Connections between Quest Theatre's
Artists in School Program
and Alberta Education's Elementary School Curricular Outcomes

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Introduction

Quest Theatre offers in school programming for grades Kindergarten to Grade 12. These programs, facilitated by trained and experienced instructors, encourage creativity, artistic freedom, collaboration, confidence, and independence, all while directly connecting to curricular outcomes developed by Alberta Education.

Quest's Artists In School program offers three approaches to theatre-making through three types of residencies: **Creation**, **Story**, and **Shakespeare**. Each program provides a fun and unique experience for every student, where classes are engaged through brainstorming, improvisation, and teamwork to create a short piece based on a virtue, picture book, or an abridged version of a classic play by the Bard, respectively.

The Artist in School (**AIS**) Program not only provides an inclusive environment for students to work collaboratively, but also immerses students in work connected to the provincial curriculum across all subjects and grade levels. This document outlines the grades K to 6 curricular outcomes used by Alberta educators, sorted by grade level, met by Quest Theatre's Artists in School Program and its various program types.

Program Types:

Creation   Classes create theatre originating from a virtue prompt such as kindness, courage, responsibility, love, truth, etc. These creations can easily incorporate school and cultural themes, such as the Seven Sacred Teachings. Share with us what you want to explore, and we can make it happen.

Story   Students create pieces based on well-loved picture books. They can develop their own version of the story, adding characters and new dialogue, as well as expand the plot. Our Canadian Author collection includes titles such as Robert Munsch's *The Paper Bag Princess* and Melanie Watt's *Scaredy Squirrel*, as well as traditional Blackfoot stories, led by local Indigenous team members, when available.

Shakespeare   Our team, from the professional theatre community, introduces Shakespeare to young people through abridged versions of his most

well-known and accessible plays. Schools may choose from these classics: *A Midsummer Night's Dream, Romeo and Juliet, Macbeth, Hamlet,* or *Twelfth Night*.

Quest's Connections to the Alberta Curriculum

The following sections of this document outline the possible curricular outcomes met by Quest Theatre's AIS programs for each grade. The ways the AIS programs meet the curricular outcomes are common to all the grades, with the sophistication of the outcomes determined by each students' age, developmental level, and participation in the program activities. AIS facilitators are trained to construct environments that are appropriate for students of each grade level so that the appropriate outcomes are met. Below are the general ways that Quest meets Alberta Education's curricular outcomes for each subject:

ELA

- The AIS program leads children through the development of a short play, based on both their ideas and on classic literature (Shakespeare) and picture books (some based on fairy tale structure), specifically during the **Story** program.
- Students learn vital elements of storytelling, such as ideas like fiction and non-fiction, characters, setting, and the sequencing of events.
- Through planning, improvising, and discussion, students explore how their ideas and messages can be organized and presented in different ways.
- By collaborating, rehearsing, and presenting their pieces, students develop listening and speaking skills.
- During their pieces, students use dialogue, narration, songs, and poems to share stories and details.
- Children use non-verbal ways of communicating to represent ideas, such as sound effects, movement, or using materials (like fabric).
- Quest offers opportunities for local Indigenous artists to teach children about oral story-telling traditions.
- Children learn new concepts and vocabulary words through play creation and hearing stories.
- During play creation, students can repeat phrases to show sequencing of events, passage of time, information about a character or setting, and/or to demonstrate a pattern or feeling.

Math

- During play creation, children represent groups of characters and parts of a setting using themselves, objects (props, such as puppets), and signs (with words and numbers).

- Often, stories use counting and ordinal numbers to represent sequence of events or the passing of time.
- Terms like "same", "more", or "less" are used to compare characters or parts of a setting or plot.
- Groups of students can be arranged in different ways onstage ('blocking') to represent different ideas or sequences.
- Play creation encourages children to use themselves and objects (props) to represent larger ideas and shapes.
- Students create set and background pieces that use 2 and 3-dimensional shapes.
- Students design, use, and discuss props that are different shapes and sizes.
- Some stories used in the AIS program teach about Indigenous peoples and their knowledge of shapes in nature and storytelling.
- Often, plays created by the students compare different characters or parts of a setting using attributes and comparative vocabulary.
- Students create patterns with their bodies, sounds, props, or actions to demonstrate ideas or sequences of events and learn about repeating elements.
- Putting students into groups can demonstrate elements of multiplication and division.
- Units of measurement can be used as part of a plot or for creating set pieces and props.
- Mathematical vocabulary can be used to give instructions or as a part of the 'blocking' (placement on stage), such as "parallel" or "perpendicular".

Physical Education & Wellness

- Students use games, 'blocking' (organization on stage) and movement to demonstrate ideas such as time and seasons.
- Games, tasks, and movement can be used individually or as a group to represent concrete and abstract ideas.
- Improvised, planned, and creative movement is used to represent characters, setting, and emotions; can be inspired by literature, music, and nature (guided by instructors).
- During games and play creation, students use space to explore movement and develop spatial awareness skills.
- Students explore personal characteristics through the discovery of their own talents, abilities, and physicality.
- Students explore personal characteristics by portraying different characters.
- Students use music, characters, and plot to explore and express different emotions and learn when and how different people feel a variety of ways about situations.
- During the **Creation** AIS program, students learn about different virtues and how these ideas relate to their own lives.

- Movement during games and play creation helps to develop locomotor skills.
- Outcomes that are met by physical activity, like basketball, can be met through movement used in theatre.

Science

- Students explore set, space, and objects (props) to determine their different properties.
- Students analyze parts of a story, including setting and characters, to determine their properties.
- Children explore characters through movement, including type, speed, direction, pathways, and levels.
- Students analyze human, animal, and inanimate object characters and explore them through different types of movement and sounds.
- Students discover, discuss, and portray characters' motivation.
- Students use their knowledge of patterns and cycles to represent the change in time and seasons in their pieces.
- It is possible for other Science outcomes for each grade to be met; dependant on story, virtue, or Shakespeare play or at the request of the teacher or administration. These outcomes can be incorporated into the play through plot, set, or characters.

Social Studies

- Students explore their own talents, creativity, and abilities by participating in the development of the piece.
- Students appreciate the talents and participation of their peers during collaborative efforts.
- Students explore a sense of identity and what it means to belong by hearing, telling, and discussing stories, as well as developing plays that reflect these lessons.
- Students explore the idea of community through collaboration with peers, and when developing plays that explore these themes.
- Students learn to create with and listen to one another to achieve goals.
- Students explore the changes in different communities over time.
- Students explore how different people and communities interact with one another to resolve conflict and achieve goals.
- Students engage with texts and storytelling to learn about different cultures, traditions, communities, and their history.
- It is possible for other Social Studies outcomes for each grade to be met; dependant on story, virtue, or Shakespeare play or at the request of the teacher or administration. These outcomes can be incorporated into the play through plot, set, or characters.

Alberta Education's Curriculum Implementation

Quest Theatre is aware of the curriculum changes currently being implemented by the Government of Alberta, and the modifications to different subjects that may arise over the next several school years. In this document, Quest will refer to both the **original curriculum**, used in the 2021-22 school year, for certain subjects and the '**new' (or 'draft') curriculum** being implemented this year (2022-23) in other subjects and/or grades.

Curriculum specifics are outlined below:

- **English Language Arts – Grade K-3:** This document will refer to the Draft curriculum currently being implemented in the 2022-23 school year.
- **English Language Arts – Grades 4-6:** This document will refer to outcomes from the previous curriculum used in the 2021-22 school year, as the implementation of the Draft curriculum is currently optional (dependant on school or educator choice).
- **Fine Arts: Drama – Grades 1-6:** This document will refer to the previous curriculum used in the 2021-22 school year.
- **Math – Grades K-3:** This document will refer to the Draft curriculum currently being implemented in the 2022-23 school year.
- **Math – Grades 4-6:** This document will refer to outcomes from the previous curriculum used in the 2021-22 school year, as the implementation of the Draft curriculum is currently optional (dependant on school or educator choice).
- **Physical Education & Wellness – Grades K-6:** This document will refer to the Draft curriculum currently being implemented in the 2022-23 school year.
- **Science – Grades K-6:** This document will refer to outcomes from the Draft curriculum currently being implemented in the 2022-23 school year.
- **Social Studies – Grades K-6:** This document will refer to outcomes from the previous curriculum used in the 2021-22 school year.

Fine Arts: Drama (Grades 1-6)

The curricular outcomes for Drama (Grades 1-6) are listed separately in this document, as opposed to incorporated into each grade level. This is because the curriculum outlined by Alberta Education are similar for each grade, apart from additional ones for Grades 5 and 6 (see below). Quest Theatre's AIS programs proudly meet many of these outcomes. The met outcomes are listed here:

The students should…

Curricular Outcome
develop sensory awareness, become aware of body and voice as instruments of expression, explore and express large and small body movements.
develop and exercise imagination, develop concentration, recognize, and learn to trust the intuitive response.
explore, control, express emotion.
understand self, develop acceptance of self/others (tolerance), develop appreciation of the work of self and others.
respect and investigate ideas of others, role play, make the abstract concrete, learn to respond to stimuli, (e.g., music, pictures, objects, literature).
develop the confidence to make choices, respect the space of others, communicate through space.
practise moving in different ways in response to a variety of stimuli, analyze different ways of moving alone and with others, express simple characterization through movement.
learn to express oneself physically and imaginatively through movement and gesture; animal and object mime.
observe and study the differences and similarities of human beings through exploration of feelings, emotions, and physical characteristics (character mime).
develop the following interpretive skills: communicate the meaning of a piece of literature; express mood; explore natural rhythm; phrase for meaning; colour individual words; develop skills of presentation by becoming aware of the importance of face, voice, and body.
recognize and use dramatic form: appreciate and use the possibilities of a story line in sequence; recognize and incorporate structure, i.e., beginning, middle and end; respond in language appropriate to different situations; recognize dramatic elements, e.g., conflict, tension, resolution, characterization, environment.
develop an appreciation of the art form of acting out literature.
experiment with puppet manipulation.
communicate effectively from a prepared script; use skills as outlined in choral speech and/or storytelling and dramatization; select visual elements to enhance communication.

develop empathy through experiencing thoughts and feelings of other people and other cultures, as expressed through their stories.
develop an appreciation of story theatre as an art form.
develop the ability to make decisions in a group (e.g., become aware of and accept the group purpose); cooperatively build a drama to send both verbal and non-verbal signals to others, receive and respond to verbal and non-verbal signals, solve problems, recognize, and use group space, become aware of and use tensions/conflicts, appreciate the shared creation of a drama.

Grades 5/6:

Curricular Outcome
use skills as outlined in dramatization: develop the ability to originate a dramatic story, respond to a need to develop a dramatic story to meet a given situation, use dramatization skills to develop expression.
develop the ability to shape a dramatic story: organize events, develop dialogue appropriate to the situation, develop awareness of mood and atmosphere, learn to control mood and atmosphere, appreciate the art of structuring a play.
develop the ability to communicate a story: refine communication skills in voice, movement, and gesture; be aware of and use such theatrical elements as movement/stillness, light/dark, sound/silence; appreciate the use of these theatrical elements in communicating a play.
use the art of playmaking to express ideas and content from other subject areas, e.g., history, literature, feelings.

Connections to Quest's AIS Program:

- Quest Theatre's AIS program provides students the opportunity not only to create a dramatic piece, but also to exercise artistic freedom, collaboration, and develop their drama skills.
- Students will build dramatic pieces starting from a story, a virtue, or a Shakespeare play, all while incorporating their own ideas and talents.
- Drama skills developed include choral speech and individual voice, movement, puppetry, play writing, improvisation, sensory awareness, role play, different types of mime, acting, and directing.
- Students are often encouraged to develop their technical skills, which include making props, costumes, and set pieces; designing and using the lights; and designing and running a sound board.

Possible Curricular Outcomes Met by the AIS Program: Kindergarten

English Language Arts

Learning Outcome: Children explore how messages can be organized.

Curricular Outcome (Knowledge)
Messages can be imaginary (fiction) or real (non-fiction).
Messages can be shared digitally or non-digitally in a variety of forms, including plays.
Messages, both real and imaginary, can follow a sequence (structure).
Books and other forms of print are organized in specific ways (concepts of print).
Imaginary (fictional) stories include fairy tales and realistic stories.
Stories include characters, setting, and events (story elements).
A character can be any person, object, or animal that is part of a story.

Learning Outcome: Children explore listening and speaking skills through a variety of literacy experiences.

Curricular Outcome (Knowledge)
Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).
Listening and speaking skills can be developed through discussions, sharing, stories.
Messages can be shared through sounds and words (verbally).
Messages can be shared without sounds or words (non-verbally) through body language, such as movements, facial expressions.

Learning Outcome: Children experiment with written expression of ideas and information.

Curricular Outcome (Knowledge)
Texts often repeat words and phrases through patterns that can be recognized.
Sequencing involves putting events in a correct or an appropriate order.
Connections can be made to ideas and information in texts, including to experiences, feelings.

Math

Learning Outcome: Children investigate quantity to 10 and children interpret compositions of quantities within 10.

Curricular Outcome (Knowledge)
Quantity can be represented using objects, pictures, words, numerals.
Quantity can be determined by counting.
Comparisons of quantity can be described by using words such as more, less, same, enough, not enough.
Quantity can be arranged in various ways.

Learning Outcome: Children investigate shape.

Curricular Outcome (Knowledge)
A shape can be represented using objects, pictures, or words.
Familiar two- and three-dimensional shapes can be found in nature, such as circles, triangles, cubes, cylinders.
First Nations, Métis, and Inuit relate specific shapes to those found in nature.

Learning Outcome: Children explore size through direct comparison.

Curricular Outcome (Knowledge)
Size can be interpreted in many ways (according to measurable attributes), such as the length, area, capacity, weight.
Comparisons of size can be described by using words such as longer, shorter, heavier, lighter, too big, too small.

Learning Outcome: Children identify and create repeating patterns and children interpret time as a sequence of events.

Curricular Outcome (Knowledge)
A pattern can involve elements such as sounds, objects, pictures, symbols, actions.
Repeating patterns have one or more elements that repeat.
Ordinal numbers can indicate order in time.

Physical Education & Wellness

Learning Outcome: Children explore physical activity in a variety of contexts and children investigate movement of the body.

Curricular Outcome (Knowledge)
Physical activities are informed by the seasons.
Games and activities can be done by an individual or a group (e.g., rhythmic, gymnastic, expressive, challenging, adventurous, and cultural).
Movement of the body can occur in a variety of ways, such as walking, running, jumping, throwing, kicking, catching.
Creative movement can be inspired by imagination, music, literature, nature.

Learning Outcome: Children explore spatial awareness in a variety of physical activity contexts and children describe personal characteristics and explore feelings and emotions.

Curricular Outcome (Knowledge)
Spatial awareness includes knowing one's location relative to people, objects, the surrounding environment.
Personal characteristics are features or qualities belonging to a person and can contribute to how an individual views themselves (body image).
Personal characteristics include strengths, talents, virtues.
Expression of feelings and emotions can be physical, artistic, verbal, written.
People can experience a range of feelings and emotions, such as happiness, sadness, surprise.

Science

Learning Outcome: Children examine properties of natural or constructed objects and children examine and describe the surrounding environment.

Curricular Outcome (Knowledge)
Properties of objects include colour, size, shape, texture.
The five senses are sight, touch, hearing, smell, taste [and each one can be used to determine certain properties].
Environment refers to physical surroundings.
Environments can include plants, animals, and humans; human-made structures such as buildings and roads; land, water, and air.
Environmental changes can include day, night, and weather.
First Nations, Métis, and Inuit connect with nature in many ways, such as hunting, gathering, trapping, fishing, ceremonies.

Learning Outcome: Children explore movement of humans, animals, and objects.

Curricular Outcome (Knowledge)
Objects can be moved in various ways, including straight line, curve, circle, back and forth, zigzag, up, down, fast and slow.
Humans and animals move in a variety of ways, such as flying, crawling, hopping, swimming.
Reasons for human and animal movement include seeking food and water, exercising, playing, escaping danger.

Social Studies

Learning Outcome: Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural, and linguistic factors that contribute to an individual's unique identity.

Curricular Outcome
Students will value their unique characteristics, interests, gifts, and talents.
Students will appreciate the unique characteristics, interests, gifts, talents of others.

Learning Outcome: Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

Curricular Outcome
Students will value how personal stories express what it means to belong.
Students will appreciate how their participation in their communities affects their sense of belonging.
Students will explore and reflect upon the following questions for inquiry: *What brings people together in a group? What might we share with people in other groups? Can we belong to several groups at one time? How do we know that we belong to groups or communities? How does living and participating in your community affect your sense of belonging?*
Students will examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry: *What are the rules at home, at school, and in the community? What are the benefits of working cooperatively with others? What are challenges that groups face in creating a peaceful atmosphere? In what ways can people contribute to a group or community?*

Grade 1

English Language Arts

Learning Outcome: Students examine ways that messages can be organized and presented for different purposes.

Curricular Outcome (Knowledge)
Messages can be shared for different purposes, including to learn, have fun, and stay safe.
Messages can be shared digitally or non-digitally through reading, writing, listening, speaking, viewing, representing.
Stories, both real and imaginary, can follow a structure, including beginning, middle, ending.
A book has a title and an author.
Imaginary (fictional) stories include fairy tales, fables, realistic stories.
Stories have structures (elements), including characters, setting, events.
A narrator is the person or character telling a story.

Learning Outcome: Students develop listening and speaking skills through sharing stories and information.

Curricular Outcome (Knowledge)
Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.
Listening and speaking skills can be developed through discussions, songs, stories, dramatizations, presentations.
The volume, emotional quality (tone), and rate of speech (pace) can affect the meaning or clarity of a message.
The speaking voice is supported through full, deep breaths that can affect volume, tone, and pace.
Speakers can indicate differences in character, key ideas, and events through changes in volume, tone, and pace.
Messages can be shared through sounds and words (verbally).
Messages can be shared without sounds or words (non-verbally) through body language, such as eye contact, movements, facial expressions.

Learning Outcome: Students investigate meaning communicated in texts.

Curricular Outcome (Knowledge)
The main idea of a text is the most important idea.
Sequencing key ideas and details is important when summarizing texts.
The moral or lesson of a text can be the main idea.
Connections can be made between ideas and information in texts and background knowledge.

Math

Learning Outcome: Students interpret and explain quantity to 100.

Curricular Outcome (Knowledge)
Comparisons of quantity can be described by using words such as equal, not equal, less, more.

Learning Outcome: Students interpret shape in two and three dimensions.

Curricular Outcome (Knowledge)
Familiar two-dimensional shapes include squares, circles, rectangles, triangles.
Familiar three-dimensional shapes include cubes, prisms, cylinders, spheres, pyramids, cones.

Learning Outcome: Students relate length to the understanding of size.

Curricular Outcome (Knowledge)
Size may refer to the length of an object, including height, width, depth.
The length between any two points in space is called distance.
Familiar contexts of distance include distance between objects or people, objects on the land, home and school, towns, or cities.
Comparisons of size can be described by using words such as higher, wider, deeper.

Learning Outcome: Students examine patterns in cycles and students explain time in relation to cycles.

Curricular Outcome (Knowledge)
A cycle can express repetition of events or experiences.
Cycles include seasons, day/night, life cycles, calendars.
The same pattern can be represented with different elements.
A pattern core is a sequence of one or more elements that repeats as a unit.

Time can be perceived through observable change.
First Nations, Métis, and Inuit experience time through sequences and cycles in nature, including cycles of seasons.

Physical Education & Wellness

Learning Outcome: Students exhibit spatial awareness during physical activities.

Curricular Outcome (Knowledge)
Spatial awareness includes the ability to judge one's distance in relation to people, objects, the surrounding environment.
Responses that support movement through general space include adjusting location and distance, demonstrating control, stopping on signal, moving safely.

Learning Outcome: Students demonstrate how movement can support different types of physical activity.

Curricular Outcome (Knowledge)
Locomotor movements can occur in a variety of ways, such as crawling, skipping, hopping, rolling, leaping.
Non-locomotor movements can occur in a variety of ways, such as balancing, twisting, bending.
Object manipulation can occur in a variety of ways, such as sending objects, including pushing, throwing, and kicking; receiving objects, including catching; retaining objects, including trapping, and carrying.

Learning Outcome: Students examine personal characteristics, feelings, and emotions and explore understanding of self.

Curricular Outcome (Knowledge)
Personal characteristics can be unique or shared among individuals and groups.
Personal characteristics can describe an individual's strengths and abilities.
First Nations, Métis, and Inuit recognize individual characteristics as gifts.
Areas for nurture and development include patience honesty, kindness, compassion, empathy.
Emotions show how an individual feels; people can experience a range of feelings and emotions, such as love, sadness, frustration, joy.
Thoughts, feelings, and emotions are connected to behaviour.

Science

Learning Outcome: Students analyze properties of natural and constructed objects and investigate how they can be changed.

Curricular Outcome (Knowledge)
Size is a relative property of objects that indicates how big or small something is.
Properties that can be changed include size, length, shape, texture.
Actions that physically change the properties of an object include bending, twisting, stretching, cutting, breaking.

Learning Outcome: Students investigate direction, pathway, speed of moving objects.

Curricular Outcome (Knowledge)
Directions of movement can include up, down, forward, backward, sideways, toward, away from.
Movement pathways can be straight, curved, spiral, side-to-side.
Speed can be fast, be slow, stay the same, change.
Objects can move in different ways, including rolling, bouncing, sliding.

Note: Other Science curricular outcomes may be met, depending on the content of the picture book or virtue picked. Teachers may request for certain topics to be incorporated, such as weather, plants and animals, or investigation.

Social Studies

Learning Outcome: Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth, and vitality of their groups and communities.

Curricular Outcome
Students will value self and others as unique individuals in relation to their world; value the groups and communities to which they belong.
Students will examine how they belong and are connected to their world by exploring the following: *What different types of communities or groups do you belong to? In what ways do we belong to more than one group or community at the same time? What are our responsibilities and rights at home, at school, in groups and in communities?*
Students will determine what makes their communities thrive by exploring the following questions for inquiry: *In what ways do people cooperate to live together peacefully? How do groups make decisions?*

Learning Outcome: Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today.

Curricular Outcome
Students will appreciate how stories and events of the past connect their families and communities to the present.
Students will analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry: *How have changes affected my family over time? What is my family's past in our community? In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? How have changes over time affected their families and communities in the present? What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities?*

Grade 2

English Language Arts

Learning Outcome: Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.

Curricular Outcome (Knowledge)
Stories, both real and imaginary, can follow a structure, including problem, solution.
Imaginary (fictional) stories include folk tales and legends.
A legend is a story about a famous historical event or person that may be true.
A hero or heroine is a real or imaginary character who faces dangers and challenges and shows strength or courage.
Stories have structures (elements), including characters, setting, events, plot.
A narrator can provide information about characters, setting, and events in a story.

Learning Outcome: Students examine and adjust listening and speaking to communicate effectively.

Curricular Outcome (Knowledge)
Ways of knowing are the many ways people come to know about themselves and the world.
Listening and speaking skills can build confidence and be developed through discussions, formal and informal presentations, collaborative activities.
Volume can be adjusted for purpose and audience.
Clarity of speech (enunciation) enhances the ability to be understood.
Vocal emphasis can highlight the importance of words (stress).
Facial expressions, gestures, and eye contact can be used to emphasize or enhance messages.

Learning Outcome: Students create and enhance ideas and information by applying a variety of writing processes.

Curricular Outcome (Knowledge)
Writing processes used to organize and share messages include planning. writing, editing, sharing.
Creative thinking includes using imagination, combining materials or ideas in different ways, making adaptations based on feedback.
Creative ideas for expression can be inspired by a variety of personal experiences.
Creative ideas can be enhanced by adding language related to the senses (sensory language).

Math

Learning Outcome: Students analyze quantity to 1000.

Curricular Outcome (Knowledge)
An even quantity will have no remainder when partitioned into two equal groups.
An odd quantity will have a remainder of one when partitioned into two equal groups.
A benchmark is a known quantity to which another quantity can be compared.
Words that can describe a comparison between two unequal quantities include not equal, greater than, less than.
Equality and inequality can be modelled using a balance.

Learning Outcome: Students communicate length using units.

Curricular Outcome (Knowledge)
Length can be measured with non-standard units or standard units.
Non-standard units found in nature can be used to measure length on the land.
Standard unit can enable a common language around measurement.
A referent is a personal or familiar representation of a known length.
A common referent from the land or body parts can be used to measure length.

Learning Outcome: Students explain and analyze patterns in a variety of contexts.

Curricular Outcome (Knowledge)
Patterns can be found and created in cultural designs.
Attributes of elements, such as size and colour, can contribute to a pattern.

Learning Outcome: Students relate duration to time.

Curricular Outcome (Knowledge)
Duration can be described using comparative language such as longer or shorter.
Duration can be measured in non-standard units, including events or referents.
Time can be described using standard units such as days or minutes.

Physical Education & Wellness

Learning Outcome: Students investigate physical activity and relate it to personal experience.

Curricular Outcome (Knowledge)
Games and activities can be enjoyed in a variety of ways (e.g., rhythmic, gymnastic, expressive, individual, challenging, adventurous, and cultural).

Learning Outcome: Students refine and apply spatial awareness across a variety of physical activity contexts.

Curricular Outcome (Knowledge)
Spatial awareness is knowing how the body moves through space.
Spatial awareness includes the ongoing process of making decisions in relation to people or objects.
Awareness of spatial changes may require creativity and modifications to game play.

Learning Outcome: Students modify movement to improve control and efficiency.

Curricular Outcome (Knowledge)
Movement skills can be refined and corrected with feedback and practice.
Object manipulation can occur in a variety of ways, such as sending objects, including passing and pulling, retaining objects, including bouncing, receiving objects, including collecting.

Learning Outcome: Students demonstrate teamwork and support participation in a variety of physical activities.

Curricular Outcome (Knowledge)
Behaviours that support participation include using fair-play practices, respecting others, supporting others, using kind language.
Teamwork can build relationships and support others in unique ways. Teamwork includes communicating, making decisions, sharing ideas, contributing, involving all participants.

Science

Learning Outcome: Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.

Curricular Outcome (Knowledge)
Components of Earth include land, water, air, plants, animals, and humans.

Learning Outcome: Students apply creativity when designing instructions to achieve a desired outcome.

Curricular Outcome (Knowledge)
Creativity is the ability to create something new or original, such as new ideas.
Precise instructions include a variety of components, such as verbs, simple language, clear steps, a starting and stopping point.
Many daily activities include repeated steps, such as brushing teeth.
Many activities at school require creative collaboration to improve ideas.

Note: Other Science curricular outcomes may be met, depending on the content of the picture book or virtue picked. Teachers may request for certain topics to be incorporated, such as light and sound, life cycles, or investigation.

Social Studies

Learning Outcome: Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics, and resources shape and change Canada's communities.

Curricular Outcome
Students will appreciate the physical and human geography of communities.
Students will investigate the physical geography of an Inuit [or] a prairie community.

Learning Outcome: Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Curricular Outcome
Students will appreciate how stories of the past connect individuals and communities to present.
Students will examine how the community being studied has changed, by exploring and reflecting upon the following questions: In what ways has our community changed over time? What has caused changes in their community?

Grade 3

English Language Arts

Learning Outcome: Students relate the form and structure of texts to the communication of ideas and information.

Curricular Outcome (Knowledge)
A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it.
The purpose of a text can be to inform, provide enjoyment.
Literary forms of fiction and non-fiction texts include drama, short stories, images.
Stories can follow a structure, including problem, events, solution.
Fictional texts can be categorized by sub-forms that include traditional literature, including myths, realistic fiction, historical fiction, mystery.
A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event.
A major character is central to the plot or problem in a story.
A circular plot is sequenced to end with characters returning to a similar situation to where they started.
A narrator can be a character or someone telling the story from the outside.

Learning Outcome: Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.

Curricular Outcome (Knowledge)
Oral traditions support interactions between generations of people, such as ancestors, grandparents, parents or guardians, children, kin.
Traditional knowledge shared through oral traditions can vary in form or delivery, build community, serve as a guide for living and learning.
Speaking involves grouping and separating words through phrasing and pausing.
Speaking can be supported through relaxation, breathing, posture.
A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings.
Effective communication considers voice quality and audibility, articulation, and clarity.
Preparation supports effective communication through relaxation, breathing techniques, focus.
Effective communication involves consideration of an audience's situation, thoughts, feelings, beliefs.
Audience participation and behaviour may affect the presenter or other audience members.

Learning Outcome: Students investigate writing and research processes that support informed written expression.

Curricular Outcome (Knowledge)
Writing processes used to organize and share messages include planning, drafting, revising, editing, sharing.
Planning includes consideration of audience, purpose, and form, idea generation.
Creative thinking involves considering audience and purpose, brainstorming to expand ideas, seeking out information to help transform ideas into representations, persevering through challenges that may arise.
Creative ideas for expression can be inspired by a variety of sources, including personal experiences, background knowledge, imagination, experiences with text.

Math

Learning Outcome: Students analyze and apply strategies for multiplication and division within 100.

Curricular Outcome (Knowledge)
Multiplication can be interpreted in various ways according to context, such as equal groups, an array, an area.
Division can be interpreted in various ways according to context, such as equal sharing, equal grouping, repeated subtraction.
Numbers can be multiplied or divided in parts (distributive property).

Learning Outcome: Students relate geometric properties to shape.

Curricular Outcome (Knowledge)
Geometric properties can describe relationships, including perpendicular, parallel, and equal.

Learning Outcome: Students determine length using standard units.

Curricular Outcome (Knowledge)
A benchmark is a known length to which another length can be compared.
Length can be estimated using a personal or familiar referent.

Learning Outcome: Students analyze patterns in numerical sequences.

Curricular Outcome (Knowledge)
Ordinal numbers can indicate position in a sequence.
Finite sequences, such as a countdown, have a definite end.

Physical Education & Wellness

Learning Outcome: Students examine how participation in a variety of challenging physical activities fosters well-being.

Curricular Outcome (Knowledge)
A plan involves identifying a goal and then listing the steps needed to reach it.
Physical activities that can increase in complexity include rhythmic, gymnastic, expressive, individual, challenging, adventurous, cultural.
A plan involves identifying a goal and then listing the steps needed to reach it.

Learning Outcome: Students examine and integrate tactics in a variety of physical activity contexts.

Curricular Outcome (Knowledge)
Tactics are used to achieve outcomes through purposeful movements including changing direction, speed, passing, changing levels.
Tactics are responses to other participants and changing situations.

Learning Outcome: Students investigate and demonstrate how elements of movement support physical activity.

Curricular Outcome (Knowledge)
Locomotor movements include sliding and chasing.
Non-locomotor movements include twisting, rising, and lowering.
Object-manipulation movements involve sending objects, retaining objects, and receiving objects.
Elements of movement include space, direction, and effort.
Space includes the area around or taken up by the body.
Space can be general, personal, in relation to people, objects, and the environment.
Directional movement is body movement in various directions, levels, and pathways.
Directions include forward and backward, up, down, left, right, lateral and diagonal.
Levels include elevations that are low, medium, high.
Pathways include zigzag, over, under, curved, linear, wavy.
Speed can be slow, fast, sustained, sudden.
Time involves tempo, beat, and rhythm.

Learning Outcome: Students identify and demonstrate how teamwork supports positive interactions during physical activity.

Curricular Outcome (Knowledge)
Teamwork allows opportunities to explore interests, skills, talents, virtues.
Teamwork provides opportunities to build relationships and create a sense of purpose and belonging.

Learning Outcome: Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.

Curricular Outcome (Knowledge)
Community, social, and work roles can require certain actions, behaviours, and responsibilities.
Individuals can hold multiple roles at one time.
Roles can vary between cultures, organizations, communities, families.
Family structures can vary; may include extended family; and may consist of a single parent, a mother and a father, stepparents, two fathers, or two mothers.
Positive role models can inspire them to develop personal talents and potential.
Roles can connect to specific life and stages to provide individuals with opportunities to develop talents, personalities, attributes, virtues, strengths, resilience.

Science

Learning Outcome: Students investigate and analyze how materials have the potential to be changed.

Curricular Outcome (Knowledge)
First Nations, Métis, and Inuit communities respectfully use natural materials, such as trees, rocks, ice, shells, plants, animals.
First Nations, Métis, Inuit communities use natural materials for [many] purposes.
States of matter include solid, liquid, and gas.

Learning Outcome: Students investigate and explain how forces affect movement of objects.

Curricular Outcome (Knowledge)
A force is a push or pull upon an object resulting from an interaction with another.
Ways to apply force to an object include stretching, pulling, squeezing, pushing.

Comparative vocabulary can be used to describe the strength of a force, such as stronger and weaker, larger and smaller.
Vocabulary used to describe the direction of a force on an object includes upward, downward, from the left, from the right, from both sides, from all directions.
Changes to an object's movement when a force is applied include speeding up, slowing down, starting, stopping, changing direction.

Learning Outcome: Students investigate creativity and its relationship to computational thinking.

Curricular Outcome (Knowledge)
Computational thinking includes breaking a task into smaller chunks, finding patterns and similarities in tasks, identifying the important details when reading or solving a problem, designing instructions, working backward if a mistake was made.
The same outcome can be achieved in many ways.
Divergent thinking is the process of generating multiple unique ideas or solutions.
Creativity is the ability to combine, change, or reapply existing ideas to produce new.

Note: Other Science curricular outcomes may be met, depending on the content of the picture book or virtue picked. Teachers may request for certain topics to be incorporated, such as Earth's surface, plants and animals, and investigation.

Social Studies

Learning Outcome: Students will demonstrate an understanding and appreciation of how geographic, social, cultural, and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine, and Peru. *May not apply.*

Curricular Outcome
Students will appreciate similarities and differences among people and communities
Students will examine the social, cultural, and linguistic characteristics that affect quality of life in communities in other parts of the world.

Learning Outcome: Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine, and Peru. *May not apply.*

Curricular Outcome
Students will appreciate elements of global citizenship.
Students will explore the concept of global citizenship by reflecting upon questions, such as how are the rights, responsibilities, and roles of citizens in communities around the world the same or different than those of Canadian citizens?

Grade 4

English Language Arts

Learning Outcome: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences. *Students will…*

Curricular Outcome
Compare new ideas, information, experiences to prior knowledge and experiences.
Ask questions, paraphrase, and discuss to explore ideas and understand concepts.
Share responses to explore and develop understanding of oral, print, and media.
Identify areas of personal accomplishment and areas for enhancement in language learning and use.
Use talk, notes, personal writing and representing to record and reflect on ideas, information, and experiences.

Learning Outcome: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts. *Students will…*

Curricular Outcome
Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information.
Explain how the organizational structure of oral, print, and other media texts can assist in constructing and confirming meaning.
Comprehend new ideas and information by responding personally and discussing ideas with others.
Distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information.
Connect situations portrayed in oral, print, and other media texts to personal and classroom experiences.
Retell the events portrayed in oral, print, and other media texts in sequence.
Retell events of stories in another form or medium.
Connect the thoughts and actions of characters portrayed in oral, print, and other media texts to personal and classroom experiences.
Identify the main events in oral, print, and other media texts; explain their causes, and describe how they influence subsequent events.
Develop own opinions based on ideas encountered in oral, print, and other texts.
Explain how language, visuals work to communicate meaning and enhance effect.
Identify and explain connections among events, setting and main characters in oral, print, and other media texts.

Identify the speaker or narrator of oral, print, or other media texts.
Identify how specific techniques are used to affect viewer perceptions in media texts.
Recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning.
Produce oral, print, and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot.

Learning Outcome: Students will listen, speak, read, write, view, and represent to manage ideas and information. *Students will…*

Curricular Outcome
Focus topics appropriately for particular audiences.
Organize ideas and information, using appropriate categories, chronological order, cause, and effect, or posing and answering questions.

Learning Outcome: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication. *Students will…*

Curricular Outcome
Combine detail, voice-over, music, dialogue with sequence of events.
Identify past, present, and future action.
Add interest to presentations through use of props, such as pictures, overheads.
Adjust volume, tone of voice and gestures to suit social and classroom activities.
Give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations.

Learning Outcome: Students will listen, speak, read, write, view, and represent to respect, support and collaborate with others. *Students will…*

Curricular Outcome
Describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in media texts.
Identify and discuss main characters, plots, settings, and illustrations in oral, print and other media texts from diverse cultures and communities.
Take responsibility for collaborating with others to achieve group goals.
Ask for and provide information and assistance, as appropriate, for completing individual and group tasks.
Ask for and provide information and assistance, as appropriate, for completing individual and group tasks.

Math

Learning Outcome: Use patterns to describe the world and to solve problems.

Curricular Outcome
Translate among different representations of a pattern, such as a chart or concrete materials.
Identify and explain mathematical relationships, using charts and diagrams, to solve problems.

Physical Education & Wellness

Learning Outcome: Students select and implement strategies and tactics in a variety of physical activities.

Curricular Outcome (Knowledge)
Strategies are plans of actions and choices used to set and achieve goals and enhance outcomes.
Strategies and tactics can be individual, group.

Learning Outcome: Students integrate and experiment with elements of movement to support physical activity; connect and demonstrate how teamwork enhances participation in physical activity.

Curricular Outcome (Knowledge)
Locomotor movements include dodging and crossover.
Non-locomotor movements include lifting, extending, and flexing.
Object-manipulation movements involve sending objects, retaining objects, receiving objects.
Team success is optimized through the contributions of all members.
Team members show accountability by being responsible for their actions or decisions.
Teamwork strategies include constructive feedback, clarifying role expectations, creating a safe environment, praise and encouragement of others, consideration of individual and group strengths.
Participants can promote teamwork, safety, and positive outcomes through contributions made in different roles.
Communication skills can help establish roles and responsibilities.

Learning Outcome: Students interpret how resilience and perseverance can be influenced by a variety of life experiences; analyze and explain responsibility and how it can impact personal and group safety.

Curricular Outcome (Knowledge)
Individuals can seek out experiences based on their interests, curiosity, personal enjoyment, ambitions.
Experiences can occur in a variety of contexts, including physical, social, emotional.
Strategies that support resilience include identifying a purpose, seeking positive role models, focusing on the solution instead of the challenge, breaking down tasks into smaller, achievable goals.
Perseverance involves effort, courage, commitment, and belief in one's abilities to be successful.
Perseverance is supported by goal setting, practice, determination, self-regulation, reflection.
Reflection and feedback on success and failure provide opportunities for personal growth and learning.
Responsibility includes making decisions to ensure self or others are not in unsafe and uncomfortable situations.
Responsibility occurs in a variety of contexts, such as home, learning environment, community, online.

Science

Learning Outcome: Students investigate the systems of Earth and reflect on how interconnections sustain life; investigate and describe astronomical phenomena in connection to daily life. *May not apply.*

Curricular Outcome (Knowledge)
Systems of Earth include land, air, water, organisms.
First Nations, Métis, and Inuit laws of nature honour water as sacred, because water sustains life.
Natural resources include air, water, soil, minerals, metals, organisms.
Astronomical phenomena are observable events that happen among objects in space.
Objects in space include the Moon, the Sun (a star), stars and their planets, planets, and their moons.

Note: *Other Science curricular outcomes may be met, depending on the content of the picture book or virtue picked. Teachers may request for certain topics to be incorporated, such as waste management, forces, organisms, and computer science.*

Social Studies

Learning Outcome: Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology, and paleontology are integral to the landscapes and environment of Alberta. *May not apply.*

Curricular Outcome
Students will value Alberta's physical geography and natural environment.
Students will examine, critically, how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon the following questions and issues.
Students will analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues.

Learning Outcome: Students will demonstrate an understanding and appreciation of the role of stories, history, and culture in strengthening communities and contributing to identity and a sense of belonging.

Curricular Outcome
Students will appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity. *May not apply.*
Students will assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time. *May not apply.*

Grade 5

English Language Arts

Learning Outcome: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

Curricular Outcome
Use appropriate prior knowledge, experiences to make sense of ideas, information.
Read, write, represent, and talk to explore personal understandings of new ideas and information.
Use own experiences as a basis for exploring and expressing opinions and understanding.
Reflect on areas of personal accomplishment and set personal goals to improve language learning and use.
Seek the viewpoints of others to build on personal responses and understanding.
Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print, and other media texts.

Learning Outcome: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

Curricular Outcome
Describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information.
Comprehend new ideas and information by responding personally, taking notes, and discussing ideas with others.
Express points of view about oral, print, and other media texts.
Make connections between fictional texts and historical events.
Describe and discuss new places, times, characters, and events encountered in oral, print, and other media texts.
Compare characters and situations portrayed in oral, print, and other media texts to those encountered in the classroom and community.
Describe characters' qualities based on what they say and do and how they are described in oral, print, and other media texts.
Describe and discuss the influence of setting on the characters and events
Support own interpretations of oral, print, and other media texts, using evidence from personal experiences and the texts.
Retell or represent stories from the points of view of different characters.
Identify the main problem or conflict in oral, print, and other media texts, and explain how it is resolved.

Identify and discuss the main character's point of view and motivation.
Experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning.
Use texts from listening, reading, and viewing experiences as models for producing own oral, print, and other media texts.
Experiment with modeled forms of oral, print, and other media texts to suit particular audiences and purposes.

Learning Outcome: Students will listen, speak, read, write, view, and represent to manage ideas and information.

Curricular Outcome
Summarize important ideas in oral and other texts and express opinions about them.
Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation.
Use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding.
Select visuals, print and/or other media to inform and engage the audience.

Learning Outcome: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication; listen, speak, read, write, view, and represent to respect, support and collaborate with others.

Curricular Outcome
Experiment with words, phrases, sentences, and multimedia effects to enhance meaning and emphasis.
Organize ideas and information in presentations to maintain a clear focus and engage the audience.
Adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention.
Identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter.
Show respect for the presenter's opinions by listening politely and providing thoughtful feedback.
Discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts.
Compare own and others' responses to ideas and experiences related to oral, print, and other media texts.
Identify, discuss how qualities, such as courage, ambition, and loyalty, are portrayed in oral, print, and other media texts from diverse cultures and communities.
Select and use language appropriate in tone and form to recognize and honour people and events.

Math

Learning Outcome: Describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them.

Curricular Outcome
Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: parallel, intersecting, perpendicular, vertical, horizontal.

Learning Outcome: Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Curricular Outcome
Describe the likelihood of a single outcome occurring, using words such as: impossible, possible, certain.
Compare the likelihood of two possible outcomes occurring, using words such as: less likely, equally likely, more likely.

Physical Education & Wellness

Learning Outcome: Students examine the effect of motivation on physical activity.

Curricular Outcome (Knowledge)
Motivation is the process that supports individuals to take initiative, set goals, and complete tasks.
Motivation can be influenced by factors, such as energy levels, available time, sense of enjoyment, peers.
Games and activities to support motivation and skill development include rhythmic, gymnastic, expressive, individual, challenging, adventurous, cultural.

Learning Outcome: Students analyze and apply strategies and tactics that support improved decision making in physical activities.

Curricular Outcome (Knowledge)
Personal and group strengths can be considered when developing strategies and tactics, such as specific movement skills, communication, prior experience, knowledge of game play.
Strategies and tactics include skill execution and anticipation, such as modifying movement skills based on the task.

Learning Outcome: Students demonstrate and adapt various movement patterns to enhance skill development.

Curricular Outcome (Knowledge)
Movement patterns can include locomotor, non-locomotor, and object manipulation.
Patterns are sequences of movements.
Movement can occur in two-part [and three] sequences.
Feedback can be used to improve movement patterns when performing skills.
Patterns and elements of movement are featured prominently in rhythmic and expressive activities, including dance.

Learning Outcome: Students demonstrate how collaboration influences physical activity; reflect and relate life experiences to perseverance and well-being.

Curricular Outcome (Knowledge)
Collaboration is working with others to achieve a common goal, including exchanging ideas and sharing responsibilities.
Collaboration during physical activity involves identifying goals, planning strategy, exchanging ideas, making, and implementing decisions.
Consideration of members' perspectives can support decisions, goals.
Life experiences can inform strengths, beliefs, attitudes, decision making, virtues.
Life experiences are the effects or influences of an event or subject on an individual.
Life experiences can result in acquisition of knowledge or skills, development of personal strengths and potential, application of learning to produce favourable outcomes.
Perseverance can be demonstrated by individuals, groups, or communities.
Perseverance can be supported by protective factors, such as parents, families and kin, caregivers, guardians, teachers, spiritual leaders, Knowledge Keepers, Elders, friends and social groups, community.
Effects of perseverance on well-being can be positive mental health, increased confidence, belief in one's abilities to achieve specific goals, sense of accomplishment, lifelong learning.

Learning Outcome: Students analyze responsibility and consider the impact on well-being.

Curricular Outcome (Knowledge)
Responsibility is being accountable for actions and decisions and accepting the results or consequences.
Responsibility can be developed by taking on leadership roles to promote safety of self and others.
Responsibility to ensure the safety of self and others includes following laws, rules, practices, protocols, digital citizenship (responsible conduct and safety).

Science

Learning Outcome: Students investigate and analyze various energy resources; analyze climate and connect it to weather conditions and agricultural practices. *May not apply.*

Curricular Outcome (Knowledge)
Energy resources include solar, wind, water, fossil fuels, geothermal, nuclear.
Weather is the short-term conditions experienced in a region, including temperature, wind speed and direction, amount of sunlight, precipitation, humidity, cloud cover.
Types of climates include tropical, dry, temperate, polar, continental, alpine.
First Nations, Métis, Inuit can bring long-term observations of climate for context.
Climate affects various aspects of human activity, including agriculture, infrastructure, clothing, transportation, recreation.

Note: Other Science curricular outcomes may be met, depending on the content of the picture book or virtue picked. Teachers may request for certain topics to be incorporated, such as matter, forces, biological systems, astronomical phenomena, design, and investigation.

Social Studies

Learning Outcome: Students will demonstrate an understanding and appreciation of how the physical geography, natural resources affect the quality of life of all Canadians.

Curricular Outcome
Students will value Canada's physical geography and natural environment.
Students will analyze how people in Canada interact with the environment.

Learning Outcome: Students will demonstrate an understanding of the people, stories, ways of life over time and appreciate the diversity of Canada's heritage.

Curricular Outcome
Students will appreciate the complexity of identity in the Canadian context.
Students will examine, critically, the ways of life of Aboriginal peoples in Canada.

Learning Outcome: Students will demonstrate an understanding of the events, factors that have changed the ways of life in Canada; appreciate the impact of these changes on citizenship and identity.

Curricular Outcome
Students will appreciate how changes impact citizenship and identity.

Grade 6

English Language Arts

Learning Outcome: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

Curricular Outcome
Read, write, represent, and talk to explore and explain connections between prior knowledge and new information in oral, print, and other media texts.
Engage in exploratory communication to share responses, develop interpretations.
Assess personal language use and revise personal goals to enhance language learning and use.
Select from the ideas and observations of others to expand personal understanding.
Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding.
Evaluate the usefulness of new ideas, techniques, texts in terms of understanding.

Learning Outcome: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

Curricular Outcome
Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print, and other media texts to understand new ideas and information.
Apply knowledge of organizational structures of oral, print, and other media texts to assist with constructing and confirming meaning.
Monitor understanding by evaluating new ideas and information in relation to known ideas and information.
Experience oral, print, and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends, and dramatic performances.
Explain own point of view about oral, print, and other media texts.
Make connections between own life and characters, ideas in oral, print, other texts.
Discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose.
Observe and discuss aspects of human nature revealed in oral, print, and other media texts, and relate them to those encountered in the community.
Summarize oral, print, or other media texts, indicating the connections among events, characters, and settings.
Identify or infer reasons for a character's actions or feelings.
Make judgements and inferences related to events, characters, setting and main ideas of oral, print, and other media texts.

Discuss how detail is used to enhance character, setting, action and mood in oral, print, and other media texts.
Discuss the connections among plot, setting, characters in oral, print, other texts.
Identify first, third narration and discuss preferences with reference to familiar texts.
Explore techniques, such as visual imagery, sound, flashback, and voice inflection, in oral, print, and other media texts.
Choose life themes encountered in reading, listening, and viewing activities, and in own experiences, for creating oral, print, and other media texts.

Learning Outcome: Students will listen, speak, read, write, view, and represent to manage ideas and information.

Curricular Outcome
Evaluate the appropriateness of information for a particular audience and purpose.

Learning Outcome: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

Curricular Outcome
Work collaboratively to revise and enhance oral, print, and other media texts.
Ask for and evaluate the usefulness of feedback and assistance from peers.
Experiment with several options, such as sentence structures, figurative language, and multimedia effects, to choose the most appropriate way of communicating ideas or information.
Use various styles and forms of presentations, depending on content, audience, and purpose.
Emphasize key ideas and information to enhance audience understanding and enjoyment.
Demonstrate control of voice, pacing, gestures, and facial expressions; arrange props and presentation space to enhance communication.
Identify the tone, mood and emotion conveyed in oral and visual presentations.
Respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments.

Learning Outcome: Students will listen, speak, read, write, view, and represent to respect, support and collaborate with others.

Curricular Outcome
Compare personal challenges, situations encountered in daily life with those experienced by characters in other times, places, and cultures.
Share and discuss ideas, experiences that contribute to different responses to texts.
Use appropriate language [and tone] to participate in public events, occasions, or traditions.

Math

Learning Outcome: Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Curricular Outcome
Demonstrate an understanding of probability by identifying all possible outcomes of a probability experiment.

Physical Education & Wellness

Learning Outcome: Students analyze motivation and its relationship to personal development and active living.

Curricular Outcome (Knowledge)
Moderate-to-vigorous physical activities include rhythmic, gymnastic, expressive, individual, challenging, adventurous, cultural.
Motivation can lead to development of movement skills.
Motivation can lead to commitment, development, increased levels of engagement.
Motivation can be supported by members of the community, such as parents and caregivers, community organizations, teachers and coaches, spiritual leaders, Elders, Knowledge Keepers.

Learning Outcome: Students examine and demonstrate an understanding of structure in physical activity.

Curricular Outcome (Knowledge)
Strategies and tactics are supported through an understanding of the structure of physical activities and games.

Learning Outcome: Students adapt and apply movement patterns in controlled and dynamic physical activities.

Curricular Outcome (Knowledge)
Similar patterns exist across a variety of physical activities.
Patterns can be customized to enhance proficiency of movement.
Patterns are essential to the development of specialized movement skills in a variety of physical activities.
Controlled physical activities can be activities - structured, individual, or partnered.
Controlled physical activities allow for repeated practice of movement skills.
Dynamic physical activities are limited in structure yet fluid and changing.

Dynamic physical activities require immediate decision making and refinement of movement skills.
Creativity in movement can be supported by including objects and changing tempo and rhythm.
Patterns are movements that enable the body to move in response to a stimulus.

Learning Outcome: Students analyze and apply conflict resolution in physical activity.

Curricular Outcome (Knowledge)
Team success can be influenced by conflict.
Practices to manage conflict include acknowledging emotions, clarifying facts, and understanding, listening to understand, discussing possible outcomes, proposing solutions.
Individuals and groups in both cooperative and competitive situations can experience conflict differently.

Learning Outcome: Students connect strategies for well-being to life opportunities and lifelong learning.

Curricular Outcome (Knowledge)
Insight into life roles can be supported by knowledge of talents, assets, virtues, strengths, interests.
Independence includes having the confidence and ability to make decisions to try new or challenging activities.
Independence supports the development of initiative.
Learning can occur through challenging and adverse experiences.
Involvement in a variety of activities can provide opportunities for personal development.
Strategies for learning and personal development include managing time, prioritizing tasks, clarifying expectations, asking questions, reflecting, establishing routines.

Science *Not all may apply.*

Learning Outcome: Students evaluate the use of energy resources and explain factors that influence choice

Curricular Outcome (Knowledge)
Daily needs and wants that require energy resources include heating and cooling, lighting, cooking, transportation, sound and video, communication.
Many daily needs and wants to require the use of energy resources that have been processed and transferred as electricity.

Learning Outcome: Students investigate climate, changes in climate, and the impact of climate change on Earth; investigate the characteristics and components of ecosystems.

Curricular Outcome (Knowledge)
Components of Earth's systems that interact to affect climate include sunlight, water, air, land.
Abiotic components of an ecosystem include energy from the Sun, water, soil, air, temperature.
There are many types of ecosystems, such as desert, arctic, grassland, wetland.

Learning Outcome: Students represent and compare components of the solar system.

Curricular Outcome (Knowledge)
Components of the solar system include the Sun (a star), planets and their moons, dwarf planets, asteroids, comets.

Note: Other Science curricular outcomes may be met, depending on the content of the picture book or virtue picked. Teachers may request for certain topics to be incorporated, such as particles of matter, physical change, design, and scientific explanation.

Social Studies

Learning Outcome: Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Curricular Outcome
Students will recognize how individuals and governments interact and bring about change within their local and national communities.
Students will demonstrate an understanding of the principles of democracy.
Students will analyze how individuals, groups and associations within a community impact decision making of local and provincial governments.

Learning Outcome: Students will demonstrate an understanding and appreciation of the democratic principles (exemplified by ancient Athens and the Iroquois Confederacy).

Curricular Outcome
Students will appreciate the relationship between the values of a society and the model of government adopted within a society.
Students will value the role of participation by citizens in diverse democratic societies.

Notes about Grades 7-12

Although this document outlines the curricular outcomes met from grades K-6, Quest Theatre's AIS programs can meet outcomes from a variety of different subjects in junior high and high school, depending on the program and specific options chosen (such as a virtue or if the classroom teacher or administration requests incorporating certain topics).

It is recommended that junior high and high schools choose the **Shakespeare** program, as it directly meets curricular outcomes for English Language Arts for each grade. Educators or administration can choose the specific play offered by Quest to be covered by each class to ensure specific curricular outcomes are met.