

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
- critique, orally and in writing, their own and others' work in drama and dance, using criteria developed independently in a group
- critique solutions to problems presented in drama and dance, make decisions in large and small groups, and defend their artistic choices

*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

- use the vocabulary of drama and dance correctly (e.g., metaphor in drama, symmetry in dance composition) in analysing, explaining, and critiquing the meaning and effect of their own and others' work;
- identify and evaluate the variety of choices made in drama and dance that influence groups to make different interpretations or representations of the same materials;

Creative Work

- write, memorize, and present, through drama and dance, short documentary scenes based on their improvisational work and on source material drawn from diverse cultures;
- create a dance warm-up program, alone or with another student;
- produce work as a member of an ensemble.

Critical Thinking

- review drama and dance performances, orally or in writing, critiquing the use of elements and techniques in the particular genre of the piece;
- evaluate the overall effect of a performance in drama and dance, analysing the key elements;
- identify and discuss the qualities and skills needed to create and perform productions in drama and dance;

-produce pieces of writing in which they reflect on their experiences in drama and dance, and in which they show their ability to analyse and find solutions to problems in real life;

MATHEMATICS

Number Sense and Numeration

Overall Expectations

-solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies

Specific Expectations

Operational Sense

- use estimation when solving problems involving operations with whole numbers, decimals, percents, integers, and fractions, to help judge the reasonableness of a solution;
- represent the multiplication and division of integers, using a variety of tools [e.g., if black counters represent positive amounts and red counters represent negative amounts, you can model $3 \times (-2)$ as three groups of two red counters];
- solve problems involving operations with integers, using a variety of tools (e.g., two colour counters, virtual manipulatives, number lines);

Geometry and Spatial Sense

- represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world.

Location and Movement

- graph the image of a point, or set of points, on the Cartesian coordinate plane after applying a transformation to the original point(s) (i.e., translation; reflection in the x-axis, the y-axis, or the angle bisector of the axes that passes through the first and third quadrants; rotation of 90° , 180° , or 270° about the origin);
- identify, through investigation, real-world movements that are translations, reflections, and rotations.

Geometry and Spatial Sense

Overall Expectations

-*represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world

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Specific Expectations

Geometric Relationships

– determine, through investigation using a variety of tools relationships among area, perimeter, corresponding side lengths, and corresponding angles of similar shapes

-determine, through investigation using a variety of tools, the angle relationships for intersecting lines and for parallel line and transversals, and the sum of the angles of a triangle

Location and Movement

-graph the image of a point, or a set of points, on the Cartesian coordinate plane after applying a transformation to the original points

Patterning and Algebra

Overall Expectations

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

Specific Expectations

Patterns and Relationships

– represent, through investigation with concrete materials, the general term of a linear pattern, using one or more algebraic expressions

Variables, Expressions, and Equations

– translate statements describing mathematical relationships into algebraic expressions and equations (e.g., for a collection of triangles, the total number of sides is equal to three times the number of triangles or $s = 3n$);

– solve and verify linear equations involving a one-variable term and having solutions that are integers, by using inspection, guess and check, and a “balance” model