

# Robot Song

Grade 8

## ARTS EDUCATION BIG IDEAS

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

**Artists** often **challenge the status quo** and open us to new perspectives and experiences.

## Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"><li>• Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences</li><li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Describe, interpret and evaluate how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas Reflect on works of art and <b>creative processes</b> to understand artists motivations and meanings</li><li>• Interpret works of art using knowledge and skills from various <b>areas of learning</b></li><li>• Respond to works of art using one's knowledge of the world</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:<ul style="list-style-type: none"><li>– drama: <b>character</b>, time, place, plot, tension, mood, focus, contrast, balance</li><li>– music: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation</b></li></ul></li><li>• processes, materials, movements, <b>technologies</b>, tools, <b>strategies</b>, and techniques to support creative works</li><li>• <b>choreographic devices</b></li><li>• <b>drama forms</b> and <b>drama conventions</b></li><li>• <b>image development strategies</b></li><li>• <b>symbolism</b> and metaphor to explore ideas and perspective</li></ul>

*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>

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Grade 8

## 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 <b>texts</b>, 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 how <b>different features, forms, and genres of texts</b> reflect different purposes, audiences, and messages</li><li>• <b>Think critically, creatively, and reflectively</b> to explore ideas within, between, and beyond <b>texts</b></li><li>• Recognize and identify the role of <b>personal, social, and cultural contexts, values, and perspectives</b> in <b>texts</b></li><li>• Construct meaningful personal connections between self, <b>text</b>, and world</li><li>• Recognize <b>how literary elements, techniques, and devices enhance and shape meaning</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"><li>• <b>forms, functions, and genres of text literary elements</b></li><li>• <b>literary devices</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 Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/english-language-arts>

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Grade 8

## PHYSICAL AND HEALTH EDUCATION BIG IDEAS

Healthy relationships can help us lead rewarding and fulfilling lives.

Advocating for the health and well-being of others connects us to our community.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"><li>• Describe and assess strategies for promoting mental well-being, for self and others</li><li>• Describe and assess strategies for managing problems related to mental well-being and substance use, for others</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines</li><li>• <b>strategies to protect themselves and others</b> from potential abuse, exploitation, and harm in a variety of settings</li><li>• consequences of bullying, stereotyping, and discrimination</li><li>• <b>signs and symptoms of stress, anxiety, and depression</b></li></ul>

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/physical-health-education/k/core>