

Robot Song

Grade 9

ARTS EDUCATION (GENERAL) BIG IDEAS

Creative arts experiences can build community and nurture relationships with others.

Dance, drama, music, and visual arts each use their own unique sensory language 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 materials, environments, tools, and techniques by combining and arranging elements, processes, and principles• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts• Explore relationships between identity, place, culture, society, and belonging through artistic experiences <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Describe, interpret, and evaluate how artists use tools, processes, technologies, materials, and environments to create and communicate ideas	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• for each of the arts disciplines — dance, drama, music, and visual arts — the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas

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>

Robot Song

Grade 9

ARTS EDUCATION (DRAMA) BIG IDEAS

Collaborative drama experiences can build community and nurture relationships with others.

Drama uses a unique sensory language 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 relationships between identity, place, culture, society, and belonging through dramatic experiences• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance• a variety of drama forms and drama conventions

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>

Robot Song

Grade 9

ARTS EDUCATION (MUSIC) BIG IDEAS

Collaborative music experiences can build community and nurture relationships with others.

Music uses a unique sensory language 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">• Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• music elements, principles, techniques, vocabulary, notation, and symbols to define style and convey ideas, including but not limited to: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture

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 9

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">• Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts• constructs personal, social, and cultural identity• Construct meaningful personal connections between self, text, and world• Explain how literary elements, techniques, and devices enhance and shape meaning	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• forms, functions, and genres of text• literary elements• literary devices <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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>

Robot Song

Grade 9

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>Mental well-being</p> <ul style="list-style-type: none">Analyze strategies for promoting mental well-being, for self and othersAssess and evaluate strategies for managing problems related to mental well-being and substance use, for others	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">potential short- and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routinesstrategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settingsconsequences of bullying, stereotyping, and discriminationsigns and symptoms of stress, anxiety, and depression

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>