



## Grade 4-6 Education Package Curriculum Links\*

*Below please find curriculum links for Alberta (p.1), British Columbia (p. 5), Ontario (p 10) & Quebec (p 15).  
We will be adding more provinces shortly.*

### Alberta

*\*Based on documents available in April 2018*

Curriculum links are provided for: [Science](#), [Social Studies](#), [English Language Arts](#), [Mathematics](#)

Other subjects that link to this curriculum: Physical Education, Fine Arts

#### KEY

##### Science:

- SI Gen = Science Inquiry: General Learner Expectations
- SI Spe = Science Inquiry: Specific Learner Expectations
- U GLE = Understandings: General Learner Expectations
- U Spe = Understandings: Specific Learner Expectations

##### Language Arts:

- Specific outcomes

**Mathematics:**

- Specific outcomes

**Social Studies:**

- Skills and Processes

x = lesson generally addresses this aspect of the curriculum

x = lesson **directly** addresses this aspect of the curriculum

Subject	Grade	Expectations/Outcomes	Lesson Number							
			1	2	3	4	5	6	7	
Science	4	SI Gen: Investigate the nature of things, demonstrating purposeful action that leads to inferences supported by observations.	x	x		x				x
		SI Gen: Identify patterns and order in objects and events studied; and record observations, using pictures, words and charts, with guidance in the construction of charts; and make predictions and generalizations, based on observations.	x	x		x				x
		SI Spe: work independently or with others to carry out the identified procedures	x	x		x			x	x
		SI Spe: communicate with group members, showing ability to contribute and receive ideas	x	x		x			x	
		SI Spe: record observations and measurements accurately, using captioned pictures and charts, with guidance in the construction of charts		x		x			x	
		SI Spe: state an inference, based on observations	x	x		x			x	x
		U Spe: Identify plant and animal wastes, and describe how they are recycled in nature.	x	x		x				
		U Spe: Describe the importance of plants to humans and their importance to the natural environment	x	x		x				x
		U Spe: Recognize that a variety of plant communities can be found within the local area and that differences in plant communities are related to variations in the amount of light, water and other conditions		x		x				x

		U Spe: Describe different ways that seeds are distributed; e.g., by wind, by animals; and recognize seed adaptations for different methods of distribution		x		x				x
	5	U Gen: Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them		x			x			x
		U Spe: Understand that a wetland ecosystem involves interactions between living and nonliving things, both in and around the water		x		x				x
		U Spe: Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community		x		x				x
		U Spe: Identify the roles of different organisms in the food web of a pond		x		x				x
		U Spe: Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems		x	x	x	x			x
	6	U Gen: Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns	x	x		x				x
		U Spe: Recognize evidence of recent human activity, and recognize evidence of animal activity in a natural outdoor setting		x						
		U Gen: Describe characteristics of trees and the interaction of trees with other living things in the local environment		x		x				
		U Spe: Identify reasons why trees and forests are valued		x						x
		U Spe: Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things		x		x	x			x
		U Spe: Identify human actions that enhance or threaten the existence of forests		x		x	x			x
	4, 5, 6	SI Spe: ask questions that lead to exploration and investigation		x						
	4, 5, 6	SI Spe: identify one or more possible answers to questions by stating a prediction or a hypothesis		x	x					x
	4, 5, 6	SI Spe: identify (with guidance) sources of information and ideas and access information and ideas from those sources		x	x		x			x
	5, 6	SI Gen: Recognize the importance of accuracy in observation and measurement; and (with guidance) apply suitable methods to record, compile, interpret and evaluate observations and measurements		x		x				
	5, 6	SI Spe: record observations and measurements accurately, using a chart format where appropriate.		x		x				

	5, 6	SI Spe: state an inference, based on results. The inference will identify a cause and effect relationship that is supported by observations	x	x		x	x	x	x
<b>English Language Arts</b>	4	Compare new ideas, information and experiences to prior knowledge and experiences	x	x	x	x	x	x	x
		Ask questions, paraphrase and discuss to explore ideas and understand new concepts	x	x	x	x	x	x	x
		Share personal responses to explore and develop understanding of oral, print and other media texts	x	x	x	x			
		Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences	x	x		x	x	x	x
		Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts		x			x		x
	5	Use appropriate prior knowledge and experiences to make sense of new ideas and information	x	x	x	x	x	x	x
		Read, write, represent and talk to explore personal understandings of new ideas and information	x	x	x	x	x	x	x
		Use own experiences as a basis for exploring and expressing opinions and understanding	x	x	x	x	x	x	x
		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	x	x	x	x	x	x	x
	6	Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts	x	x	x	x	x	x	x
		Engage in exploratory communication to share personal responses and develop own interpretations	x	x	x	x	x	x	x
		Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding	x	x	x	x	x	x	x
	4, 5, 6	Communicate ideas and information in a variety of oral, print and other media texts	x	x			x		
	4, 5, 6	Revise and edit					x		
	4, 5, 6	Attend to grammar and usage					x		
	4, 5, 6	Attend to spelling					x		



	6	- assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion						x		
	4, 5, 6	- evaluate, critically, ideas, information and positions from multiple perspectives						x		
	4, 5, 6	- re-evaluate opinions to broaden understanding of a topic or an issue	x	x	x	x	x	x	x	x
	4, 5	Develop skills of geographic thinking		x	x					x
	4, 5	Demonstrate skills of decision making and problem solving:	x	x		x			x	
	4	- contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving		x		x	x	x	x	x
Social Participation as a Democratic Practice	4, 5, 6	Demonstrate skills of cooperation, conflict resolution and consensus building:	x	x		x			x	
	4, 5	- demonstrate the ability to deal constructively with diversity and disagreement				x			x	
	4	- consider the needs and points of view of others				x			x	
	4	- work collaboratively with others to complete a group task	x	x		x			x	
Research for Deliberative Inquiry	4, 5, 6	Apply the research process:		x				x		x
	4	- use graphic organizers, such as webbing or Venn diagrams, to make meaning of information	x	x		x			x	
	5, 6	- use graphs, tables, charts and Venn diagrams to interpret information	x	x		x			x	
Communication	4, 5, 6	Demonstrate skills of oral, written and visual literacy	x	x		x	x			x
	4, 5, 6	Develop skills of media literacy		x				x		

## British Columbia

*\*Based on documents available in April 2018*

Curriculum links are provided for: [Science](#), [Social Studies](#), [Language Arts](#), [Mathematics](#)

Other subject(s) that also link to this curriculum: Physical and Health Education, Arts Education

Note: The Core Competencies of Communication, Thinking, and Personal and Social Responsibility are all addressed with this educational package, with strong links to Personal and Social Responsibility in regards to responsible care for both wild as well as domestic animals, especially pets.

KEY

Core: Core competency

BI: Big Idea

CC: Curricular Competency

x = lesson generally addresses this aspect of the curriculum

**x** = lesson **directly** addresses this aspect of the curriculum

Subject	Grade	BI/CC/Content	Lesson Number						
			1	2	3	4	5	6	7
Science	4	BI: All living things sense and respond to their environment.	x	x	x	x	x	x	x
	5	BI: Multicellular organisms have organ systems that enable them to survive and interact within their environment.	x	x	x	x	x	x	x
	6	BI: Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.	x	x	x	x	x	x	x
	4	CC: Demonstrate curiosity about the natural world		x					
	4	CC: Observe objects and events in familiar contexts		x					
	4	CC: Make observations about living and non-living things in the local environment		x		x			
	4	CC: Collect simple data		x		x			

	4	CC: Sort and classify data and information using drawings or provided tables	x						
	4	CC: Make simple inferences based on their results and prior knowledge		x		x			
	4	CC: Identify some simple environmental implications of their and others' actions		x	x	x			
	4	CC: Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches				x	x	x	x
	5, 6	CC: Make observations in familiar or unfamiliar contexts		x					
	5,6	CC: Observe, measure, and record data, using appropriate tools, including digital technologies		x					
	5, 6	CC: Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations		x	x	x			
	5,6	CC: Contribute to care for self, others, and community through personal or collaborative approaches				x	x	x	x
	4, 5, 6	CC: Experience and interpret the local environment		x					
	4, 5, 6	CC: Express and reflect on personal or shared experiences of place		x	x	x	x		
<b>Social Studies</b>	4, 5, 6	CC: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	x						
	4, 5, 6	CC: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments							
	5, 6	CC: Develop a plan of action to address a selected problem or issue							
<b>Language Arts</b>	4, 5, 6	BI: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	x	x	x	x	x	x	x
	4, 5, 6	BI: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	x	x	x	x	x	x	x
		CC: Create and communication (writing, speaking, representing)							
	4, 5, 6	CC: Comprehend and connect (reading, listening, viewing)	x	x	x	x	x	x	x
		CC: Create and communication (writing, speaking, representing)		x			x		x
<b>Mathematics</b>	4	BI: Fractions and decimals are types of numbers that can represent quantities.			x	x			x
		BI Regular changes in patterns can be identified and represented using tools and tables.				x			



	5	BI: Numbers describe quantities that can be represented by equivalent fractions.			x				
		BI: Identified regularities in number patterns can be expressed in tables.				x			
	6	BI: Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes.			x				

## Ontario

\*Based on documents available in April 2018

Curriculum links are provided for: [Science and Technology](#), [Social Studies](#), [Language](#), [Mathematics](#)

Other subjects that link to this curriculum: Health and Physical Education, The Arts

KEY

BI: Big Idea

OE: Overall Expectation

SE: Specific Expectation

x = lesson generally addresses this aspect of the curriculum

**x** = lesson **directly** addresses this aspect of the curriculum

Subject	Grade(s)	Big Idea/Overall Expectation/Specific Expectation	Lesson Number						
			1	2	3	4	5	6	7
<a href="#">Science and Technology</a>	4	BI: Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats.	x	x	x	x	x	x	x
		BI: Changes to habitats (whether caused by natural or human means) can affect plants and animals and the relationships between them.	x	x	x	x	x	x	x
		BI: Society relies on plants and animals.	x	x	x	x	x	x	x
		SE: analyse the positive and negative impacts of human interactions with natural habitats and communities	x	x	x	x	x		x
		SE: identify reasons for the depletion or extinction of a plant or animal species	x	x	x	x			x
		SE: build food chains consisting of different plants and animals, including humans	x	x	x	x			x
		SE: use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs	x	x	x	x			x

		SE: use a variety of forms to communicate with different audiences and for a variety of purposes	x	x	x	x	x			x
		SE: demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life	x	x	x	x	x	x	x	x
		SE: demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)	x	x		x				x
		SE: demonstrate an understanding of a community as a group of interacting species sharing a common habitat	x	x		x				x
		SE: classify organisms, including humans, according to their role in a food chain	x	x	x	x				x
		SE: identify animals that are carnivores, herbivores, or omnivores	x	x	x	x				x
		SE: describe structural adaptations that allow plants and animals to survive in specific habitats	x	x		x				x
		SE: describe ways in which humans are dependent on natural habitats and communities	x	x	x	x	x			x
	5	BI: Organ systems are components of a larger system (the body) and, as such, work together and affect one another.	x	x						x
		BI: Systems in the human body work together to meet our basic needs.	x	x						x
		BI: Energy can neither be created nor destroyed, but it can be transformed.	x	x		x				
	6	BI: Biodiversity includes diversity of individuals, species, and ecosystems.	x	x	x	x	x			x
		BI: Because all living things are connected, maintaining diversity is critical to the health of the planet.	x	x	x	x	x			x
		BI: Humans make choices that can have an impact on biodiversity.	x	x	x	x	x			x
		SE: analyse a local issue related to biodiversity, taking different points of view into consideration, propose action that can be taken to preserve biodiversity, and act on the proposal	x	x	x	x	x			x
		SE: assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished	x	x		x	x			x
		SE: follow established safety procedures for outdoor activities and field work		x						
		SE: investigate the organisms found in a specific habitat and classify them according to a classification system		x						x

		SE: use scientific inquiry/research skills to compare the characteristics of organisms within the plant or animal kingdoms	x	x					x	
		SE: use a variety of forms to communicate with different audiences and for a variety of purposes	x	x	x	x	x			x
		SE: identify and describe the distinguishing characteristics of different groups of plants and animals	x	x						
		SE: demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them	x	x	x	x	x			x
		SE: describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities	x	x		x	x			x
		SE: describe interrelationships within species, between species, and between species and their environment, and explain how these interrelationships sustain biodiversity	x	x		x	x			x
		SE: explain how invasive species reduce biodiversity in local environments	x	x		x	x			x
<b>Social Studies</b>	4	OE: Inquiry: use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada	x	x	x	x	x			x
	5	OE: assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues ( <i>bylaws</i> )		x						x
		OE: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada		x	x	x				x
		SE: describe key actions taken by different levels of government to solve some significant national, provincial/territorial, and/or local issues								x
		SE: describe some different ways in which citizens can take action to address social and environmental issues		x	x	x	x			x

<b>Language</b>	4, 5, 6	OE: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	x	x	x	x	x			x
	4, 5, 6	OE: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes	x	x	x	x	x			x
	4, 5, 6	OE: read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning	x	x	x	x	x			x
	4, 5, 6	OE: generate, gather, and organize ideas and information to write for an intended purpose and audience	x	x	x		x			
	4, 5, 6	OE: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience					x			
	4, 5, 6	OE: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively					x			
	4, 5, 6	OE: demonstrate an understanding of a variety of media texts			x					
<b>Mathematics</b>	4	OE: read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100			x					
		OE: solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies			x					
		OE: demonstrate an understanding of proportional reasoning by investigating whole-number unit rates			x					
		OE: collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs				x				
	5	OE: read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers			x					
		OE: solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies			x					
		OE: demonstrate an understanding of proportional reasoning by investigating whole-number rates			x					

		OE: collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken-line graphs				x			
	6	OE: read, represent, compare, and order whole numbers to 1 000 000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers			x				
		OE: solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies			x				
		OE: demonstrate an understanding of relationships involving percent, ratio, and unit rate			x				
		OE: collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs				x			

## Quebec

\*Based on documents available in April 2018

Curriculum links are provided for: [Science and Technology](#), [Social Sciences](#), [English Language Arts](#), [Mathematics](#)

Other subjects that link to this curriculum: Physical Education and Health, Arts Education

### KEY

x = lesson generally addresses this aspect of the curriculum

x = lesson **directly** addresses this aspect of the curriculum

Subject	Cycle	Competency / Essential knowledge	Lesson Number							
			1	2	3	4	5	6	7	
<a href="#">Science and Technology</a>	2	Organization of living things: anatomy of animals	x			x	x			
		Energy: Sources of energy for living things: nutrition for animals	x	x	x	x	x			x
		Energy: Transformation of energy in living things: food chains	x	x	x	x	x			x
		Systems and interaction: Interaction between living organisms and their environment: living things and their habitats	x	x	x	x	x	x	x	x
		Systems and interaction: Interaction between living organisms and their environment: parasitism, predation	x	x	x	x	x	x	x	x
	3	Energy: Sources of energy for living things: photosynthesis in plants	x	x		x				x
		Energy: Transformation of energy in living things: ecological pyramids	x	x		x				x
		Systems and interactions: The seasons		x						x
		Systems and interaction: Interaction between living organisms and their environment: adaptation	x	x	x	x	x	x	x	x
	2 & 3	Energy: Forms and sources of energy (solar)	x	x		x				
		Characteristics of living things: metabolism of plants and animals	x	x	x	x				x
		Characteristics of living things: reproduction of plants and animals	x	x	x	x	x			x
		Systems and interaction: Interaction between humans and their environment	x	x	x	x	x	x	x	x

		Techniques and instrumentation: Use of simple observational instruments		x						
		Appropriate language: Terminology related to an understanding of living things	x	x	x	x	x	x	x	x
		Appropriate language: Conventions and types of representations specific to the concepts studied	x	x	x	x			x	x
		Exploration strategies: Studying a problem or a phenomenon from different points of view	x	x	x	x	x	x	x	x
		Exploration strategies: Formulating questions	x	x		x			x	x
		Strategies for recording, using and interpreting information: Using a variety of observational techniques and tools		x		x				
		Strategies for recording, using and interpreting information: Using different tools for recording information	x	x		x			x	
<b>Social Sciences</b>	2 & 3	Understand the organization of a society in its territory ( <i>bylaws</i> )								x
		Interpret change in a society and its territory			x	x	x	x	x	x
		Techniques specific to geography: Reading and interpreting maps		x						x
		Techniques specific to geography: Locating a place on a map		x						x
<b>English Language Arts</b>	2 & 3	Read and listen to literary, popular and information-based texts	x	x	x	x			x	x
		Write self-expressive, narrative and information-based texts		x	x		x	x	x	x
		Use language to communication and learn	x	x	x	x	x	x	x	x
<b>Mathematics</b>	2 & 3	Arithmetic: Understanding and writing numbers: Natural numbers, Fractions, Decimals, Using numbers, Integers			x	x			x	x
		Arithmetic: Meaning of operations involving numbers: Natural numbers, Fractions, Decimals			x	x				
		Arithmetic: Operations involving numbers: Natural numbers, Fractions, Decimals			x	x				