

CURRICULUM CONNECTIONS

For The Doctor is In - Post-show Activity

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

Drama

Grade 4-6 Overall Expectations

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, 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

B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places

B1.2 demonstrate an understanding of the element of role by selectively using some other elements of drama (e.g., time and place, relationship), to build belief in a role and establish its dramatic context

B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role

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

B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities

B1.2 demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects

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

B2.2 analyse and describe, using drama terminology, how drama elements are used to communicate meaning in a variety of drama works and shared drama experiences (

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: Reading

Grades 4-6 Overall Expectations

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

Grades 4-6 Specific Expectations

- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
- 1.5 develop interpretations about texts using stated and implied ideas to support their interpretations
- 1.7 analyse increasingly complex texts and explain how the different elements in them contribute to meaning
- 2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning
- 2.3 identify a variety of text features and explain how they help readers understand texts

Grade 7-8 Overall Expectations

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

Grade 7-8 Specific Expectations

- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
- 1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
- 1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction
- 2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning
- 2.3 identify a variety of text features and explain how they help communicate meaning

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

Grade 4-6 Specific Expectations

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups

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

1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives

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

1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations

1.6 extend understanding of oral texts, including increasingly complex or difficult 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

2.1 identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies

2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience