

CURRICULUM CONNECTIONS

For Texting Mermaid - Post-show Activity

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

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]

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: Writing

Grade 4-6 Overall Expectations

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

Grade 4-6 Specific Expectations

- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 1.2 generate ideas about a potential topic using a variety of strategies and resources
- 1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas
- 2.1 write longer and more complex texts using a wide range of forms
- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- 2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate
- 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

Grade 7-8 Overall Expectations

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

Grade 7-8 Specific Expectations

- 1.1 identify the topic, purpose, and audience for more complex writing forms
- 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose
- 2.1 write complex texts of different lengths using a wide range of forms
- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience
- 2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate
- 3.8 produce pieces of published work to meet identified criteria based on the expectations

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

- 1.5 interpret oral texts by using stated and implied ideas from the texts
- 1.6 extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- 2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience

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;

Grade 7-8 Specific Expectations

- 1.5 develop and explain interpretations of oral texts using stated and implied ideas from the texts to support their interpretation
- 1.6 extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- 1.8 explain the connection between a speaker's tone and the point of view or perspective presented in oral texts
- 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

Drama

Grade 4-6 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 stories

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

B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role

B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to achieve specific dramatic effects

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

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

B1.4 communicate feelings, thoughts, and abstract ideas through drama works, using audio, visual, and/or technological aids to heighten the dramatic experience

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