

Curricular Competencies Related to Culture Kit: Semá:th Xó:tsa Skwó:wech Plush Toy

This project connects to Curricular Competencies from BC's New Curriculum in the following subjects:

- Arts Education K-8
- Social Studies K-8
- Science K-8

ARTS EDUCATION

Arts Education K

- Exploring and creating:
 - Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts.
 - Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Reasoning and reflecting:
 - Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination.
- Communicating and documenting:
 - Express feelings, ideas, stories, observations, and experiences through the arts.

Arts Education 1

- Exploring and creating:
 - Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts.
 - Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Reasoning and reflecting:
 - Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination.
- Communicating and documenting:
 - Express feelings, ideas, stories, observations, and experiences through the arts.

Arts Education 2

- Exploring and creating:

- Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts.
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Explore personal experience, community, and culture through arts activities.
- Communicating and documenting:
 - Express feelings, ideas, stories, observations, and experiences through creative works.

Arts Education 3

- Exploring and creating:
 - Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
 - Explore identity, place, culture, and belonging through arts experiences.
- Reasoning and reflecting:
 - Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art.
- Communicating and documenting:
 - Apply learned skills, understandings, and processes in new contexts.
 - Interpret and communicate ideas using symbolism in the arts.

Arts Education 4

- Exploring and creating:
 - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
 - Explore identity, place, culture, and belonging through arts experiences.
 - Explore relationships among cultures, societies, and the arts.
- Reasoning and reflecting:
 - 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.
- Communicating and documenting:
 - Interpret and communicate ideas using symbolism to express meaning through the arts.

Arts Education 5

- Exploring and creating:

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Explore identity, place, culture, and belonging through arts experiences.
- Explore relationships among cultures, societies, and the arts.
- Reasoning and reflecting:
 - 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.
- Communicating and documenting:
 - Interpret and communicate ideas using symbols and elements to express meaning through the arts.
 - Express feelings, ideas, and experiences through the arts.

Arts Education 6

- Exploring and creating:
 - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
 - Explore relationships between identity, place, culture, and belonging through the arts.
 - Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.
- Reasoning and reflecting:
 - Research, describe, interpret and evaluate how artists (visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts.
 - Reflect on works of art and creative processes to understand artists' intentions.
 - Interpret creative works using knowledge and skills from various areas of learning.
 - Examine relationships between the arts and the wider world.
- Communicating and documenting:
 - Interpret and communicate ideas using symbols and elements to express meaning through the arts.
 - Express feelings, ideas, and experiences through the arts.
 - Describe, interpret, and respond to works of art and explore artists' intent.
 - Demonstrate increasingly sophisticated application and/or engagement of curricular content.

Arts Education 7

- Exploring and creating:
 - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
 - Explore relationships between identity, place, culture, and belonging through the arts.
 - Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.
- Reasoning and reflecting:
 - Research, describe, interpret and evaluate how artists (visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts.
 - Reflect on works of art and creative processes to understand artists' intentions.
 - Interpret works of art using knowledge and skills from various areas of learning.
 - Examine relationships between the arts and the wider world.
- Communicating and documenting:
 - Interpret and communicate ideas using symbols and elements to express meaning through the arts.
 - Express feelings, ideas, and experiences through the arts.
 - Describe, interpret, and respond to works of art.
 - Demonstrate increasingly sophisticated application and/or engagement of curricular content.

Arts Education 8

- Exploring and creating:
 - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
 - Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences.
 - Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts.
- Reasoning and reflecting:
 - Describe, interpret, and evaluate how artists (visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas.
 - Reflect on works of art and creative processes to understand artists' motivations and meanings.
 - Interpret works of art using knowledge and skills from various areas of learning.

- Communicating and documenting:
 - Interpret and communicate ideas using symbols and elements to express meaning through the arts.
 - Describe, interpret, and respond to works of art.
 - Use the arts to communicate, respond to, and understand environmental and global issues.
 - Demonstrate increasingly sophisticated application and/or engagement of curricular content.

SOCIAL STUDIES

Social Studies K

- Explain the significance of personal or local events, objects, people, or places (significance).
- Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence).
- Acknowledge different perspectives on people, places, issues, or events in their lives (perspective).

Social Studies 1

- Explain the significance of personal or local events, objects, people, or places (significance).
- Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence).
- Explore different perspectives on people, places, issues, or events in their lives (perspective).

Social Studies 2

- Explain why people, events, or places are significant to various individuals and groups (significance).
- Recognize the causes and consequences of events, decisions, or developments (cause and consequence).
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective).

Social Studies 3

- Explain why people, events, or places are significant to various individuals and groups (significance).
- Recognize the causes and consequences of events, decisions, or developments (cause and consequence).
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.

Social Studies 4

- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective).

Social Studies 5

- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgement).

Social Studies 6

- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change).
- Differentiate between short- and long-term causes, and intended and unintended consequences of events, decisions, or developments (cause and consequence).
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective).
- Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgement).

Social Studies 7

- Assess the significance of people, places, events, or developments at particular times and places (significance).
- Determine which causes most influenced particular decisions, actions, or events and assess their short- and long-term consequences (cause and consequence).
- Explain different perspectives on past or present people, places, issues or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective).
- Make ethical judgments about past events, decisions, or actions and assess the limitations of drawing direct lessons from the past (ethical judgment).

Social Studies 8

- Assess the significance of people, places, events, or developments at particular times and places (significance).
- Determine which causes most influenced particular decisions, actions, or events and assess their short- and long-term consequences (cause and consequence).
- Explain different perspectives on past or present people, places, issues or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective).
- Make ethical judgments about past events, decisions, or actions and assess the limitations of drawing direct lessons from the past (ethical judgment).

SCIENCE

Science K

- Questioning and predicting:
 - Demonstrate curiosity and a sense of wonder about the world.
- Processing and analyzing data and information:
 - Experience and interpret the local environment.
 - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.

Science 1

- Questioning and predicting:
 - Demonstrate curiosity and a sense of wonder about the world.
- Processing and analyzing data and information:
 - Experience and interpret the local environment.
 - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.

Science 2

- Questioning and predicting:
 - Demonstrate curiosity and a sense of wonder about the world.
- Processing and analyzing data and information:
 - Experience and interpret the local environment.
 - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.

Science 3

- Questioning and predicting:
 - Demonstrate curiosity and a sense of wonder about the world.
- Processing and analyzing data and information:
 - Experience and interpret the local environment.
 - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.

Science 4

- Questioning and predicting:
 - Demonstrate curiosity and a sense of wonder about the world.
- Processing and analyzing data and information:

- Experience and interpret the local environment.
- Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.

Science 5

- Processing and analyzing data and information:
 - Experience and interpret the local environment.
 - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.
- Communicating:
 - Express and reflect on personal, shared, or others' experiences of place.

Science 6

- Processing and analyzing data and information:
 - Experience and interpret the local environment.
 - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.
- Communicating:
 - Express and reflect on personal, shared, or others' experiences of place.

Science 7

- Processing and analyzing data and information:
 - Experience and interpret the local environment.
 - Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge.
- Communicating:
 - Express and reflect on personal, shared, or others' experiences of place.

Science 8

- Processing and analyzing data and information:
 - Experience and interpret the local environment.
 - Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information.
- Communicating:
 - Express and reflect on personal, shared, or others' experiences of place.