

Ontario Ministry of Education Grade 3 Curriculum Expectations	Levels					
	1	2	3	4	5	6
(Writing) Generate, gather, and organize ideas and information to write for an intended purpose and audience.	A			A	A	A
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.				A	A	
(Writing) Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.				A	A	
(Media Literacy) Demonstrate an understanding of a variety of media texts.	V			V		
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.			A	M	A	
GRADE 3 THE ARTS (2009, revised)						
(Drama) Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.					A	
(Music) Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.*			A			
(Visual Arts) Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.	A			A		A
* The Planet Protector song, which students are encouraged to learn and perform, appears in each level.						
GRADE 3 MATHEMATICS (2005, revised)						
(Number Sense and Numeration) Read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10.	G	A G M	G M	A		
(Number Sense and Numeration) Demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points.	G	A G M	M	A M	M	M
(Number Sense and Numeration) Solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.**		M	M	A M	M	M
(Measurement) Compare, describe, and order objects, using attributes measured in standard units.	G					
(Data Management and Probability) Predict and investigate the frequency of a specific outcome in a simple probability experiment.	G		G			G
** For each level, students are required to add up the points earned by each team member for their weekly mission.						
GRADE 3 SOCIAL STUDIES: PEOPLE AND ENVIRONMENTS (2013, revised)						
Gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use.	G	V	V A M	V A		V G

GRADE 4

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

Ontario Ministry of Education Grade 4 Curriculum Expectations	Levels					
	1	2	3	4	5	6
GRADE 4 SCIENCE AND TECHNOLOGY (2007)						
(Life Systems) Analyse the effects of human activities on habitats and communities	GV			GA		VGA
(Life Systems) Investigate the interdependence of plants and animals within specific habitats and communities	G					A
(Life Systems) Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them	G					A
(Earth and Space) Assess the social and environmental impacts of human uses of rocks and minerals;						V
GRADE 4 LANGUAGE (2006, revised)						
(Oral Communication) Listen in order to understand and respond.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.	GAM	GAM	GAM	GAM	GAM	GA
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.	GAM	GAM	GAM	GAM	GAM	GA
(Reading) Use knowledge of words and cueing systems to read fluently.	GAM	GAM	GAM	GAM	GAM	GA
(Writing) Generate, gather, and organize ideas and information to write for an intended purpose and audience.	AM	M	AM	A	AM	A
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.			A	A	A	A
(Writing) Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.			A	A	A	A
(Media Literacy) Demonstrate an understanding of a variety of media texts.	V	V		VAM	VGA	V
(Media Literacy) Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.				V	G	
(Media Literacy) Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.			A	VAM	VGA M	
GRADE 4 THE ARTS (2009, revised)						
(Drama) Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories.					A	
(Drama) Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences.					A	
(Music) Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.*			A			

Ontario Ministry of Education Grade 4 Curriculum Expectations	Levels					
	1	2	3	4	5	6
(Visual Art) Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;"	A	A		A		A
* The Planet Protector song, which students are encouraged to learn and perform, appears in each level.						
GRADE 4 MATHEMATICS (2005, revised)						
(Number Sense and Numeration) Read and print in words whole numbers to one thousand, using meaningful contexts.	G	GA	G	A		G
(Number Sense and Numeration) Read and represent money amounts to \$100.		GA				
(Number Sense and Numeration) Add and subtract two-digit numbers, using a variety of mental strategies.**	M	M	M	AM	M	M
(Measurement) Estimate, measure, and describe the mass of an object, through investigation using non-standard units and standard units.	G					
** For each mission, students are required to add up the points earned by each team member.						
GRADE 4 SOCIAL STUDIES: PEOPLE AND ENVIRONMENTS (2013, revised)						
(Application) Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada.	VG			VGAM		G
(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. <i>Collecting information, communicating</i>	VGA	VG	VGA	VGAM		GA

GRADE 5

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

Ontario Ministry of Education Grade 5 Curriculum Expectations	Levels					
	1	2	3	4	5	6
GRADE 5 SCIENCE AND TECHNOLOGY (2007)						
(Life Systems) Analyse the impact of human activities and technological innovations on human health.	VG	V	VGAM	VGAM		GA
(Matter and Energy) Evaluate the social and environmental impacts of processes used to make everyday products.	VG	VG	VG	VGAM		VGA
(Matter and Energy) Evaluate the environmental impacts of processes that change one product into another product through physical or chemical changes.			VG	VGA		
(Matter and Energy) Assess the social and environmental impact of using processes that rely on chemical changes to produce consumer products, taking different perspectives into account, and make a case for maintaining the current level of use of the product or for reducing it .		VGAM		VGAM		
(Earth and Space) Analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources.	VGAM	VGA		VGAM	GAM	VGA
GRADE 5 LANGUAGE (2006, revised)						
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.	GAM	GAM	GAM	GAM	GAM	GA
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.	GAM	GAM	GAM	GAM	GAM	GA
(Reading) Use knowledge of words and cueing systems to read fluently.	G	GAM	GAM	GAM	GAM	GA
(Reading) Generate, gather, and organize ideas and information to write for an intended purpose and audience.	AM	M	AM	AM	AM	A
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.				AM	A	A
(Writing) Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.				A	A	A
(Media Literacy) Demonstrate an understanding of a variety of media texts.	VA		A	VGAM	VGAM	VG
(Media Literacy) Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.			A	VGAM	VGAM	
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.		A	A	AM		
(Media Literacy) Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.	VA			AM	AM	

Ontario Ministry of Education Grade 5 Curriculum Expectations	Levels					
	1	2	3	4	5	6
GRADE 5 THE ARTS (2009, revised)						
(Drama) Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and stories.					A	
(Music) Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music.*			A			
(Music) Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts.			A			
(Visual Arts) Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.	A	A		A		A
* The Planet Protector song, which students are encouraged to learn and perform, appears in each level.						
GRADE 5 MATHEMATICS (2005, revised)						
(Number Sense and Numeration) Read and print in words whole numbers to ten thousand, using meaningful contexts.	G	G A	G A	A		G
(Number Sense and Numeration) Read and write money amounts to \$1000.		G A				
(Number Sense and Numeration) Solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 100 000.	G	A		A		
(Counting) Solve problems involving the addition, subtraction, and multiplication of whole numbers, using a variety of mental strategies.	M	A M	M	A M	M	
(Proportional Relationships) Demonstrate an understanding of simple multiplicative relationships involving whole-number rates, through investigation using concrete materials and drawings.		A		A		
(Data Management and Probability) Read, interpret, and draw conclusions from primary data and from secondary data.	G	G	G	A		G
** For each level, students are required to add up the points earned by each team member for their weekly mission.						
GRADE 5 SOCIAL STUDIES: PEOPLE AND ENVIRONMENTS (2013, revised)						
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.			A M			
Create a plan of action to address an environmental issue of local, provincial/ territorial, and/or national significance, specifying the actions to be taken by the appropriate level of government as well as by citizens, including themselves.	G M		A M	A M	A M	

GRADE 6

Content: V = video content

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A = Activity

M = At-Home Mission

Ontario Ministry of Education Grade 6 Curriculum Expectations	Levels					
	1	2	3	4	5	6
GRADE 6 SCIENCE AND TECHNOLOGY (2007)						
(Life Systems) 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	GVM	VGM	VGM			V
(Life Systems) Describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities. (composting)			VG			
(Life Systems) Describe interrelationships within species, between species, and between species and their environment, and explain how these interrelationships sustain biodiversity. (composting)			VG			
(Life Systems) Identify everyday products that come from a diversity of organisms.						A
GRADE 6 LANGUAGE (2006, revised)						
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.	GAM	GAM	GAM	GAM	GAM	GA
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.	GAM	GAM	GAM	GAM	GAM	GA
(Reading) Use knowledge of words and cueing systems to read fluently.	G	GAM	GAM	GAM	GAM	GA
(Reading) Generate, gather, and organize ideas and information to write for an intended purpose and audience.	AM	M	AM	AM	AM	A
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.				AM	A	A
(Writing) Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.				A	A	A
(Media Literacy) Demonstrate an understanding of a variety of media texts.	VA		A	VGAM	VGAM	VG
(Media Literacy) Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.			A	VGAM	VGAM	
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.		A	A	AM		
(Media Literacy) Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.	VA			AM	AM	