

## DRAMA AND DANCE

### Overall Expectations

- \* interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex drama and dance techniques
- create dance pieces, using a variety of techniques
- solve problems presented through drama and dance in different ways, and evaluate the effectiveness of each solution
- evaluate, orally and in writing, their own and others' work in drama and dance (e.g. performances, multimedia presentations)

\*Teachers have the chance to choose from a dance or math related post activity. Each activity will be accompanied with an assessment tool.

### Specific Expectations

#### *Knowledge of Elements*

- demonstrate understanding of the motives of the characters they interpret through drama and dance
- use drama and dance vocabulary correctly (e.g., crisis, space, symbol, drama anthology, texture) in analysing the meaning and effect of their own and others' work;
- recognize and use criteria for evaluating the quality of drama and dance performances;
- choose specific kinds of technology to enhance their drama and dance work, and explain their choices (e.g., slide projectors, microphones);

#### *Creative Work*

- develop a routine of warm-up exercises and use it regularly before engaging in dance activities;
- communicate abstract ideas through drama and dance (e.g., create a movement composition that is inspired by a set of symbols).

#### *Critical Thinking*

- evaluate the quality of a drama and a dance performance by writing a review that refers to what was seen, heard, and experienced;

-identify performance techniques that have an effect on the audience's emotions and senses (e.g., senses of hearing and sight), and evaluate their use in a performance;

## **MATHEMATICS**

### **Number Sense and Numeration**

#### **Overall Expectations**

-represent, compare, and order numbers, including integers

#### **Specific Expectations**

##### *Quantity Relationships*

- identify and compare integers found in real-life contexts (e.g.,  $-10^{\circ}\text{C}$  is much colder than  $+5^{\circ}\text{C}$ );
- represent and order integers, using a variety of tools (e.g., two-colour counters, virtual manipulatives, number lines);
- add and subtract integers, using a variety of tools (e.g., two-colour counters, virtual manipulatives, number lines).

### **Geometry and Spatial Sense**

#### **Overall Expectations**

-\*describe location in the four quadrants of a coordinate system, dilate two-dimensional shapes, and apply transformations to create and analyse designs

\*Teachers have the chance to choose from a dance or math related post activity. Each activity will be accompanied with an assessment tool.

#### **Specific Expectations**

##### *Geometric Properties*

- construct related lines (i.e., parallel; perpendicular; intersecting at  $30^{\circ}$ ,  $45^{\circ}$ , and  $60^{\circ}$ ), using angle properties and a variety of tools (e.g., compass and straight edge, protractor, dynamic geometry software) and strategies (e.g., paper folding);

##### *Geometric Relationships*

- demonstrate an understanding that enlarging or reducing two-dimensional shapes creates similar shapes;
- distinguish between and compare similar shapes and congruent shapes, using a variety of tools (e.g., pattern blocks, grid paper, dynamic geometry software)

and strategies (e.g., by showing that dilatations create similar shapes and that translations, rotations, and reflections generate congruent shapes)

### *Location and Movement*

- plot points using all four quadrants of the Cartesian coordinate plane;
- identify, perform and describe dilatations (i.e., enlargements and reductions), through investigation using a variety of tools (e.g., dynamic geometry software, geoboard, pattern blocks, grid paper);
- create and analyse designs involving translations, reflections, dilatations, and/or simple rotations of two-dimensional shapes, using a variety of tools (e.g., concrete materials, Mira, drawings, dynamic geometry software) and strategies

## **Patterning and Algebra**

### **Overall Expectations**

- represent linear growing patterns (where the terms are whole numbers) using concrete materials, graphs, and algebraic expressions

### **Specific Expectations**

#### *Patterns and Relationships*

- represent linear growing patterns, using a variety of tools (e.g., concrete materials, paper and pencil, calculators, spreadsheets) and strategies
- develop and represent the general term of a linear growing pattern, using algebraic expressions involving one operation
- compare pattern rules that generate a pattern by adding or subtracting a constant, or multiplying or dividing by a constant, to get the next term (e.g., for 1, 3, 5, 7, 9, ..., the pattern rule is “start at 1 and add 2 to each term to get the next term”) with pattern rules that use the term number to describe the general term

#### *Variables, Expressions, and Equations*

- make connections between evaluating algebraic expressions and determining the term in a pattern using the general term