ask and answer questions related to topics under discussion, and ask questions to gather information from others
- retell interesting or important aspects of favourite or familiar topics and stories
- identify ideas and information to make sense
- appreciate repetition, rhyme and other interesting uses of language
- retell simple stories and informational texts
- share feelings evoked by particular texts
- use drama, pictures, sounds, simple charts, models and drawings to illustrate and represent experiences and understanding
- consider a variety of ways of representing events, ideas and information

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nation and Métis peoples
- concentrate on positive and accurate images of First Nations' and Métis peoples
- reinforce and complement the beliefs and values of First Nations' and Métis peoples
- include resources by First Nations' and Métis artists
- include historical and contemporary issues
- explore varied cultural content
- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities
- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions
- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- describe and compare individuals and groups
- identify and practise cooperative behaviour
- understand that families express their cultures through traditions, rituals, and celebrations
- understand that traditions and celebrations have similarities and differences
- understand that lifestyles of the past were different from what they are today
- understand that differences of lifestyles are related, in part, to resources and technology

- use oral language and visual images to describe family lifestyles of the past
- appreciate and value their own heritage and that of others
- participate in experiences associated with celebrations and family lifestyles of the past
- learn to be non-judgemental when dealing with differences between the present and past

SCIENCE

- observe and describe many types of animals
- recognize characteristics which can be used to identify and describe animals
- identify, by sight or by sound, a wide variety of animals
- classify animals on the basis of their size, their body coverings, the foods they eat, and their relationships to humans
- observe, describe, or imitate how animals behave in their natural environments

PHYSICAL EDUCATION

- move safely through space when creating movement sequences, with or without music
- demonstrate basic dance steps, alone and with others
- perform simple rhythmic sequences using Movement Variables of Body, Space, Effort and Relationships, with a partner and with equipment
- demonstrate body awareness when performing rhythmic and dance activities
- use movement to respond to a variety of stimuli
- demonstrate a capacity to use the body for expression and communication through movement
- expand personal movement vocabulary
- demonstrate a basic understanding of movement principles related to stability and force used in rhythmic and dance activities

Grade 2

ENGLISH LANGUAGE ARTS

- listen attentively for pleasure and information
- listen attentively to others' ideas and paraphrase information shared
- follow three-step directions
- respond appropriately to questions about what has been presented orally
- make connections between own and others' ideas and experiences
- form sensory images
- contribute to shared language experiences
- share ideas and information through group talk
- retell stories and experiences using logical sequence and appropriate facts and details
- give directions
- generate and contribute ideas on particular topics
- clarify information by responding to questions
- discuss similarities and differences in stories and informational texts
- connect and compare information from texts to experience and knowledge
- write short informative reports and narratives when given help with organization
- arrange ideas and information to make sense
- use a variety of media (e.g. sketches, posters, drama, video) to enhance communication
- combine oral, print and other media to organize and communicate key ideas, feelings and information

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nations' and Métis peoples
- concentrate on positive and accurate images of First Nations' and Métis peoples
- reinforce and complement the beliefs and values of First Nations' and Métis peoples
- include resources by First Nations' and Métis artists
- include historical and contemporary issues
- explore varied cultural content
- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities
- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions
- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- understand that groups have similarities and differences
- understand that all people have basic needs, rights and responsibilities

SCIENCE

- appreciate the intricacy of the environment
- compare many different environments
- show how the nonliving environment affects life

PHYSICAL EDUCATION

- demonstrate basic dance steps and patterns alone and with others
- perform simple movement sequences using Movement Variables of Body, Space, Effort and Relationships, alone and with others, with and without equipment
- respond to a variety of stimuli to create movement sequences, alone and with others
- demonstrate an increasing capacity to use the body for expression and communication through movement
- expand personal movement vocabulary
- demonstrate an increasing understanding of and capacity to apply movement principles related to stability and force in a variety of rhythmic and dance activities

Grade 3

ENGLISH LANGUAGE ARTS

- listen attentively to a range of texts for pleasure and information
- listen attentively and courteously to each other and to guest speakers
- listen to and follow three-step oral directions
- connect new ideas, information and experiences to own and others' ideas and experiences
- recognize the difference between an opinion and a verifiable fact, and ask questions to clarify meaning
- explain own point of view and consider others' views
- participate in a variety of shared language experiences and give brief recitations and oral presentations about familiar topics
- share and explain information about a particular topic for a particular purpose
- explain own point of view and give reasons
- organize ideas to make sense for self and others
- participate in a range of guided and independent viewing experiences from a variety of cultural traditions
- support personal opinion, insights, and conclusions with examples and evidence
- respond to and discuss meanings and ideas in visual texts from various cultures and communities
- identify personal accomplishments and set goals
- demonstrate understanding of new concepts in novel or interesting ways
- use print and non-print aids to illustrate key ideas and information

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nation and Métis peoples
- concentrate on positive and accurate images of First Nations' and Métis peoples
- reinforce and complement the beliefs and values of First Nations' and Métis peoples
- include resources by First Nations' and Métis artists
- include historical and contemporary issues
- explore varied cultural content
- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities
- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions
- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- understand that the natural environment helps shape the community
- appreciate the similarities and differences of groups
- appreciate the relationship between the natural environment and lifestyles
- a community's culture is expressed in part through its stories
- identify and describe experiences of the past that helped shape a community
- compare past and present lifestyles of a community
- identify cultural perspectives in folktales and legends
- appreciate the folktales and legends that originated from various communities
- make comparisons without being judgmental
- learn to work with a group to make decisions

SCIENCE

- appreciate that animals can become endangered
- identify ways of protecting animals

PHYSICAL EDUCATION

- demonstrate increasingly complex dance steps and patterns, alone and with others
- perform increasingly complex movement sequences using Movement Variables of Body, Space, Effort and Relationships, alone and with others, with and without equipment
- use the creative process to develop dance patterns, alone and with others
- demonstrate an increasing capacity to use the body for expression and communication through movement
- expand personal movement vocabulary
- demonstrate increasing understanding of and capacity to apply movement principles related to stability and force in a variety of rhythmic and dance activities

Grade 4

ENGLISH LANGUAGE ARTS

- listen attentively to a range of texts from a variety of cultural traditions for pleasure and information
- connect new ideas, information and experiences to construct meaning
- listen courteously and respond sensitively and thoughtfully to others
- listen to and follow three and four-step oral directions
- listen purposefully to determine the main ideas and important details
- activate and build upon prior knowledge and experiences
- use oral cues to construct and confirm meaning
- share ideas, observations and experiences in structured small and large group talk
- prepare and present, to a familiar audience, narrative presentations that relate events and experiences in a logical sequence
- prepare and present information on a specific topic using print and non-print aids to engage and inform a familiar audience
- explain personal opinion and support it with reasons
- experiment with language and non-verbal elements to achieve an effect for a particular purpose and audience
- read a variety of texts for enjoyment and information
- experience the work of Saskatchewan and other Canadian authors, including AI authors

- connect new information with prior knowledge to make sense of new ideas and Indigenous experiences
- recognize the elements and organization of traditional stories
- recognize fact and opinion
- ask critical questions
- participate in a variety of guided and independent viewing experiences from a variety of cultural traditions
- compare different perspectives and ideas presented in visual texts
- begin to identify (with assistance) the values underlying a visual text
- convey ideas using a variety of media
- experiment with different ways of representing and communicating ideas

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nations' and Métis peoples
- concentrate on positive and accurate images of First Nations' and Métis peoples
- reinforce and complement the beliefs and values of First Nations' and Métis peoples
- include resources by First Nations' and Métis artists
- include historical and contemporary issues
- explore varied cultural content
- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities
- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions
- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- First Nations' peoples have inhabited this region for many thousands of years
- First Nations' peoples developed language, traditions and technologies appropriate for their lifestyles
- explorers, fur traders, and early immigrants came to this province for a variety of reasons and brought with them their own cultures
- interactions of Indigenous peoples and immigrants resulted in new identities
- identify and describe past experiences, traditions, and technologies of Indigenous peoples of Saskatchewan
- value and appreciate the past experiences, cultures and traditions of Saskatchewan's peoples

PHYSICAL EDUCATION

- demonstrate rhythmic and dance patterns from a variety of dance forms, alone and with others
- perform increasingly complex movement sequences using Movement Variables of Body, Space Effort and Relationships, alone and with others, with and without equipment
- use creative processes to develop rhythmic and dance sequences, alone and with others
- demonstrate an increasing capacity to use the body for expression and communication through movement
- demonstrate use of and capacity to apply movement principles related to stability and force in a variety of rhythmic and dance activities
- expand personal movement vocabulary

Grade 5

ENGLISH LANGUAGE ARTS

- listen attentively, courteously and purposefully to a range of texts from a variety of cultural traditions
- listen to and follow three and four-step oral directions
- activate and build upon prior knowledge and experiences
- formulate general and specific questions to identify information needs
- share ideas, observations and experiences courteously during structured small and large group talk, and fulfill own role as a group member
- prepare and present talks and oral reports to engage and inform an audience
- answer inquiry or research questions using a variety of information sources
- build connections among previous experiences, prior knowledge and a variety of texts
- compare information from different sources
- make judgements and draw conclusions
- write single and multi-paragraph compositions
- participate in a variety of guided and independent viewing experiences from a variety of cultural traditions
- use various visual texts to find information
- distinguish between fact and opinion
- convey ideas and information using a variety of media and formats

ARTS EDUCATION: DANCE

- reflect the legal, cultural, political, social, economic, and regional diversity of First Nation and Métis peoples
- concentrate on positive and accurate images of First Nations' and Métis peoples
- reinforce and complement the beliefs and values of First Nations' and Métis peoples
- include resources by First Nations' and Métis artists
- include historical and contemporary issues
- explore varied cultural content
- explore the themes, characters, and conflicts of arts expressions (i.e., art works, plays, dances, music, stories, novels) to foster greater understanding of various cultures, of people, and of discrimination or bias when present
- model and encourage sensitive responses to the ideas, comments, and creative expressions of others
- work co-operatively in paired or small group activities

- participate in activities that help them to explore and develop empathy for the differences and diversity of all people
- understand the elements of dance and develop concepts that lead to an understanding of structure in dance
- develop movement skills to use the body as an instrument for expression
- begin to understand the variety of sources for dance ideas
- begin to develop own ideas in dance compositions, using choreographic structures and processes
- begin to think about and talk about own dance ideas and compositions
- develop understanding of a diverse range of dance, dancers, and choreographers
- talk about, interpret, and respond to dances
- become aware of the dance and dancers in the daily life of own community

SOCIAL STUDIES

- writers of history do so within the context of their own beliefs, values, and perspectives
- First Nations' peoples have been living in this country tens of thousands of years
- there is great diversity among First Nations' peoples
- explorers, traders, and immigrants came to this country for various reasons and brought with them their own cultures
- events and interactions among peoples brought about profound changes
- appreciate and value the cultures and traditions of various peoples

PHYSICAL EDUCATION

- perform increasingly complex movement sequences using Movement Variables of Body, Space, Effort and Relationships, alone and with others, with and without equipment
- demonstrate an increasing capacity to use the body for expression and communication through movement
- demonstrate rhythmic and dance patterns from a variety of dance forms, alone and with others
- use creative processes to develop rhythmic and dance sequences, alone and with others
- expand personal movement vocabulary

Grade 6

ENGLISH LANGUAGE ARTS

- listen to a range of texts for a variety of purposes including to gather information, to follow directions, to participate in a discussion, to form an opinion, to understand information, and to enjoy and appreciate
- use talk to express and to share feelings, ideas, and opinions in one-to-one, small group, and large group discussions
- speak to describe, to narrate, to explain, to report, to inquire, to inform, to influence and to persuade
- read texts from a variety of genres and cultural traditions
- discuss own and others' understanding of various community and cultural traditions in various times and places as portrayed in texts
- write to explain, to report and to inform
- draw conclusions about the perspectives and values portrayed in what was seen
- use oral, print and other media to express and to share feelings, ideas, and opinions
-

ARTS EDUCATION: DANCE

- realize that dance is related to the other art forms
- extend their understanding of dance and its role in various Indigenous cultures
- learn a selection of dances from various societies and cultures
- examine the various functions of dance; for example, as celebration, entertainment, communication of ideas, education, propaganda, social commentary
- examine sources of ideas for dance-making, make connections between ideas and dance expressions, and use dance for personal expression
- express themselves through their dance compositions
- use ongoing reflection, decision-making and movement problem-solving to develop, sequence and refine their dance compositions throughout their dance-making process
- recognize that dances can be inspired in many ways
- discover a variety of sources of inspiration for dance compositions
- begin to gain understanding about the discovery, improvisation, exploration and development of movements
- use their knowledge of the elements of dance to modify a movement

SOCIAL STUDIES

- understand that interaction occurs between/among groups of people and the environments in which they live
- understand that interactions often lead to change
- recognize and express various points of view
- organize and present information in various ways
- respect lifestyles quite different from their own
- understand that identities evolve within a context of interrelated factors including history, the social and physical environments, and human needs and wants
- understand that minority groups and individual people within a nation may have unique identities
- recognize that understanding the interrelationships among history, climate, resources and cultural patterns can lead to better understandings of different cultural groups
- promote understanding that negative stereotyping leads to racism and promote a desire to make necessary changes
- appreciate the importance of co-operative relationships

PHYSICAL EDUCATION

- develop skills in order to be comfortable in a dance or rhythmic environment
- develop an appreciation of the role culture plays in dance or rhythmic activities
- develop intuitive and imaginative thought
- demonstrate an understanding of the origin and history of dance as they relate to community and national identity
- demonstrate the desire to participate in dance or rhythmic activities
- consider available evidence before drawing conclusions and developing generalizations

Grade 7

ENGLISH LANGUAGE ARTS

- listen for a variety of purposes including to gather information, to follow directions, to participate in a discussion, to form an opinion, to understand information, and to enjoy and appreciate
- separate own ideas and opinions from speaker's ideas and opinions
- determine literal and implied meaning of message
- use talk to express and to share feelings, ideas, and opinions in one-to-one, small group, and large group discussions
- speak to describe, to narrate, to explain, to report, to inquire, to inform, to influence and to persuade
- organize ideas in appropriate format in preparation for sharing or presenting orally
- read texts from a variety of genres and cultural traditions
- consider how text has contributed to understanding of self and others
- write to describe, to explain, to report, and to inform
- draw conclusions about the perspectives and values portrayed in what was seen
- use oral, print, and other media to explore ideas, express understanding, and to express and share feelings, ideas and opinions

ARTS EDUCATION: DANCE

- examine the relationship dance has to the other art forms
- explore perspectives relevant to Indigenous peoples through the study of their dance
- continue to learn a selection of dances from various societies and cultures,
- gain understanding about values, beliefs and traditions of various cultures through the study of the cultures' social and traditional dance
- become aware of how dance can transmit or question cultural values, ideas and beliefs
- examine sources of ideas for dance-making, make connections between ideas and dance expressions, and use dance for personal expression
- begin to express themselves through their dance compositions by drawing on their own experiences
- begin to understand the process of developing, sequencing and refining their dance compositions using ongoing reflection, decision-making and movement problem- solving
- develop understanding of the many ways in which dances can be inspired
- continue to discover a variety of sources of inspiration and assess their value as starting-points for their own dance compositions
- develop abilities in the discovery, improvisation, exploration and development of movements
- use their knowledge of the elements of dance to modify a movement in order to increase its potential for expression

SOCIAL STUDIES

- appreciate that changes in one aspect of the environment will result in changes in other aspects of the environment and will ultimately, impact on human and animal life
- know that societies use resources, both renewable and non-renewable, to satisfy their needs and wants
- appreciate the vulnerability of the environment

- appreciate that individuals and societies have the responsibility to manage and conserve resources, both renewable and non-renewable
- appreciate that changes in values and changes in society are interconnected

PHYSICAL EDUCATION

- develop skills in order to be comfortable in a dance or rhythmic environment
- develop an appreciation of the role culture plays in dance or rhythmic
- develop intuitive and imaginative thought
- demonstrate an understanding of the origin and history of dance as they relate to community and national identity
- demonstrate the desire to participate in dance or rhythmic activities
- consider available evidence before drawing conclusions and developing generalizations

Grade 8

ENGLISH LANGUAGE ARTS

- listen for a variety of purposes including to gather information, to follow directions, to participate in a discussion, to form an opinion, to understand information, and to enjoy and appreciate
- keep an open mind and consider ideas that differ from own
- initiate conversation about a range of topics and respond appropriately when others initiate conversation
- use talk to express and to share feelings, ideas, opinions and aesthetic responses in one-to-one, small group and large group discussions: give reasons for opinions and point of view
- show understanding that the author's experience, background and culture influence the treatment of theme
- consider others' responses in reshaping and extending own response
- write to describe, to explain, to report, to inform, to convince and to persuade
- generate and explore ideas by brainstorming, clustering, discussing, dramatizing, representing, reading/listening/viewing, and experiencing
- view for a variety of purposes including to understand and gather information, to form an opinion, to understand information, and to enjoy and appreciate
- determine key ideas, messages or information to be expressed

ARTS EDUCATION: DANCE

- identify and further explore the relationship dance has to the other art forms
- extend their understanding of the dances of various cultures and societies
- continue to explore perspectives relevant to Indigenous peoples through the study of their dance
- continue to learn a selection of dances from various societies and cultures
- continue to gain understanding about values, beliefs and traditions of various cultures through the study of the cultures' social and traditional dance
- become aware of how dance can transmit or question cultural values, ideas and beliefs
- begin to examine factors which influence the development of social and cultural dances
- continue to express themselves through their dance compositions by drawing on their own experiences
- apply and understand the process of developing, sequencing and refining their dance compositions using ongoing reflection, decision-making and movement problem-solving
- continue to develop understanding of the many ways in which dances can be inspired

- continue to discover a variety of sources of inspiration and examine and use them as starting-points for their own dance compositions
- discover, improvise, explore and develop movements with confidence
- purposefully use their knowledge of the elements of dance to modify a movement in order to increase its potential for expression

SOCIAL STUDIES

- know that culture is learned and is ever changing
- demonstrate sensitivity toward, and appreciation for, all cultural groups
- appreciate the need for accuracy in the portrayal of peoples of every culture
- appreciate the contributions of each cultural group and the resulting multicultural nature of Canadian society
- know that the many roles an individual plays in society influences his/her identity as a person, as a member of his/her culture and as a citizen
- know ways in which an individual's cultural heritage contributes to his/her identity
- appreciate that values and beliefs guide and determine individual actions and behaviours
- appreciate the cultural richness available to them because of the multicultural nature of Canadian society
- appreciate that, because all aspects of society are interconnected and interdependent, there cannot be change without consequences
- appreciate that change in values and society may result in further change

PHYSICAL EDUCATION

- develop skills in order to be comfortable in a dance or rhythmic environment
- develop an appreciation of the role culture plays in dance or rhythmic activities
- develop intuitive and imaginative thought
- demonstrate an understanding of the origin and history of dance as they relate to community and national identity
- demonstrate the desire to participate in dance or rhythmic activities
- consider available evidence before drawing conclusions and developing generalizations

Curriculum Correlations

Yukon (see British Columbia)