

Where Have All the Buffalo Gone

Grade 7

ARTS EDUCATION BIG IDEAS

Experiencing art challenges our point of view and expands our understanding of others.

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>Exploring and creating</p> <ul style="list-style-type: none">• Explore relationships between identity, place, culture, society, and belonging through the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts• Reflect on works of art and creative processes to understand artists' intentions• Examine relationships between the arts and the wider world	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• manipulation of elements and principles to create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– drama: character, time, place, plot, tension, mood, focus, contrast– music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation• processes, materials, movements, technologies, tools, strategies, and techniques to support creative works• drama forms and drama conventions• symbolism and metaphor to explore ideas and perspective• traditional and contemporary Aboriginal arts and arts-making processes• a variety of national and international 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>

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SOCIAL STUDIES BIG IDEAS

Economic specialization and trade networks can lead to conflict and co-operation between societies.

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">• Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)• Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas• interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration• social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

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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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 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 validity of First Peoples oral tradition for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• literary elements• literary devices <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies <p>Language features, structures, and conventions</p> <ul style="list-style-type: none">• features of oral language

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>