

CURRICULUM CONNECTIONS - SASKATCHEWAN
English Language Arts Indicators, Gr. 6-9
And “Choose Your Voice” (by lesson and page number)

“Expectations” are abridged

GRADE 6

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR6.1a	View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy ...	4-9	11-24	26-38	40-56	10, 25 26, 57
CR6.1b	Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts	4-9	11-24	26-38	40-56	10, 25 26, 57
CR6.1c	Recognize key characteristics and elements and techniques ...		11-14			25
CR6.1f	Consider potential impact of visual, multimedia, oral, and written texts.		11-14			25

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR6.2a	Before: Select and use a range of strategies before listening, reading, and viewing ...	7-9	11-24	31-38	40-56	
CR6.2b	During: Select and use a range of strategies to construct, monitor, and confirm meaning including	7-9	11-24	26-38	40-56	
CR6.2c	After: Select and use a range of strategies to confirm and extend meaning including:	7-9	11-24	26-38	40-56	

CR6.3 (Various techniques) to construct and confirm meaning

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR6.3b	Textual			26-30		
CR6.3c	Semantic/Lexical/Morphological			26-30		
CR6.3e	Other Cues			13, 14		

CR6.4 View, respond and demonstrate comprehension of visual and multimedia

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR6.4a	Display active viewing behaviours	5, 6	5, 6	5, 6	5, 6	
CR6.4d	Identify basic visual techniques	12-14				

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR6.6a	Display active reading behaviours including preparing to read...		11-24	28-38	44, 46-56	25
CR6.6b	Read for a variety of purposes...		11-24	11-24	46-56	

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC6.6a	Represent ideas, opinions, and facts about identity, social responsibility, and efficacy for specific purposes.		13, 14			
CC6.1c	Create a variety of visual, oral, written, and multimedia (including digital) texts		13, 14 29			

CC6.2 Select and use the appropriate strategies to communicate meaning

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC6.2a,b,c			12, 13			

CC6.4 Create and present a variety of representations

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC6.4a	Use different ways of representing				41, 42	57
CC6.4d	Convey key image				41, 42	57

CC6.5 Use oral language to interact appropriately with others

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC6.5a,b, c, d, e, f, g	(Various interaction skills)	7-9	14	27	41	25

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC6.6a	Engage in partner, small-group, and whole-class discussion	7-9	14	27	41	25
CC6.6b	Show an understanding of when to speak and when to listen	7-9	14	27	41	
CC6.6c	Contribute to structured discussion and dialogues	7-9	14	27	41	
CC6.6d	Maintain conversations with classmates and adults	7-9	14	27	41	
CC6.6e	Exchange ideas and concepts with teacher, peers, and adults	7-9	14	27	41	
CC6.6g	Prepare and give oral presentations		13, 14			
CC6.6h	Include appropriate beginning, middle, and ending in presentations		13, 14			
CC6.6j	Speak clearly and expressively in classroom presentations		13, 14			

AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
AR6.1d	Reflect on the role of technology in learning and communicating.		13, 14			
AR6.1e	Review own and others' work for clarity, and give concrete suggestions for improvement.		14			

CURRICULUM CONNECTIONS (ELA) - SASKATCHEWAN Grade 7

CR7.1 View, listen to, read, comprehend and respond to a variety of texts that address identity, social responsibility and efficacy.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR7.1a	View, listen to, read, and respond ... related to identity, social responsibility, and efficacy ...	4-9	11-24	26-38	40-56	10, 25 26, 57
CR7.1b	Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts...	4-9	11-24	26-38	40-56	10, 25 26, 57

CR7.2 Select and use appropriate strategies to construct meaning before, during and after viewing, listening, and reading.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR7.2a	Before: Select and use a range of strategies before listening, reading, and viewing ...	7-9	11-24	31-38	40-56	
CR7.2b	During: Select and use a range of strategies to construct, monitor, and confirm meaning including	7-9	11-24	26-38	40-56	
CR7.2c	After: Select and use a range of strategies to confirm and extend meaning including:	7-9	11-24	26-38	40-56	

CR7.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR7.5a	Display active listening behaviours	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR7.5b	Adopt a receptive listening posture	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR7.5d	Determine literal and implied meaning of message.	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR7.5f	Recognize and follow the presenter's main ideas	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR7.5g	Consider and respect ideas from speaker's point of view.	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR7.5h	Identify the perspective implicit within an oral presentation	Video Part 1	Video Part 2	Video Part 3	Video Part 4	

CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity social responsibility, and efficacy.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC7.1b	Create speeches, writing, and other representations		13, 14			
CC7.1f	Use own experiences to create			29		

CC7.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues (to construct and to communicate meaning).

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC7.4a	Use the conventions of language and communication		13, 14			
CC7.c	Use and apply language cues and conventions		13, 14			

CC7.5 Create and present a variety of representations including visual and multimedia

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC7.5a	... using a variety of representations		13, 14			
CC7.5b	Represent ideas and demonstrate understanding of forms and techniques				42, 43	

CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC7.6a,b, c, f, l, m	(Various interaction skills)	7-9	11-13	26-29	42	

CURRICULUM CONNECTIONS (ELA) - SASKATCHEWAN Grade 8

CR8.1 View, listen to, read, comprehend and respond to a variety of texts that address identity, social responsibility, and efficacy.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR8.1a	View, listen to, read, and respond ... related to identity, social responsibility, and efficacy ...	4-9	11-24	26-38	40-56	10, 25 26, 57
CR8.1b	Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts...	4-9	11-24	26-38	40-56	10, 25 26, 57

CR8.2 Select and use appropriate strategies to construct meaning before, during and after viewing, listening, and reading.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR8.2a	Before: activate prior knowledge, ask questions, preview, ...	7-9	11-24	31-38	40-56	
CR8.2b	During: connect and construct meaning, note key ideas,	7-9	11-24	26-38	40-56	
CR8.2c	After: recall, reflect, evaluate, evaluate craft, respond personally ...	7-9	11-24	26-38	40-56	

CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR8.5a	Demonstrate the behaviours of an effective and active listener	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR8.5b	Demonstrate ability to process information when listening	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR8.5d	Paraphrase a speaker's purpose and point of view.	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR8.5f	Evaluate the credibility of a speaker	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR8.5g	Demonstrate ability to analyze informational texts		16-24	32-38	46-56	

CC8.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity, social responsibility, and efficacy.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC8.1b	Create speeches, writing, and other representations		13, 14			
CC8.1c	Represent, articulate, and explain personal viewpoints clearly.			29		

CC8.4 Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues (to construct and to communicate meaning).

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC8.4a	Apply consistently the conventions of oral and written language		13, 14			
CC8.4b	Use and apply language cues and conventions		13, 14			

CC8.5 Create and present a variety of representations including visual and multimedia

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC8.5a	Explore ideas and express understanding		13, 14			
CC8.5d	Represent ideas and demonstrate understanding of forms and techniques		16, 31		4	

CC8.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC8.6 b-h	(Various interaction skills)	7-9	11-13	26-29	42	

CURRICULUM CONNECTIONS (ELA) - SASKATCHEWAN Grade 9

CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR9.1a	View, listen to, read, and respond ... related to identity, social responsibility, and efficacy ...	4-9	11-24	26-38	46-56	10, 25 26, 57
CR9.1b	View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension and demonstrate response	4-9	11-24	26-38	46-56	10, 25 26, 57
CR9.11	Determine creator's, speaker's, writers' purpose, attitude, and perspective	Video Part 1	Video Part 2 11-24	Video Part 3 26-38	Video Part 4 46-56	

CR9.2a Select and use appropriate strategies to construct meaning before, during and after viewing, listening, and reading.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR9.2.b	Before, During, After reading strategies		11-24	31-38	40-56	

CR9.5 Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CR9.5a	Demonstrate effective, active listening	Video Part 1	Video Part 2	Video Part 3	Video Part 4	
CR9.5b	Examine others' ideas in discussion to extend own understanding	4-9	11-14	27-29	41-42	
CR9.5d	Participate constructively in individual conversations, and small group and whole class discussion and debate.	4-9	11-14	27-29	41-42	
CR9.5g	Analyze the speaker's viewpoint and argument for validity and supporting evidence.	Video Part 1	Video Part 2	Video Part 3	Video Part 4	

CC9.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity, social responsibility, and efficacy.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC9.1b	Create speeches, writing, and other representations		13, 14			
CC9.1d	Use speaking, writing, and other forms of representing to respond to experiences and to texts			29	41, 42	

CC9.3a Select and use appropriate strategies to communicate meaning before during, and after speaking, writing, and other representing activities.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC9.3a	Demonstrate an understanding of the creating process by planning, creating drafts, revising, and creating a final version.		13, 14			
CC9.3b	Progress through stages/phases of the creating process before, during, after		13, 14			
CC9.3c	Analyze, evaluate, and apply the strategies used before, during, and after speaking, writing, and other forms of representing including		13, 14			

CC9.6a Use oral language to interact purposefully and appropriately in a variety of situations

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
CC9.6a	Use talk to explore own and others' ideas and to express understanding	4-9	11-14	27-29	41-42	
CC9.6e	Demonstrate respect for the needs, rights, and feelings of others.	4-9	11-14	27-29	41-42	

CURRICULUM CONNECTIONS - SASKATCHEWAN

Social Studies Indicators, Gr. 6-9

And “Choose Your Voice” (by lesson and page number)

“Expectations” are abridged

GRADE 6

IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
IN6.3E	Investigate and represent the contribution of a Canadian individual...				47-53,55	57
IN6.3F	Investigate and represent the contribution of an individual not born in Canada				46, 54, 56	57

IN6.4 Explore aspects of cultural change over time including, reasons for cultural change, examples of cultural change, how cultural change affects youth, how youth respond to cultural change.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
IN6.4A	Delineate ways in which cultures might change...				46-58	
IN6.4B	Propose reasons for changes in cultures...				16-24	
IN6.4C	Discuss examples of change created by cultural interaction				32-37	

DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
DR6.4A	Relate contemporary issues to their historical origins...	11-24				
DR6.4B	Analyze the historical origins of a current issue affecting youth...	51, 56				

PA6.1 Examine the relationship between an individual's power and authority and the power and authority of others.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
PA6.1A	Illustrate the forms of power...			37		
PA6.1B	Give examples of the forms of power		17-21	32-37		
PA6.1C	Determine traits common to individuals				46-56	
PA6.1D	Identify and examine the characteristics of local, provincial, national, and international leaders and organizations				46-55	
PA6.1E	... competing claims for power			38		
PA6.1F	Explain choices young people must make...	7-9		38		10

PA6.2 Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
PA6.2C	Investigate the concept of white privilege...	17-20, 22-24				
PA6.2D	Identify the personal and societal impact of white privilege	17-20, 22-24				

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
PA6.3A	Describe incidents of the misuse of power in groups...	7-9				10
PA6.3C	Propose changes needed in human behavior...	7-9, 30, 40				
PA6.4D	Investigate the relationship between people and their governments...	17, 37, 50, 53, 56				

RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
RW6.1c	Recognize...value placed on quality of life indicators in varying locations, cultures, and time	17-23				

CURRICULUM CONNECTIONS (S.S.) - SASKATCHEWAN Grade 7

IN7.1 Investigate examples of conflict, cooperation and interdependence between Canada and circumpolar and Pacific Rim countries.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
IN7.1c	Diagnose reasons for a current or historical conflict ...		23, 24			

IN7.2 Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
IN7.2a	Identify the countries of origin ...		18-20 23, 24			

DR7.3 Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
DR7.3c	Analyze the influence of contact with another culture on the Aboriginal peoples of Canada ...		17, 19			
DR7.3d	Assess the effects of relocations and deportations of affected groups in Canada		17, 19, 24, 37			
DR7.3e	Conduct an inquiry...		37			

CURRICULUM CONNECTIONS (S.S.) - SASKATCHEWAN Grade 8

IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
IN8.1c	Examine the extent to which cultural groups are able to retain their cultural identity in Canada		17-21, 32-37			

IN8.2 Appraise the influence of immigration as a factor in Canadian cultural diversity.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
IN8.2a	Research reasons for diverse peoples choosing Canada		20,22 23			
IN8.2c	Investigate the evolution of Canada's immigration policy		18, 20 22, 23			

DR8.3 Assess how historical events in Canada have affected the present Canadian identity.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
DR8.3b	Assess the impact of a variety of important historical events ...		19			
DR8.3e	Compare the perspectives taken in cases of injustice in Canada ...		17, 19 20, 22 23, 24 37			

PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
PA8.1a	Investigate the effects of the Canadian Charter of Rights and Freedoms on individuals and groups		38			

CURRICULUM CONNECTIONS (S.S.) - SASKATCHEWAN Grade 9

PA9.2 Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
PA9.2c	Conduct an inquiry regarding the initial interaction of North American Aboriginal peoples with Europeans		17, 19			

PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.

CURRICULUM CODE	EXPECTATION	FOUND IN LESSON				ASSESSED IN RUBRIC
		1	2	3	4	
PA9.3b	Investigate examples of the oppression of rights of particular groups ... in Canada		17, 18 19, 21 23, 24			

GRADE 6 - THE ARTS
<p>VISUAL ART</p> <ul style="list-style-type: none"> ▪ begin to understand how a single idea can be developed in many ways and directions ▪ generate and manipulate ideas from a variety of sources that are of interest or significance to them ▪ continue to explore and determine appropriate media, technology, forms, and methods for visual expression ▪ develop an understanding of how they can use symbols and other images to convey meaning ▪ reflect on and discuss the intentions, development, and interpretations of their own and others' art works ▪ understand that art is a means of communication and appreciate the importance of visual communication ▪ understand that visual art has different purposes and is produced in different contexts (e.g., commercial, cultural, functional, expressive) ▪ realize that art sometimes supports and sometimes questions a culture's or society's beliefs <p>COMMON ESSENTIAL LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> ▪ explore and express the purposes for and meaning of what they are doing (COM) ▪ use the language and concepts of visual art to present information in public modes (COM)
<p>MUSIC</p> <ul style="list-style-type: none"> ▪ Reflect on and discuss the intentions, development, and interpretations of their own and others' music expressions ▪ Understand that music has many purposes and is produced in different contexts (e.g., commercial, cultural, functional, expressive) ▪ Realize that music sometimes supports and sometimes questions a culture's or society's beliefs ▪ Realize that people have differing responses to a piece of music depending on their personal and cultural experiences <p>COMMON ESSENTIAL LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> ▪ Discuss or write about the ideas presented using their own language in order to better understand music (COM) ▪ Listen to music for various purposes (COM) ▪ Understand and model respect for all people by acknowledging the importance of their language, history, and culture (PSVS) ▪ Refine their understanding of stereotype, bias, prejudice, and racism (PSVS)

GRADE 7 - THE ARTS
<p>VISUAL ART</p> <ul style="list-style-type: none"> ▪ reflect on how the elements of art, principles of design, images, and techniques can be ordered to convey meaning in art works ▪ understand how a single idea can be developed in many ways and directions ▪ generate and manipulate ideas from a variety of sources that are of interest or significance to them ▪ continue to explore and determine appropriate media, technology, forms, and methods for visual expression ▪ develop an understanding of how they can use symbols and other images to convey meaning ▪ reflect on and discuss the intentions, development, and interpretations of their own and others' art works ▪ understand that art is a means of communication and appreciate the importance of visual communication ▪ understand that visual art has different purposes and is produced in different contexts (e.g., commercial, cultural, functional, expressive) ▪ become aware of how visual art can transmit or question values, ideas, and beliefs relevant to their own lives ▪ realize that people have differing responses to works of art depending on their personal and cultural experiences <p>COMMON ESSENTIAL LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> ▪ explore and express the purposes for and meaning of what they are doing (COM) ▪ use the language and concepts of visual art to present information in public modes (COM)
<p>MUSIC</p> <ul style="list-style-type: none"> ▪ Become aware that sounds can function symbolically, conveying a variety of meanings (e.g., the many different meanings of water sounds) ▪ Reflect on and discuss the intentions, development, and interpretations of their own and others' music expressions ▪ Understand that music has many purposes and is produced in different contexts (e.g., commercial, cultural, functional, expressive) ▪ Become aware of how music can transmit or question values, ideas, and beliefs relevant to their own lives ▪ Realize that people have differing responses to a piece of music depending on their personal and cultural experiences <p>COMMON ESSENTIAL LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> ▪ Discuss or write about ideas presented using their own language (COM) ▪ Listen for various purposes (COM) ▪ Respect and try to understand the language, thoughts, artistic expressions, and viewpoints of others (COM) ▪ Understand the needs of all people through the study of music (PSVS)

GRADE 8 - THE ARTS

VISUAL ART

- understand relationships between the elements of art, principles of design, images, techniques, and meaning in their own and others' art works
- recognize the importance of exploring and expanding upon an idea to achieve more depth of meaning and expression
- generate and manipulate ideas from a variety of sources that are of interest or significance to them
- determine appropriate media, technology, forms, and methods for visual expression
- refine their ability to use skillfully the tools, technology, materials, and techniques needed to express their ideas
- use symbols and other images to develop and convey meaning
- examine the intentions, development, and interpretations of their own and others' art works in relation to their lives and society
- become aware of how visual art can transmit or question values, ideas, and beliefs relevant to their own lives
- recognize that cultural background and experiences affect their responses to art works and their understanding of meaning and symbol within the work

COMMON ESSENTIAL LEARNING OBJECTIVES

- explore and express the purposes for and meaning of what they are doing (COM)
- use the language and concepts of visual art to present information in public modes (COM)
- explore the technical, social, and cultural aspects of various media in visual art (TL)
- recognize how the study of visual art contributes to understanding of human needs and human rights (PSVS)

MUSIC

- Discuss and interpret the role and influence of sounds in their daily lives, including mass media and popular culture
- Examine the intentions, development, and interpretations of their own and others' music expressions in relation to their lives and society
- Become aware of how music can transmit or question values, ideas, and beliefs relevant to their own lives
- Recognize that their background and experiences affect their responses and understanding of the music