

# Where Have All the Buffalo Gone

## Grade 5

### ARTS EDUCATION BIG IDEAS

Dance, drama, music and visual arts are each unique languages for creating and **communicating**.

### Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"><li>• Explore connections to identity, place, culture, and belonging through creative expression</li><li>• Explore a range of cultures, and the relationships among cultures, societies, and the arts</li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Observe, listen, describe, inquire and predict how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate</li><li>• Reflect on <b>creative processes</b> as an individual and as a group, and make connections to other experiences</li><li>• Connect knowledge and skills from other <b>areas of learning</b> in planning, creating, interpreting, and analyzing works for art</li><li>• Examine relationships between the arts and the wider world</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• elements and principles that together create meaning in the arts, including but not limited to:<ul style="list-style-type: none"><li>– drama: <b>character</b>, time, place, plot, tension, mood and focus</li><li>– music: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li></ul></li><li>• processes, materials, <b>technologies</b>, tools and techniques to support creative works</li><li>• a variety of <b>dramatic forms</b></li><li>• <b>symbolism</b> and metaphor to explore ideas and perspective</li><li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li><li>• a variety of regional and national <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li></ul>

*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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## SOCIAL STUDIES BIG IDEAS

Canada's policies for and treatment of minority peoples have negative and positive legacies.

## 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"><li>• Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</li><li>• Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• past discriminatory government policies and actions, such as the Chinese Head Tax, the <i>Komagata Maru</i> incident, residential schools, and internments</li><li>• past discriminatory government policies and actions, such as the Chinese Head Tax, the <i>Komagata Maru</i> incident, residential schools, and internments</li><li>• levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</li><li>• First Peoples land ownership and use</li></ul>

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<https://curriculum.gov.bc.ca/curriculum/social-studies>

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Grade 5

## 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 <b>texts</b>, 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>• Demonstrate awareness of the <b>oral tradition in First Peoples cultures</b> and the <b>purposes of First Peoples texts</b></li><li>• Identify how <b>story in First Peoples cultures connects people to land</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"><li>• <b>literary elements</b></li><li>• <b>literary devices</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"><li>• <b>features of oral language</b></li></ul>

*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>