

# **CURRICULUM CONNECTIONS**

## **For Erin's Adventure - Pre-show Activity**

**Study Guide - Ladies and Gentlemen, Boys and Girls by Dave Deveau  
Roseneath Theatre 2018**

### ***Grades 4-6***

(Grades 7-8 connections on pg. 3)

## **Health and Physical Education**

### ***Grades 4-6 Overall Expectations***

- C1. demonstrate an understanding of factors that contribute to healthy development;
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

### ***Grade 4-6 Specific Expectations***

- C1.3 identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities) [PS]
- C2.3 apply personal skills and interpersonal skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations
- C2.6 make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills
- C3.2 explain how a person's actions, either in person or online, can affect their own and others' feelings, self-concept, emotional well-being, and reputation
- C3.3 assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]

## **Language: Oral Communication**

### ***Grade 4-6 Overall Expectations***

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

### ***Grade 4-6 Specific Expectations***

- 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts.
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights;
- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions
- 2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience

## **Drama**

### ***Grade 4-6 Overall Expectations***

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

### ***Grade 4-6 Specific Expectations***

- B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works
- B2.2 explain, using drama terminology, how different elements are used to communicate and reinforce the intended message in their own and others' drama works

## **Grades 7-8**

### **Health and Physical Education**

#### ***Grade 7-8 Overall Connections***

- C1. demonstrate an understanding of factors that contribute to healthy development;
- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

#### ***Grade 7-8 Specific Connections***

C1.5 demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]

C2.2 assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents

C2.4 demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health

### **Language: Oral Communication**

#### ***Grade 7-8 Overall Expectations***

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

### ***Grade 7-8 Specific Expectations***

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

## **Drama**

### ***Grade 7-8 Overall Expectations***

B1. Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives

B2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences

### ***Grade 7-8 Specific Expectations***

B1.3 plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives

B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others' ideas, feelings, and experiences