

BENCHED

Grade 2

ARTS EDUCATION BIG IDEAS

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

People connect to the hearts and minds of others in a variety of places and times through the **arts**.

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 elements, processes, materials, movements, technologies, tools, and techniques of the arts• Explore personal experience, community, and culture through arts activities <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques• Reflect on creative processes and make connections to other experiences <p>Communicating and documenting</p> <ul style="list-style-type: none">• Interpret symbolism and how it can be used to express meaning through the arts	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form– music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• processes, materials, technologies, tools, and techniques to support arts activities• symbolism as a means of expressing specific meaning• traditional and contemporary Aboriginal arts and arts-making processes• a variety of local 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>

BENCHED

Grade 2

ENGLISH LANGUAGE ARTS BIG IDEAS

Stories and other **texts** connect us to ourselves, our families, and our communities.

Through listening and speaking, we connect with others and share our 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">• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community• Recognize the structure and elements of story• Show awareness of how story in First Peoples cultures connects people to family and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Explore oral storytelling processes	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• elements of story• literary elements and devices <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 Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core>

BENCHED

Grade 3

ARTS EDUCATION BIG IDEAS

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

The **arts** connect our experiences to the experiences of others.

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 identity, place, culture, and belonging through arts experiences• Explore relationships among cultures, communities, and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques• Reflect on creative processes and make connections to personal experiences• Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form– music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• processes, materials, technologies, tools, and techniques to support arts activities• symbolism as ways of creating and representing meaning• traditional and contemporary Aboriginal arts and arts-making processes• a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places

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BENCHED

Grade 3

ENGLISH LANGUAGE ARTS BIG IDEAS

Stories and other **texts** help us learn about ourselves, our families, and our communities.

Stories can be understood from different perspectives.

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">• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community• Show awareness of how story in First Peoples cultures connects people to family and community• Develop awareness of how story in First Peoples cultures connects people to land <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Explore and appreciate aspects of First Peoples oral traditions	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• elements of story• literary elements and devices <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/k/core>

BENCHED

Grade 4

ARTS EDUCATION BIG IDEAS

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

Exploring **works of art** exposes us to diverse values, knowledge, and perspectives.

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 identity, place, culture, and belonging through arts experiences• Explore relationships among cultures, societies, and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate• Reflect on creative processes and make connections to other experiences• Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements and principles that together create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form, and movement principles– music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• processes, materials, technologies, tools and techniques to support arts activities• symbolism and metaphor create and represent meaning• traditional and contemporary Aboriginal arts and arts-making processes• a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places

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

BENCHED

Grade 4

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">• Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts• Identify how story in First Peoples cultures connects people to land	<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

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BENCHED

Grade 5

ARTS EDUCATION BIG IDEAS

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

Works of art influence and are influenced by the world around us.

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

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BENCHED

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 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 the oral tradition in First Peoples cultures and the purposes of First Peoples texts• Identify how story in First Peoples cultures connects people to land	<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

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BENCHED

Grade 6

ARTS EDUCATION BIG IDEAS

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

Experiencing **art** is a means to develop empathy for others' perspectives and experiences.

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">• 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">• purposeful application of elements and principles to create meaning in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form, and movement principles– music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture• processes, materials, movements, technologies, tools, strategies, and techniques to support creative works• 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

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BENCHED

Grade 6

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	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">literary elementsliterary 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

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BENCHED

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">• 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">– dance: body, space, dynamics, time, relationships, form, and movement principles– 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• 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

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BENCHED

Grade 7

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>

BENCHED

Grade 8

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>Exploring and creating</p> <ul style="list-style-type: none">• Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations• Reflect on works of art and creative processes to understand artists motivations and meanings	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:<ul style="list-style-type: none">– dance: body, space, dynamics, time, relationships, form, and movement principles– 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• 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

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BENCHED

Grade 8

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• Develop an awareness of the protocols and ownership associated with First Peoples texts	<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

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BENCHED

Grade 9

ARTS EDUCATION (GENERAL) BIG IDEAS

The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.

Dance, drama, music, and visual arts each use their own unique sensory language 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 materials, environments, tools, and techniques by combining and arranging elements, processes, and principles• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts• Explore relationships between identity, place, culture, society, and belonging through artistic experiences <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art <p>Connecting and expanding</p> <ul style="list-style-type: none">• Reflect on works of art and creative processes to make connections to personal learning and experiences	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• for each of the arts disciplines — dance, drama, music, and visual arts — the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works• contributions of innovative artists from a variety of genres, 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>

BENCHED

Grade 9

ARTS EDUCATION (DANCE) BIG IDEAS

Dance provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

Dance uses a unique sensory language 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">• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Describe, interpret, and evaluate how dancers and choreographers use the elements of dance and choreographic structures to create and communicate ideas• Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces <p>Communicating and documenting</p> <ul style="list-style-type: none">• Revise, refine, analyze, and document creative works and experiences to enhance presentation in a variety of ways <p>Connecting and expanding</p> <ul style="list-style-type: none">• Reflect on works of art and creative processes to make connections to personal learning and experiences	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• dance elements, techniques, and vocabulary to create mood and convey ideas, including but not limited to: body, space, dynamics, time, relationships, form, and movement principles• choreographic devices and notation• choreographic choices that impact clarity of intent and purpose• compositional devices, forms, and structures of dance• processes, materials, movements, technologies, strategies, and techniques to support creative works• the roles of performers and audiences in a variety of contexts• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance• contributions of innovative artists from a variety of genres, 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
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BENCHED

Grade 9

ENGLISH LANGUAGE ARTS BIG IDEAS

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

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• Develop an awareness of the diversity within and across First Peoples societies represented in texts• Recognize the influence of place in First Peoples and other Canadian texts	<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

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BENCHED

Grade 10

ARTS EDUCATION (DANCE: DANCE CHOREOGRAPHY) BIG IDEAS

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

Choreographers communicate through creative expression in dance.

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, design, and create dance compositions • Explore how production elements support the expression of intent and meaning in dance compositions <p>Reason and reflect</p> <ul style="list-style-type: none"> • Reflect on rehearsal and performance experiences • Reflect on the influences of social, cultural, historical, political, and personal context on dance <p>Connect and expand</p> <ul style="list-style-type: none"> • Explore contributions of key dance innovators from a variety of genres, contexts, periods, and cultures • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of dance • skills specific to a technique, genre, or style • choreographic forms and structures • choreographic devices • in a variety of contexts • local and intercultural performers, movements, and genres • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance

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/dance-choreography>

BENCHED

Grade 10

ARTS EDUCATION (DANCE: DANCE COMPANY) BIG IDEAS

Choreographic works communicate ideas, emotions, and perspectives through movement, sound, costumes, lights, and set design.

Artistic choices communicate the choreographer's intent.

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 interplay of movement, sound, image, and form to convey meaning in dance • Explore the influences of context on a dance technique, genre, or style <p>Reason and reflect</p> <ul style="list-style-type: none"> • Reflect on rehearsal and performance experiences <p>Connect and expand</p> <ul style="list-style-type: none"> • Explore educational, personal, and professional opportunities in dance or related fields • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance • Connect with local issues and communities through dance 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of dance • techniques and movement principles • choreographic devices • contributions of key dance innovators in specific genres, contexts, periods, and cultures • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance

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/dance-company>

BENCHED

Grade 10

ARTS EDUCATION (DANCE: DANCE FOUNDATIONS) BIG IDEAS

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

Traditions, perspectives, worldviews, and stories are shared through **aesthetic experiences**.

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 interplay of movement, sound, image, and form to convey meaning <p>Reason and reflect</p> <ul style="list-style-type: none"> • Reflect on rehearsal and performance experiences <p>Connect and expand</p> <ul style="list-style-type: none"> • Explore a range of local, national, global, and intercultural performers, movements, and genres • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance • Explore ways in which dance impacts cultures and societies 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of dance • choreographic forms and structures • choreographic devices • contributions of key dance innovators from a variety of genres, contexts, periods, and cultures • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • history and theory of a variety of 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/dance-foundations>

BENCHED

Grade 10

ARTS EDUCATION (DANCE: DANCE TECHNIQUE & PERFORMANCE) BIG IDEAS

Dance technique and performance skills are embodied and developed in a variety of genres or styles.

Aesthetic experiences have the power to transform the way we see, think, and feel.

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 specific or a variety of genres or styles from historical and contemporary cultures• Explore the interplay of movement, sound, image, and form used to convey meaning in dance <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on rehearsal and performance experiences• Reflect on the influences of social, cultural, historical, political, and personal context on dance <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements of dance• technical skills specific to a technique, genre, or style• contributions of key dance innovators in specific genres, contexts, periods, and cultures• local and intercultural performers• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance• history and theory of a dance technique, genre, or style

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/dance-technique-and-performance>

BENCHED

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>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<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>

BENCHED

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• 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>

BENCHED

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• Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts• Explore how language constructs personal and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<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>

BENCHED

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 how language constructs personal and social identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<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>

BENCHED

Grade 11

ARTS EDUCATION (DANCE: DANCE CHOREOGRAPHY) BIG IDEAS

Choreographers make purposeful artistic choices to create and communicate meaning.

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 dance compositions <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on rehearsal and performance experiences <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements of dance• skills specific to a technique, genre, or style• choreographic forms and structures• choreographic devices• local, national, and intercultural performers, movements, and genres• the influence of time and place on the emergence of historical and contemporary dance forms• innovative dancers and choreographers from a variety of genres and cultures• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance• history of a variety of dance 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/dance-choreography>

BENCHED

Grade 11

ARTS EDUCATION (DANCE: DANCE COMPANY) BIG IDEAS

Choreographic works communicate meaning through movement, sound, costumes, and set design.

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 interplay of movement, sound, image, and form to convey meaning in dance <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on rehearsal and performance experiences <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples' perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance• Make connections through dance with local, regional, and national issues and communities	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• technical and expressive skills• elements of dance, techniques, movement principles• choreographic devices• skills specific to a technique, genre, or style• contributions of key dance innovators in specific genres, contexts, and cultures• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance

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/dance-company>

BENCHED

Grade 11

ARTS EDUCATION (DANCE: DANCE FOUNDATIONS) BIG IDEAS

Dance is informed by the history, culture, and community in which it exists.

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, create, and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on rehearsal and performance experiences <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements of dance• skills specific to a technique, genre, or style• choreographic forms and structures• choreographic devices• contributions of key dance innovators from a variety of genres• local, national, and intercultural performers and genres• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through

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/dance-foundations>

BENCHED

Grade 11

ARTS EDUCATION (DANCE: DANCE TECHNIQUE & PERFORMANCE) BIG IDEAS

Dance is an art form that combines the **language of dance** with the ability to create and perform.

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 specific or a variety of genres or styles from historical and contemporary cultures• Explore the interplay of movement, sound, image, and form used to convey meaning <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on rehearsal and performance experiences• Reflect on the influences of social, cultural, historical, political, and personal context on dance <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements of dance• technical skills specific to a technique, genre, or style• contributions of key dance innovators in specific genres, contexts, periods, and cultures• local, national, and intercultural performers and movements• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance• history and theory of a dance technique, genre, or style

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/dance-technique-and-performance>

BENCHED

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 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>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and text genres</p> <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>

BENCHED

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 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>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <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>

BENCHED

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• Access information for diverse purposes and from a variety of sources• 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>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <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>

BENCHED

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 how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <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>

BENCHED

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• Access information for diverse purposes and from a variety of sources• Recognize and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<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">• oral language features and structures <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>

BENCHED

Grade 12

ARTS EDUCATION (DANCE: DANCE CHOREOGRAPHY) BIG IDEAS

Artistic intent and meaning are communicated through choreography.

Dance engages us in artistic works from multiple perspectives.

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 meaning in a variety of dance compositions <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements of dance• skills specific to a technique, genre, or style• choreographic forms and structures• choreographic devices• local, national, global, and intercultural performers, movements, and genres• the influence of time and place on historical and contemporary dance forms• innovative dancers and choreographers from a variety of genres, periods, and cultures• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance• history and theory of a variety of dance genres

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/arts-education/12/dance-choreography>

BENCHED

Grade 12

ARTS EDUCATION (DANCE: DANCE COMPANY) BIG IDEAS

Choreographic works communicate meaning through movement, sound, costumes, and set design.

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 rehearsal and performance experiences to improve performance <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance• Make connections through dance with local, national, and global issues and communities	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• technical and expressive skills• elements of dance, techniques, movement principles• choreographic devices• skills specific to a technique, genre, or style• contributions of key dance innovators in specific genres, periods, and movements• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/arts-education/12/dance-company>

BENCHED

Grade 12

ARTS EDUCATION (DANCE: DANCE FOUNDATIONS) BIG IDEAS

Dance offers unique **aesthetic experiences** that explore identity, history, culture, and community.

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, create, and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements of dance• skills specific to a technique, genre, or style• choreographic forms and structures• choreographic devices• contributions of key dance innovators from a variety of genres, cultures, and periods• local, national, global, and intercultural performers, movements, and genres• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance• history and theory of dance genres, including their role in historical and contemporary societies

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/arts-education/12/dance-foundations>

BENCHED

Grade 12

ARTS EDUCATION (DANCE: DANCE TECHNIQUE & PERFORMANCE) BIG IDEAS

Dance is an art form that combines the **language of dance** with the ability to create and perform.

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 specific or a variety of genres or styles from historical and contemporary cultures <p>Reason and reflect</p> <ul style="list-style-type: none">• Reflect on rehearsal and performance experiences• Reflect on the influences of social, cultural, historical, political, and personal context on dance <p>Connect and expand</p> <ul style="list-style-type: none">• Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through movement and dance• Make connections through dance with local, national, and global issues and communities	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• elements of dance• technical skills specific to a technique, genre, or style• contributions of key dance innovators in specific genres, contexts, periods, and cultures• local, national, and intercultural performers and movements• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance• history and theory of a dance technique, genre, or style

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
<https://curriculum.gov.bc.ca/curriculum/arts-education/12/dance-technique-and-performance>

BENCHED

Grade 12

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">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and text genres</p> <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 12
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

BENCHED

Grade 12

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">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Understand and appreciate how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <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 12
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

BENCHED

Grade 12

ENGLISH LANGUAGE ARTS – ENGLISH 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• Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <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 12
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

BENCHED

Grade 12

ENGLISH LANGUAGE ARTS – ENGLISH 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">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Use information for diverse purposes and from a variety of sources• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <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 12
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

BENCHED

Grade 12

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">• Understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Use information for diverse purposes and from a variety of sources• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <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 12
<https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses>

BENCHED

Grade 12

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">• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view• Use information for diverse purposes and from a variety of sources• Appreciate and understand how language constructs personal, social, and cultural identities <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Select and apply speaking and listening skills in a variety of formal and informal contexts for a range of purposes	<p><i>Students are expected to know the following:</i></p> <p>Text forms and genres</p> <p>Creative spoken genres</p> <p>Text features and structures</p> <ul style="list-style-type: none">• Oral language features and structures <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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