

David Bouchard: Metis – Stories, Flutes and More

Grade 5

ARTS EDUCATION BIG IDEAS

Dance, drama, music and visual arts are each unique languages for creating and **communicating**.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">• Explore connections to identity, place, culture, and belonging through creative expression• Explore a range of cultures, and the relationships among cultures, societies, and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate• Reflect on creative processes as an individual and as a group, and make connections to other experiences• Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art• Examine relationships between the arts and the wider world	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements and principles that together create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• processes, materials, technologies, tools and techniques to support creative works• symbolism and metaphor to explore ideas and perspective• traditional and contemporary Aboriginal arts and arts-making processes• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/arts-education>

David Bouchard: Metis – Stories, Flutes and More

Grade 5

SOCIAL STUDIES BIG IDEAS

Canada's policies for and treatment of minority peoples have negative and positive legacies.

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">• Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)• Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• past discriminatory government policies and actions, such as the Chinese Head Tax, the <i>Komagata Maru</i> incident, residential schools, and internments• levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/social-studies>

David Bouchard: Metis – Stories, Flutes and More

Grade 5

ENGLISH LANGUAGE ARTS BIG IDEAS

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to 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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts• Identify how story in First Peoples cultures connects people to land	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• literary elements• literary devices <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies <p>Language features, structures, and conventions</p> <ul style="list-style-type: none">• features of oral language

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core>