

# Won'Ma Africa

Grade 11

## ARTS EDUCATION (DANCE: DANCE CHOREOGRAPHY) BIG IDEAS

Choreographers make purposeful artistic choices to create and communicate meaning.

### 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 variety of dance compositions</li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Reflect on rehearsal and performance experiences</li></ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"><li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>elements of dance</b></li><li>• skills specific to a <b>technique, genre, or style</b></li><li>• <b>choreographic forms and structures</b></li><li>• <b>choreographic devices</b></li><li>• local, national, and intercultural performers, movements, and genres</li><li>• the influence of time and <b>place</b> on the emergence of historical and contemporary dance forms</li><li>• innovative dancers and choreographers from a variety of genres and cultures</li><li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li><li>• history of a variety of dance genres</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11*  
<https://curriculum.gov.bc.ca/curriculum/arts-education/11/dance-choreography>

# Won'Ma Africa

Grade 11

## ARTS EDUCATION (DANCE: DANCE COMPANY) BIG IDEAS

Choreographic works communicate meaning through movement, sound, costumes, and set design.

### 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 the interplay of movement, sound, image, and form to convey meaning in dance</li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Reflect on rehearsal and performance experiences</li></ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"><li>• Explore First Peoples' perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li><li>• Make connections through dance with local, regional, and national issues and communities</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>technical and expressive skills</b></li><li>• <b>elements of dance</b>, techniques, movement principles</li><li>• <b>choreographic devices</b></li><li>• skills specific to a <b>technique, genre, or style</b></li><li>• contributions of key dance innovators in specific genres, contexts, and cultures</li><li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11*  
<https://curriculum.gov.bc.ca/curriculum/arts-education/11/dance-company>

# Won'Ma Africa

Grade 11

## ARTS EDUCATION (DANCE: DANCE FOUNDATIONS) BIG IDEAS

Dance is informed by the history, culture, and community in which it exists.

### 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, create, and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts</li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Reflect on rehearsal and performance experiences</li></ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"><li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>elements of dance</b></li><li>• skills specific to a <b>technique, genre, or style</b></li><li>• <b>choreographic forms and structures</b></li><li>• <b>choreographic devices</b></li><li>• contributions of key dance innovators from a variety of genres</li><li>• local, national, and intercultural performers and genres</li><li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through</li></ul>

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# Won'Ma Africa

## Grade 11

### ARTS EDUCATION (DANCE: DANCE TECHNIQUE & PERFORMANCE) BIG IDEAS

Dance is an art form that combines the **language of dance** with the ability to create and perform.

### 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 specific or a variety of genres or styles from historical and contemporary cultures</li><li>• Explore the interplay of movement, sound, image, and form used to convey meaning</li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Reflect on rehearsal and performance experiences</li><li>• Reflect on the influences of social, cultural, historical, political, and personal context on dance</li></ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"><li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>elements of dance</b></li><li>• technical skills specific to a <b>technique, genre, or style</b></li><li>• contributions of key dance innovators in specific genres, contexts, periods, and cultures</li><li>• local, national, and intercultural performers and movements</li><li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li><li>• history and theory of a dance technique, genre, or style</li></ul>

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<https://curriculum.gov.bc.ca/curriculum/arts-education/11/dance-technique-and-performance>

# Won'Ma Africa

## Grade 11

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

Instrumental music offers **aesthetic experiences** that can transform our perspective.

### 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 composer's musical and expressive intentions</li><li>• Explore a <b>variety of contexts</b> and their influences on musical works, including <b>place</b> and time</li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Analyze and interpret musicians' use of technique, technology, and environment in musical composition and performance, using <b>musical language</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>musical elements, principles, vocabulary, symbols, and theory</b></li><li>• technical skills, strategies, and technologies</li><li>• <b>creative processes</b></li><li>• movement, sound, image, and form</li><li>• influences of time and place on the emergence of musical forms</li><li>• contributions of innovative artists from a variety of genres, contexts, periods, and cultures</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11*  
<https://curriculum.gov.bc.ca/curriculum/arts-education/11/instrumental-music>

# Won'Ma Africa

## Grade 11

### 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 understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Recognize and understand how different <b>forms, formats, structures, and features of texts</b> enhance and shape meaning and impact</li><li>• Recognize and understand how language constructs personal, social, 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</b> and <b>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 text genres</b></p> <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/11/courses>

# Won'Ma Africa

Grade 11

## 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 understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Recognize and understand how different <b>forms, formats, structures,</b> and <b>features of texts</b> reflect a variety of purposes, audiences, and messages</li><li>• Recognize and understand how language constructs personal, social, 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</b> and <b>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>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

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# Won'Ma Africa

Grade 11

## 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 understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Access information for diverse purposes and from a variety of sources</li><li>• Apply appropriate <b>strategies</b> in a variety of contexts to comprehend written, oral, visual, and <b>multimodal texts</b>, to guide inquiry, and to extend thinking</li><li>• Recognize and understand how language constructs personal, social, 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</b> and <b>listening skills</b> in a variety of formal and informal <b>contexts</b> 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>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

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# Won'Ma Africa

Grade 11

## 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>• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Recognize how language constructs personal, social, 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</b> and <b>listening skills</b> in a variety of formal and informal <b>contexts</b> 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>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

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# Won'Ma Africa

Grade 11

## ENGLISH LANGUAGE ARTS – SPOKEN LANGUAGE 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 understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Access information for diverse purposes and from a variety of sources</li><li>• Recognize and understand how language constructs personal, social, 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</b> and <b>listening skills</b> in a variety of formal and informal <b>contexts</b> 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 including creative spoken forms</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• oral language features and structures</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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