

Where Have All the Buffalo Gone

Grade 11

EXPLORATIONS IN SOCIAL STUDIES 11 BIG IDEAS

Indigenous peoples are reclaiming mental, emotional, physical, and spiritual well-being despite the continuing effects of colonialism (from Contemporary Indigenous Studies 12).

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">• Infer and explain different perspectives on people, places, events, phenomena, ideas, or developments (perspective)	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• colonialism and contemporary issues for indigenous people in Canada and around the world (adapted from Contemporary Indigenous Studies 12)

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/social-studies/11/explorations-in-social-studies>

Where Have All the Buffalo Gone

Grade 11

ARTS EDUCATION (DRAMA) BIG IDEAS

Drama offers dynamic ways to explore and share identity and a sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on dramatic works and make connections with personal experiences• Reflect on aesthetic 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">• dramatic elements, principles, vocabulary, and symbols• strategies and techniques to support creative processes• dramatic forms and conventions• skills specific to a dramatic genre and/or style• movement, sound, image, and form• influences of time and place on dramatic works• artists from a variety of genres and cultures• a range of local, national, and intercultural performers and movements• traditional and contemporary First Peoples worldviews, history, and stories communicated through dramatic works• history of a variety of dramatic genres, including their roles in historical and contemporary societies

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/drama>

Where Have All the Buffalo Gone

Grade 11

ARTS EDUCATION (DRAMA: THEATRE COMPANY) BIG IDEAS

Artists use movement, sound, imagery, and language to provide unique **aesthetic experiences**.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Reason and reflect</p> <ul style="list-style-type: none">Describe and respond to ways in which props, technologies, and environments are used in theatre productions, using discipline-specific language	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">dramatic elements, principles, techniques, vocabulary, and symbolsdramatic formsstrategies and techniques to support creative processesdramatic conventions, performers, and movementsa variety of dramatic genres and/or stylesmovement, sound, and imageartists from a variety of genres and periodstraditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through theatre productions

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/theatre-company>

Where Have All the Buffalo Gone

Grade 11

ARTS EDUCATION (MUSIC: INSTRUMENTAL MUSIC) BIG IDEAS

Music reflects aspects of time, place, and community.

A musician's interpretation of existing work is an opportunity to represent identity and culture.

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	<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 musiccontributions of innovative artists from a variety of genres, contexts, periods, and cultureshistory of a variety of musical genres

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>

Where Have All the Buffalo Gone

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize and understand the diversity within and across First Peoples societies, as represented in texts• Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact• Recognize and understand how language constructs personal, social, and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and text genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• form, function, and genre of texts• 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 11
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses>

Where Have All the Buffalo Gone

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize and understand the diversity within and across First Peoples societies as represented in texts• Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages• Recognize and understand how language constructs personal, social, 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">• form, function, and genre of texts• narrative structures found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Where Have All the Buffalo Gone

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize and understand the diversity within and across First Peoples societies as represented in texts• Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking• Recognize and understand how language constructs personal, social, 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">• form, function, and genre of texts• narrative structures found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Where Have All the Buffalo Gone

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize and understand the diversity within and across First Peoples societies as represented in texts• Recognize how language constructs personal, social, 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

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<https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses>

Where Have All the Buffalo Gone

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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Recognize and understand the diversity within and across First Peoples societies as represented in texts• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts• Recognize and understand how language constructs personal, social, and cultural identities	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres including creative spoken forms</p> <p>Text features and structures</p> <ul style="list-style-type: none">• form, function, and genre of texts• oral language features and structures• narrative structures found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Where Have All the Buffalo Gone

Grade 11

ENGLISH FIRST PEOPLES – LITERARY STUDIES + NEW MEDIA BIG IDEAS

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

First Peoples literature 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">• Demonstrate awareness of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews• Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages• Recognize and understand the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view	<p><i>Students are expected to know the following:</i></p> <p>A wide variety of BC, Canadian, and global First Peoples texts</p> <p>A wide variety of 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 oral texts <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures, including those found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• reading strategies• oral language strategies

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/english-language-arts/11/courses>

Where Have All the Buffalo Gone

Grade 11

ENGLISH FIRST PEOPLES – LITERARY STUDIES + SPOKEN LANGUAGES BIG IDEAS

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

First Peoples voices and 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">• Demonstrate understanding of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews• Recognize and appreciate how different forms, formats, structures, and features of texts reflect different purposes, audiences, and messages• Recognize and understand the roles of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view	<p><i>Students are expected to know the following:</i></p> <p>A wide variety of BC, Canadian, and global First Peoples texts</p> <p>A wide variety of 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 oral texts• the relationship between oral tradition and land/place <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures, including those found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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Where Have All the Buffalo Gone

Grade 11

ENGLISH FIRST PEOPLES – LITERARY STUDIES + WRITING BIG IDEAS

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

First Peoples literature 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">• Demonstrate awareness of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews• Recognize and understand how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages• Recognize and understand the role of story and oral traditions in expressing First Peoples perspectives, values, beliefs, and points of view	<p><i>Students are expected to know the following:</i></p> <p>A wide variety of BC, Canadian, and global First Peoples texts A wide variety of text forms and genres Common themes in First Peoples texts Reconciliation in Canada First Peoples oral traditions</p> <ul style="list-style-type: none">• purposes of oral texts <p>Text features and structures</p> <ul style="list-style-type: none">• narrative structures, including those found in First Peoples texts <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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