



Grade 7-9 Education Package Curriculum Links*

*Below please find curriculum links for Alberta (p.1), British Columbia (p. 6), Ontario (p 8) & Quebec (p 11).
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](#)

KEY

Science:

- KGO: Knowledge General Outcome
- KSP: Knowledge Specific Outcome
- SGO: Skill General Outcome
- KGO: Skill Specific Outcome

Social Studies:

- GO: General Outcome
- Skills and Processes

Language Arts:

- General outcomes

Mathematics:

- Specific outcomes

| Subject | Grade | Emphasis/Expectations/Outcomes |
|---------|---------|---|
| Science | 7, 8, 9 | Developing a Science and Technology Emphasis |
| | 7, 8, 9 | Developing a Social and Environmental Emphasis |
| | 7 | Interactions and Ecosystems KGO: Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions |
| | 7 | KSO: analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions |
| | 7 | KGO: Monitor a local environment, and assess the impacts of environmental factors on the growth, health and reproduction of organisms in that environment |
| | 7 | KSO: investigate and interpret evidence of interaction and change |
| | 7 | KGO: Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments |
| | 7 | KSO: identify intended and unintended consequences of human activities within local and global environments |
| | 7 | KSO: describe and interpret examples of scientific investigations that serve to inform environmental decision making |
| | 7 | KSO: analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences |
| | 9 | Biological Diversity: Social and Environmental Emphasis KGO: Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival |
| | 9 | KGO: Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making |
| | 9 | KSO: describe ongoing changes in biological diversity through extinction and extirpation of native species, and investigate the role of environmental factors in causing these changes |
| | 9 | KSO: evaluate the success and limitations of various local and global strategies for minimizing loss of species diversity |

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| | 7, 9 | SGO: Ask questions about the relationships between and among observable variables, and plan investigations to address those questions |
| | 7, 9 | SSP: identify science-related issues |
| | 7, 9 | SGO: Conduct investigations into the relationships between and among observations, and gather and record qualitative and quantitative data |
| | 7, 9 | SSP: research information relevant to a given problem or issue |
| | 7 | SSP: select and integrate information from various print and electronic sources or from several parts of the same source |
| | 7, 9 | SGO: Work collaboratively on problems; and use appropriate language and formats to communicate ideas, procedures and results |
| | 7, 9 | SSP: communicate questions, ideas, intentions, plans and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language and other means |
| | 7, 9 | SSP: defend a given position on an issue, based on their findings |
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| Social Studies | 9 | GO: Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians |
| | 7, 8, 9 | See table below for Skills & Processes links |
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| English Language Arts | 7, 8, 9 | Express ideas and develop understanding |
| | 7, 8, 9 | Consider the ideas of others |
| | 7, 8, 9 | Combine ideas |
| | 7, 8, 9 | Extend understanding |
| | | |
| Mathematics | 7 | Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals to solve problems |
| | 8 | Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially and symbolically |
| | 8 | Demonstrate an understanding of multiplication and division of integers, concretely, pictorially and symbolically |
| | 9 | Demonstrate an understanding of powers with integral bases (excluding base 0) and whole number exponents |
| | 9 | Explain and apply the order of operations, including exponents, with and without technology |

Social Studies

| Skills & Processes | Grade(s) | Specific Outcomes |
|---|----------|--|
| Dimensions of Thinking | 7, 8, 9 | Develop skills of critical thinking and creative thinking: |
| | 7, 8, 9 | - determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue |
| | 7, 8, 9 | - evaluate, critically, ideas, information and positions from multiple perspectives |
| | 7, 8, 9 | - demonstrate the ability to analyze local and current affairs |
| | 7, 8, 9 | - re-evaluate personal opinions to broaden understanding of a topic or an issue |
| | 7, 8, 9 | - access diverse viewpoints on particular topics, using appropriate technologies |
| | 7, 8 | Demonstrate skills of decision making and problem solving |
| | 7, 8 | - identify appropriate materials and tools to use in order to accomplish a plan of action |
| | 7, 8 | - evaluate choices and progress in problem solving, then redefine the plan of action as necessary |
| | 9 | - propose and apply new ideas and strategies, supported with facts and reasons, to contribute to problem solving and decision making |
| Social Participation as a Democratic Practice | 7, 8, 9 | - articulate clearly a plan of action to use technology to solve a problem |
| | 7, 8, 9 | Demonstrate skills of cooperation, conflict resolution and consensus building: |
| Research for Deliberative Inquiry | 7, 8, 9 | Apply the research process: |
| | 7, 8, 9 | - develop a position that is supported by information gathered through research |
| | 7, 8, 9 | - draw conclusions based upon research and evidence |
| | 7, 8, 9 | - integrate and synthesize concepts to provide an informed point of view on a research question or an issue |
| | 9 | - reflect on changes of perspective or opinion based on information gathered and research conducted |
| Communication | 7, 8 | Demonstrate skills of oral, written and visual literacy |
| | 7, 8 | Develop skills of media literacy |

British Columbia

**Based on documents available in April 2018*

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

KEY

Core: Core competency

BI: Big Idea

CC: Curricular Competency

| Subject | Grade(s) | BI/CC/Content |
|--------------------------|----------|---|
| Core Competencies | 7, 8, 9 | Communication Thinking Personal and Social Responsibility |
| Science | 7 | BI: Evolution by natural selection provides an explanation for the diversity and survival of living things |
| | 9 | BI: The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them |
| | 9 | CC: Contribute to finding solutions to problems at a local and/or global level through inquiry |
| | 9 | CC: Consider the role of scientists in innovation |
| | 7, 8, 9 | CC: Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest |
| | 7, 8, 9 | CC: Contribute to care for self, others, community, and world through individual or collaborative approaches |
| | 7, 8, 9 | CC: Transfer and apply learning to new situations |
| | 7, 8, 9 | CC: Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations |
| Social Studies | 7 | BI: Increasingly complex societies required new systems of laws and government. |
| | 8 | BI: Human and environmental factors shape changes in population and living standards |
| | 7, 8 | CC: Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions |

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| | 7, 8, 9 | CC: Use Social Studies inquiry processes and skills to - ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |
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| Language Arts | 7 | BI: Exploring and sharing multiple perspectives extends our thinking. |
| | 8, 9 | BI: People understand text differently depending on their worldviews and perspectives |
| | 8, 9 | BI: Texts are socially, culturally, and historically constructed |
| | 7, 8, 9 | BI: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |
| | 7, 8, 9 | CC: Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability |
| | 7, 8, 9 | CC: Synthesize ideas from a variety of sources to build understanding |
| | 7, 8, 9 | CC: Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages |
| | 7, 8, 9 | CC: Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts |
| | 7, 8, 9 | CC: Exchange ideas and viewpoints to build shared understanding and extend thinking |
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| Mathematics | 7 | BI: Decimals, fractions, and percents are used to represent and describe parts and wholes of numbers. |
| | 7 | BI: Computational fluency and flexibility with numbers extend to operations with integers and decimals. |
| | 8 | BI: Number represents, describes, and compares the quantities of ratios, rates, and percents. |
| | 8 | BI: Computational fluency and flexibility extend to operations with fractions. |
| | 9 | BI: The principles and processes underlying operations with numbers apply equally to algebraic situations and can be described and analyzed |
| | 9 | BI: Computational fluency and flexibility with numbers extend to operations with rational numbers |
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Ontario

*Based on documents available in April 2018

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

KEY

BI: Big Idea

OE: Overall Expectation

SE: Specific Expectation

| Subject | Grade(s) | Big Idea/Overall Expectation/Specific Expectation |
|--|----------|--|
| Science and Technology | 7 | Understanding Life Systems: Interactions in the Environment |
| | 7 | BI: Ecosystems are in a constant state of change. The changes may be caused by nature or by human intervention. |
| | 7 | BI: Human activities have the potential to alter the environment. Humans must be aware of these impacts and try to control them. |
| | 7 | OE: assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts |
| | 7 | OE: investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem |
| | 7 | SE: assess the impact of selected technologies on the environment |
| | 7 | SE: analyse the costs and benefits of selected strategies for protecting the environment |
| | 7 | SE: use scientific inquiry/research skills to investigate occurrences that affect the balance within a local ecosystem |
| | 7 | SE: describe ways in which human activities and technologies alter balances and interactions in the environment |
| | 7 | Understanding Structures and Mechanisms: Form and Function |
| | 7 | BI: Structures have a purpose |
| | 7 | BI: The form of a structure is dependent on its function. |
| | 7 | OE: analyse personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices; |

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| | 7 | OE: design and construct a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them |
| | 7 | SE: evaluate the importance for individuals, society, the economy, and the environment of factors that should be considered in designing and building structures and devices to meet specific needs |
| | 7 | SE: design, construct, and use physical models to investigate the effects of various forces on structures |
| | 8 | Understanding Structures and Mechanisms: Systems in Action |
| | 8 | BI: Systems are designed to accomplish tasks. |
| | 8 | OE: assess the personal, social, and/or environmental impacts of a system, and evaluate improvements to a system and/or alternative ways of meeting the same needs |
| | 8 | SE: assess the impact on individuals, society, and the environment of alternative ways of meeting needs that are currently met by existing systems, taking different points of view into considerations |
| | 8 | SE: identify various types of systems |
| | 8 | SE: identify the purpose, inputs, and outputs of various systems |
| | 9 | Biology: Sustainable Ecosystems and Human Activity |
| | 9 | BI: The sustainability of ecosystems depends on balanced interactions between their components. |
| | 9 | BI: Human activity can affect the sustainability of aquatic and terrestrial ecosystems. |
| | 9 | OE: analyse the impact of human activity on terrestrial or aquatic ecosystems, and assess the effectiveness of selected initiatives related to environmental sustainability |
| | 9 | OE: investigate some factors related to human activity that affect terrestrial or aquatic ecosystems, and describe the consequences that these factors have for the sustainability of these ecosystems |
| | 9 | OE: demonstrate an understanding of characteristics of terrestrial and aquatic ecosystems, the interdependence within and between ecosystems, and the impact humans have on the sustainability of these ecosystems SE: analyse, on the basis of research, how a human activity threatens the sustainability of a terrestrial or aquatic ecosystem |
| | 9 | SE: assess the effectiveness of a local initiative of personal interest that seeks to ensure the sustainability of a terrestrial or aquatic ecosystem |
| | 9 | SE: identify some factors related to human activity that have an impact on ecosystems and explain how these factors affect the equilibrium and survival of populations in terrestrial and aquatic ecosystems |
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| Social Studies / Geography | 7 | OE: analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them |

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| | 7 | OE: use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment |
| | 8 | OE: demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment |
| | 9 | OE: Geographic Inquiry: use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography |
| | 9 | SE: interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry |
| | 9 | SE: apply the concepts of geographic thinking when analysing current events involving geographic issues |
| | 9 | SE: analyse environmental, economic, social, and/or political implications of different ideas and beliefs about the value of Canada's natural environment, and explain how these ideas/beliefs affect the use and protection of Canada's natural assets |
| | 9 | OE: The Sustainability of Human Systems: analyse issues relating to the sustainability of human systems in Canada |
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| Language / English | 7, 8, 9 | OE: Writing: generate, gather, and organize ideas and information to write for an intended purpose and audience |
| | 7, 8, 9 | OE: Media Literacy: demonstrate an understanding of a variety of media texts |
| | 7, 8, 9 | OE: Media Literacy: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques |
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| Mathematics | 7 | OE: demonstrate an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers |
| | 7 | OE: collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs |
| | 7 | OE: make and evaluate convincing arguments, based on the analysis of data |
| | 7 | SE: select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph |
| | 8 | OE: solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies |
| | 8 | OE: collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs |
| | 9 | OE: solve problems involving proportional reasoning |

Quebec Secondary Cycle 1 Education Package

**Based on documents available in April 2018*

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

KEY

GC: General Concept

| Subject | Competency/Concept |
|-------------------------------|--|
| Science and Technology | Seeks answers or solutions to scientific or technological problems |
| | Makes to most of his/her knowledge of science and technology |
| | GC: Diversity of life forms |
| | GC: Engineering |
| Social Sciences | Geography: Interprets a territorial issue |
| | Geography: Constructs his/her consciousness of global citizenship |
| | Outcome: The student considers the impact of human actions on the future of the planet |
| | History: Interprets social phenomena using the historical method |
| | Research Process |

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|----------------------------------|---|
| English Language Arts | Uses language/talk to communicate and learn |
| | Represents his/her literacy in different media |
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| Mathematics | Solves a situational problem |
| | Uses mathematical reasoning |
| | Arithmetic: Number Sense With Regard to Decimal and Fractional Notation and Operation Sense |