

# David Bouchard: Metis – Stories, Flutes and More

Grade 10

## ARTS EDUCATION (MUSIC: INSTRUMENTAL MUSIC) BIG IDEAS

Individual and collective expression is rooted in history, culture, and community.

Music offers unique ways of exploring our identity and sense of belonging.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"><li>• Explore a <b>variety of contexts</b> and their influences on musical works, including <b>place</b> and time</li><li>• Explore music that reflects personal voice, story, and values</li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Describe and analyze musicians' use of technique, technology, and environment in musical composition and performance, using <b>musical language</b></li></ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"><li>• Make connections with others on a local, regional, and global scale through music</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music</li><li>• <b>history</b> of a variety of musical genres</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10*  
<https://curriculum.gov.bc.ca/curriculum/arts-education/10/instrumental-music>

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Grade 10

## SOCIAL STUDIES BIG IDEAS

Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"><li>• Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• government, First Peoples governance, political institutions, and ideologies</li><li>• advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10*  
<https://curriculum.gov.bc.ca/curriculum/social-studies/10/core>

# David Bouchard: Metis – Stories, Flutes and More

Grade 10

## ENGLISH LANGUAGE ARTS - COMPOSITION BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Explore how language constructs personal and cultural identities</li></ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"><li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• <b>narrative structures found in First Peoples texts</b></li><li>• <b>protocols related to ownership of First Peoples oral texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10*  
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

# David Bouchard: Metis – Stories, Flutes and More

Grade 10

## ENGLISH LANGUAGE ARTS – CREATIVE WRITING BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Explore how language constructs personal and cultural identities</li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• <b>narrative structures found in First Peoples texts</b></li><li>• <b>protocols related to ownership of First Peoples oral texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

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<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

# David Bouchard: Metis – Stories, Flutes and More

Grade 10

## ENGLISH LANGUAGE ARTS – LITERARY STUDIES BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Apply appropriate <b>strategies</b> to comprehend written, oral, visual, and <b>multimodal texts</b></li><li>• Explore how language constructs personal and cultural identities</li></ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"><li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for <b>a range of purposes</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• <b>narrative structures found in First Peoples texts</b></li><li>• <b>protocols related to ownership of First Peoples oral texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

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# David Bouchard: Metis – Stories, Flutes and More

Grade 10

## ENGLISH LANGUAGE ARTS – NEW MEDIA BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Explore how language constructs personal and social identities</li></ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"><li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for <b>a range of purposes</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• <b>narrative structures found in First Peoples texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

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# David Bouchard: Metis – Stories, Flutes and More

Grade 10

## ENGLISH FIRST PEOPLES – LITERARY STUDIES BIG IDEAS

The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.

First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Recognize <b>the impact of personal, social, and cultural identities in First Peoples texts</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Reconciliation in Canada</b> <b>First Peoples oral traditions</b></p> <ul style="list-style-type: none"><li>• purposes of First Peoples oral texts</li></ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"><li>• protocols related to <b>ownership and use of First Peoples oral texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• oral language strategies</li></ul>

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# David Bouchard: Metis – Stories, Flutes and More

Grade 10

## ENGLISH FIRST PEOPLES – SPOKEN LANGUAGE BIG IDEAS

The exploration of oral **text** and **story** deepens understanding of one's identity, others, and the world.

First Peoples oral text plays a role within the process of **Reconciliation**

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Recognize and appreciate how different forms, structures, and features of oral and other texts reflect diverse purposes, audiences, and messages</li><li>• Explore the impact of personal, social, and cultural contexts, values, and perspectives in oral texts</li><li>• Recognize <b>how language constructs and reflects personal and cultural identities</b></li><li>• Examine how literary elements, techniques, and devices enhance and shape meaning and impact</li><li>• Recognize the influence of land/place in First Peoples oral texts</li><li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Common themes in First Peoples texts</b></p> <p><b>Reconciliation in Canada</b> <b>First Peoples oral traditions</b></p> <ul style="list-style-type: none"><li>• purposes of <b>First Peoples oral texts</b></li><li>• a variety of First Peoples oral texts</li></ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• narrative structures, including those found in <b>First Peoples oral and other texts</b></li></ul>

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# David Bouchard: Metis – Stories, Flutes and More

Grade 10

## ENGLISH FIRST PEOPLES – WRITING BIG IDEAS

The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.

First Peoples texts play a role within the process of **Reconciliation**.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Recognize and appreciate the diversity within and across First Peoples societies as represented in texts</li><li>• Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages</li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b> <b>Common themes in First Peoples texts</b></p> <p><b>Reconciliation in Canada</b> <b>First Peoples oral traditions</b></p> <ul style="list-style-type: none"><li>• purposes of First Peoples oral texts</li></ul> <p><b>Protocols</b></p> <ul style="list-style-type: none"><li>• protocols related to <b>ownership and use of First Peoples oral texts</b></li></ul> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• narrative structures, including those found in <b>First Peoples texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• oral language strategies</li></ul>

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