

Where Have All the Buffalo Gone

Grade 10

ARTS EDUCATION (DRAMA) BIG IDEAS

Drama communicates ideas, emotions, and perspectives through movement, sound, imagery, and language.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none">• Explore dramatic works through presentation or performance <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on dramatic works and make connections with personal experiences• Examine the influences of social, cultural, historical, environmental, and personal context on drama• Reflect on dramatic experiences and how they relate to a specific place, time, and context	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• drama elements, principles, vocabulary, and symbols• strategies and techniques to support creative processes• drama forms and conventions• movement, sound, image, and form• the influences of time and place on the emergence of dramatic works• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through drama

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10

<https://curriculum.gov.bc.ca/curriculum/arts-education/10/drama>

Where Have All the Buffalo Gone

Grade 10

ARTS EDUCATION (DRAMA: THEATRE COMPANY) BIG IDEAS

Theatre offers an **aesthetic experience** with the power to communicate ideas through movement, sound, imagery, and language.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none">• Explore dramatic works using imagination, observation, and inquiry• Explore a range of theatre experiences <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on personal experiences to make connections in dramatic works	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements, principles, techniques, vocabulary, and symbols in drama• drama forms• strategies and techniques to support creative processes• dramatic conventions, performers, and movements• a variety of drama genres and/or styles• movement, sound, image, and form• contributions of innovative artists from a variety of genres• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through drama

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
<https://curriculum.gov.bc.ca/curriculum/arts-education/10/theatre-company>

Where Have All the Buffalo Gone

Grade 10

ARTS EDUCATION (DRAMA: THEATRE PRODUCTION) BIG IDEAS

Aesthetic experiences can be enhanced through movement, sound, imagery, and language.

Traditions, perspectives, worldviews, and stories can be communicated through theatre.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none">• Explore the utility of a range of props, processes, and technologies <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on production development and make connections with other experiences	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• production design, technical theatre, and theatre management• elements, techniques, vocabulary, skills, and symbols in drama• elements of design, principles of design, and image development strategies• strategies and techniques that support creative processes• movement, sound, image, and form• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through theatre

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
<https://curriculum.gov.bc.ca/curriculum/arts-education/10/theatre-production>

Where Have All the Buffalo Gone

Grade 10

ARTS EDUCATION (MUSIC: INSTRUMENTAL MUSIC) BIG IDEAS

Individual and collective expression is rooted in history, culture, and community.

Music offers unique ways of exploring our identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none">• Explore a variety of contexts and their influences on musical works, including place and time• Explore music that reflects personal voice, story, and values <p>Reason and reflect</p> <ul style="list-style-type: none">• Describe and analyze musicians' use of technique, technology, and environment in musical composition and performance, using musical language <p>Connect and expand</p> <ul style="list-style-type: none">• Make connections with others on a local, regional, and global scale through music	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music• history of a variety of musical genres

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
<https://curriculum.gov.bc.ca/curriculum/arts-education/10/instrumental-music>

Where Have All the Buffalo Gone

Grade 10

SOCIAL STUDIES BIG IDEAS

Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.

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">• Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• government, First Peoples governance, political institutions, and ideologies• discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the <i>Komagata Maru</i> incident, and internments• advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
<https://curriculum.gov.bc.ca/curriculum/social-studies/10/core>

Where Have All the Buffalo Gone

Grade 10

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Explore how language constructs personal and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures found in First Peoples texts <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 Grade 10
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

Where Have All the Buffalo Gone

Grade 10

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize the diversity within and across First Peoples societies as represented in texts• Explore how language constructs personal and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures found in First Peoples texts <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 Grade 10
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

Where Have All the Buffalo Gone

Grade 10

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize and appreciate the diversity within and across First Peoples societies as represented in texts• Recognize and appreciate the influence of land/place in First Peoples and other Canadian texts• Explore how language constructs personal and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures found in First Peoples texts <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 Grade 10
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

Where Have All the Buffalo Gone

Grade 10

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Explore diversity among First Peoples cultures, as represented in new media and other texts• Explore how language constructs personal and social identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures found in First Peoples texts <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 Grade 10
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

Where Have All the Buffalo Gone

Grade 10

ENGLISH FIRST PEOPLES – LITERARY STUDIES BIG IDEAS

The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.

First Peoples texts and stories provide insight into key aspects of Canada's past, present, and future.

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 the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize the impact of personal, social, and cultural identities in First Peoples texts	<p><i>Students are expected to know the following:</i></p> <p>Reconciliation in Canada</p> <p>First Peoples oral traditions</p> <ul style="list-style-type: none">• purposes of First Peoples oral texts <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures, including those found in First Peoples texts• form, function, and genre of texts <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 Grade 10
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

Where Have All the Buffalo Gone

Grade 10

ENGLISH FIRST PEOPLES – SPOKEN LANGUAGE BIG IDEAS

The exploration of oral **text** and **story** deepens understanding of one's identity, others, and the world.

First Peoples oral text plays a role within the process of **Reconciliation**

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 the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize and appreciate how different forms, structures, and features of oral and other texts reflect diverse purposes, audiences, and messages• Explore the impact of personal, social, and cultural contexts, values, and perspectives in oral texts• Recognize how language constructs and reflects personal and cultural identities• Examine how literary elements, techniques, and devices enhance and shape meaning and impact• Recognize the influence of land/place in First Peoples oral texts	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Common themes in First Peoples texts</p> <p>Reconciliation in Canada</p> <p>First Peoples oral traditions</p> <ul style="list-style-type: none">• purposes of First Peoples oral texts• a variety of First Peoples oral texts <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures, including those found in First Peoples oral and other texts• form, function, and genre of oral and other texts <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 Grade 10
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

Where Have All the Buffalo Gone

Grade 10

ENGLISH FIRST PEOPLES – WRITING BIG IDEAS

The exploration of **text** and **story** deepens understanding of one's identity, others, and the world.

First Peoples texts play a role within the process of **Reconciliation**.

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 the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize and appreciate the diversity within and across First Peoples societies as represented in texts• Recognize and appreciate how different forms, structures, and features of texts reflect diverse purposes, audiences, and messages	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Common themes in First Peoples texts</p> <p>Reconciliation in Canada</p> <p>First Peoples oral traditions</p> <ul style="list-style-type: none">• purposes of First Peoples oral texts <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures, including those found in First Peoples texts• form, function, and genre of texts <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 Grade 10
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>