



Dance Presentation
CURRICULUM CONNECTIONS
KINDERGARTEN

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Cultural/Historical	CHK.1 : Investigate arts expressions found in own homes and school community in relation to own lives.	e
		CHK.2 : Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.	a, b, c, d
English Language Arts	Comprehend and Respond	CRK.1 : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity community and social responsibility.	a, b
Social Studies	Dynamic Relationships	DRK.1 : Describe the spatial relationships among people, places, and environments.	c

GRADE 1

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Cultural/Historical	CH1.2 : Identify traditional arts expressions of First Nations and Métis artists.	a
English Language Arts	Comprehend and Respond	CR1.1 : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility	a, b, f
Social Studies	Interactions and Interdependence	IN1.1 : Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.	a



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GRADE 2

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Creative/Responsive	CR2.1 : Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities.	a, b, f
	Cultural/Historical	CH2.1 : Identify key features of arts and cultural traditions in own community.	b, d
English Language Arts	Comprehend and Respond	CR2.1 : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make connections to prior learning and experiences.	a

GRADE 3

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR3.1 : Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address identity, community, and social responsibility, and make comparison with personal experiences.	a



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GRADE 4

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Cultural/Historical	CR4.1 : Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives.	a, b
Social Studies	Dynamic Relationships	DR4.2 : Explain the relationship of First Nations and Métis peoples with the land.	c

GRADE 5

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR5.1 : Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address identity, community, and social responsibility.	a

GRADE 6

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Creative/Responsive	CR6.2 : Investigate and identify ways that the arts can express ideas about identity.	a
	Cultural/Historical	CH6.1 : Investigate how personal, cultural, or regional identity may be reflected in arts expressions.	b
		CH6.2 : Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.	a, b
English Language Arts	Comprehend and Respond	CR6.1 : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a



Dance Presentation CURRICULUM CONNECTIONS

GRADE 7

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Creative/ Productive	CP7.10 : Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment).	a
English Language Arts	Comprehend and Respond	CR7.1 : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a

GRADE 8

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
English Language Arts	Comprehend and Respond	CR8.1 : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a
Social Studies	Interactions and Interdependence	IN8.1 : Investigate the meaning of culture and the origins of Canadian cultural diversity.	c

GRADE 9

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Arts Education	Critical/Responsive	CR9.2 : Investigate and identify ways that today's arts expressions can inspire change.	a
English Language Arts	Comprehend and Respond	CR9.1a : View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	a



Dance Presentation
CURRICULUM CONNECTIONS
 GRADE 10 / LEVEL 10

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Dance 10, 20, 30 (2020)	Cultural/Historical	CH10.1: Investigate Saskatchewan First Nations and Métis dances. – Pg. 33	a
		CH10.2: Develop a personal dance expression in response to a cultural and/or historical event. – Pg. 34	a, b
English Language Arts 10	A10 Comprehend and Respond	CR A10.1 : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address, social, and social action (agency).	a
	B10 Comprehend and Respond	CR B10.1 : Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and social action (agency).	a
		CR B10.3 : Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.	a
Music 10, 20, 30 (2020)	Critical/Responsive	CR10.1: Investigate and respond to powwow and other social music of Saskatchewan First Nations peoples.	a, b
Native Studies 10	Unit One: Identity and Worldviews	Value storytelling, both as a teaching tool and as an art form. – Pg. 30	Engage in listening for a variety of purposes.
	Unit Two: Community and Kinship	Appreciate the historical customs of Aboriginal peoples – Pg. 34	Identify similarities and differences between personal experiences of "coming of age" and historical experiences.



Dance Presentation
CURRICULUM CONNECTIONS
GRADE 11 / LEVEL 20

SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Dance 10, 20, 30 (2020)	Cultural/Historical	CH20.1: Examine the role of dance in expressing Indigenous cultural and individual identity, past and present.– Pg. 41	a, b, d, f
		CH20.2: Develop personal voice in dance expressed within a global historical context. – Pg. 42	a
English Language Arts 20	Comprehend and Respond	CR 20.1 : View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address identity, social responsibility, and social action.	b

Dance Presentation CURRICULUM CONNECTIONS

GRADE 12 / LEVEL 30



SUBJECT	HEADING	OUTCOMES	SPECIFIC INDICATOR(S)
Dance 10, 20, 30 (2020)	Cultural/Productive	CP30.1: Investigate and demonstrate dance technique and related protocols within a range of cultural contexts, including First Nations and Métis. – Pg. 44	a
History 30: Canadian Studies	Unit One – Relationships: Peoples and Paradigms	Foundational Objective 1: Worldview – Know that every society will evolve a worldview that includes assumptions and practices that surround certain key societal relations. – Pg. 106, 110	The relationship between the members of a society and the societal decision-making processes that impact their lives, the relationship among the members of the society, the relationship of the society with other societies, and the relationship between the people and the land.
		Foundational Objective 2: Land – Know that every society will evolve assumptions and practices that surround the key societal relationship between the peoples and the “land”. – Pg. 106, 114, 116	Know that the “land” has shaped each generation of Canadians in terms of settlement patterns, economic activities and organization, social and political decision making, and relationships within the Canadian community; it is likely that future generations will continue to redefine that relationship in light of contemporary issues, realities and concerns.
Native Studies 30: Canadian Studies	Unit One: Aboriginal and Treaty Rights	Factors of diversity of Aboriginal nations of Canada – Pg. 106	Students will gain an appreciation of Aboriginal peoples as a distinct and unique nation, demonstrate respect for the perseverance of aboriginal peoples to retain unique identities, and demonstrate respect for others points of view.
		Influences of worldview on daily life – Pg. 108	Students will comprehend that there are diverse expressions of Aboriginal worldviews, appreciate the diverse and common elements of Aboriginal worldviews, and appreciate that worldview consists of a peoples’ perspective on the land, self and relationships.
	Unit Three: Land Claims and Treaty Land Entitlement	Cultural factors and worldviews influences a peoples’ relationship to the environment. A special relationship exists between Aboriginal peoples and the land. – Pg. 306	Students will appreciate that worldview consists of a peoples’ perspective on the land, self and relationships.