



Celestial Being – Curriculum Ties

Quick Links:

[English Language Arts & Literature \(K-6\)](#) - [Drama \(1 – 6\)](#) -
[Science \(K-6\)](#) - [Physical Education & Wellness \(K-6\)](#) - [Social Studies \(K-6\)](#)

English Language Arts & Literature (K-6)

Focusing on developing the ability of students to communicate effectively in a variety of contexts, to inform, persuade, or entertain, English language arts and literature also aims to spark the imagination, inspire a love for learning, and develop appreciation for the rich diversity of human experiences shared through language, literature, and story. Experiences in English language arts and literature help students develop deep understandings of others and themselves, build and strengthen interpersonal relationships, and engage in responsible citizenship.

Oral language development is an active process that begins at birth and expands throughout a lifetime. Listening and speaking form the foundation for literacy development as students participate in oral language experiences and share in the oral traditions of their families and communities. These skills are further developed and applied in a variety of oral language experiences in English language arts and literature that include oral storytelling, discussions, drama, and presentations. Students learn to be active listeners, and they explore and purposefully select a variety of digital or non-digital forms and tools to enhance presentation delivery and capture the attention of an audience.

Organizing Idea: Oral Language - Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.

- K – In what ways can listening and speaking communicate feelings, ideas, and information?

- 1 – In what ways can listening and speaking be applied to develop oral communication?
- 2 – How can listening and speaking be developed to improve oral communication?
- 3 – In what ways can listening and speaking be enhanced to improve oral communication?
- 4 – In what ways can listening and speaking skills clarify intent and build relationships?
- 5 – How can the presentation of ideas and information be enhanced through oral communication?
- 6 – What relationships can be made between skillful oration and communication content, style, and delivery?

Organizing Idea: Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

- K – How are messages understood?
- 1 – What messages are conveyed through ideas and information within texts?
- 2 – How does comprehension facilitate the meaning of a text?
- 3 – How can the development of skills and strategies support comprehension of text?
- 4 – How do comprehension processes and strategies enhance understandings of text?
- 5 – How does the interpretation of evidence support comprehension of texts?
- 6 – How do comprehension strategies enhance interpretations of texts?

Drama (1 – 6)

Drama is both an art form and a medium for learning and teaching. It can develop the whole person—emotionally, physically, intellectually, imaginatively, aesthetically and socially—by giving form and meaning to experience through acting out. It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals.

Dramatic growth parallels the natural development of the student. This growth is fostered in an atmosphere that is non-competitive, cooperative, supportive, joyful yet challenging.

The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, “acting out” that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

As students progress through the dramatic forms of expression at the secondary level, greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron. Here the self-development and socialization processes of the student are extended by developing an appreciation of theatre as a traditional art form.

FIRST GOAL To acquire knowledge of self and others that results from reflecting on dramatic play.

Objectives

The child should:

1. realize and appreciate the uniqueness of self
2. grow in self-confidence
3. experience feelings of success and acceptance
4. develop sensory awareness
5. sharpen observations of people, of situations and of the environment
6. develop a capacity for imaginative and creative thought
7. explore, control and express emotions
8. develop respect for others—their rights, their ideas and their differences
9. give meaning to abstract concepts realized through dramatic play.

SECOND GOAL To develop competency in communication skills through drama.

Objectives The child should:

1. develop an awareness of the body and voice as tools of communication
2. develop an ability to discuss and share experiences
3. explore the use of dramatic symbols and theatre conventions
4. develop belief in identification with and commitment to role
5. give form and shape to ideas and experiences.

THIRD GOAL To foster an appreciation for drama as an art form.

Objectives

The child should:

1. develop an awareness of and respect for potential excellence in self and others
2. develop a capacity to analyze, evaluate and synthesize ideas and experiences
3. develop an awareness and appreciation of the variety of dramatic forms of expression.

Science (K-6)

Science is the study of many interconnected disciplines, including physics, chemistry, biology, Earth science, astronomy, and computer science. Science is creative, collaborative, and dynamic; is based on experience and evidence; and employs objective methods for observing, collecting, and analyzing data. Scientific knowledge is developed, refined, and extended as new evidence is uncovered. The study of science allows students to nurture curiosity, ask and answer questions, explore scientific and technological concepts, and acquire knowledge and understanding of the world.

Science provides a reliable basis for decision making and is essential in developing innovative ideas and solutions. It includes the critical-thinking skills, scientific knowledge, and civic literacy required to respond to relevant personal, societal, and environmental issues. Students develop

critical reasoning and scientific literacy through exploring science concepts and applying scientific methods. Scientific knowledge is enriched through the shared contributions of people from diverse cultures and perspectives. Science and technology are deeply interwoven in our daily lives. Together, they enable society to build and share knowledge, innovate, improve quality of life, and predict future events.

Organizing Idea (K-3): Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.

Learning outcome:

K-Children examine and describe surrounding environments.

1-Students analyze environments and investigate interactions and changes.

2-Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.

3-Students analyze changes in Earth's surface and explain how its layers hold stories of the past.

Organizing Idea: (4-6)

4- Students investigate and describe objects in space in connection to daily life.

5-Students investigate and interpret astronomical phenomena.

6-Students analyze and represent celestial bodies of the solar system.

Physical Education & Wellness (K-6)

Wellness education supports social-emotional well-being, fosters positive mental health, and enables students to develop a better understanding of themselves and how they contribute to community well-being. As students mature, they acquire, understand, and apply health and wellness information to support well-being in a variety of contexts.

Organizing Idea: personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.

- K - What are healthy relationships?
- 1 - How can connections support healthy relationships?;
- 2- How can healthy relationships be portrayed in various contexts?;
- 3 - How can problem solving support healthy relationships?;
- 4 - How can resolving conflict and healthy relationships be mutually supportive?;
- 5 - How might healthy relationships support understanding in various social contexts?
- 6 - How can perspectives influence healthy relationships?

Social Studies (K-6)

Social studies equips students with essential critical thinking skills. Alberta's social studies curriculum encourages students to question assumptions and ask questions. Students will develop an understanding of research methods and the importance of knowing how to analyze source information objectively.

Social studies empowers students to become active and responsible citizens by developing their critical-thinking, problem-solving, and decision-making skills.

Organizing Idea: exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.

- K - What are places within a community?
- 1 – What is the significance of places in the community?

Organizing Idea: Citizenship – Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.

- K – How can people work together in groups?
- 1 – How can people develop a sense of belonging?
- 2 – How can people come together to make decisions?
- 3 – How can Albertans make an impact in their communities?
- 4 – What is responsible citizenship?
- 5 – How can citizens become active and informed?
- 6 – In what ways can laws protect people in a democratic society?