Sii Se'tamat - New Beginning

Grade 3

ARTS EDUCATION BIG IDEAS

Dance, drama, music, and visual arts are each unique languages for creating and communicating.	The **arts** connect our experiences to the experiences of others.

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes to: **Exploring and creating** • Explore identity, place, culture, and belonging through arts experiences • Explore relationships among cultures, communities, and the arts **Reasoning and reflecting** • Observe, listen, describe, inquire, and predict how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques • Reflect on **creative processes** and make connections to personal experiences • Connect knowledge and skills from other **areas of learning** in planning, creating, and interpreting works for art	*Students are expected to know the following:* • elements in the arts, including but not limited to: – dance: body, space, dynamics, time, relationships, form – music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture • processes, materials, **technologies**, tools, and techniques to support arts activities • **symbolism** as ways of creating and representing meaning • traditional and contemporary **Aboriginal arts** and arts-making processes • a variety of local **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

Grade 3

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SOCIAL STUDIES BIG IDEAS

Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.	Indigenous knowledge is passed down through oral history, traditions, and collective memory.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: • Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)	*Students are expected to know the following:* • cultural characteristics and ways of life of local First Peoples and global indigenous peoples • oral history, traditional stories, and artifacts as evidence about past First Peoples cultures

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

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Grade 3

ENGLISH LANGUAGE ARTS BIG IDEAS

Stories and other **texts** help us learn about ourselves, our families, and our communities.	**Stories** can be understood from different perspectives.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:* **Comprehend and connect (reading, listening, viewing)** • **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community • Show awareness of how **story in First Peoples cultures** connects people to family and community • Develop awareness of **how story in First Peoples cultures connects people to land** **Create and communicate (writing, speaking, representing)** • Explore and appreciate aspects of First Peoples **oral traditions**	*Students are expected to know the following:* **Story/text** • **elements of story** • **literary elements and devices** **Strategies and processes** • **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/k/core