



Emergency Preparedness Squad: BC Kindergarten Curriculum Links

The following table outlines the EPS activities that support the British Columbia Ministry of Education curriculum expectations (curriculum version in brackets).

V = video content

G = game show

A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
KINDERGARTEN SCIENCE AND TECHNOLOGY (2015)				
(Applying and innovating) Take part in caring for self, family, classroom and school through personal approaches		M	M	A M
(Communicating) Express and reflect on personal experiences of place	A	A M	M	G A M
KINDERGARTEN APPLIED DESIGN, SKILLS AND TECHNOLOGIES (2015)				
(Applied design) Ideating (Making an emergency kit)			V G A	
(Applied design) Making (Making an emergency kit)			V G A	
(Applied design) Sharing (Plan and Kit Contents)		M	M	M
KINDERGARTEN ENGLISH LANGUAGE ARTS (2015)				
(Big ideas) Stories and other texts help us learn about ourselves and our families		M	M	M
(Big ideas) Through listening and speaking, we connect with others and share our world.		M	M	M
(Comprehend and connect (reading, listening, viewing)) Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community	V G A	V G A M	V G A M	V G A M
(Comprehend and connect (reading, listening, viewing)) Use developmentally appropriate reading, listening, and viewing strategies to make meaning	V G A	V G A M	V G A M	V G A M
(Create and communicate (writing, speaking, representing)) Exchange ideas and perspectives to build shared understanding	G A	G A M	G A M	G A M
(Create and communicate (writing, speaking, representing)) Use language to identify, create, and share ideas, feelings, opinions, and preferences	G A	G A M	G A M	G A M
KINDERGARTEN ARTS EDUCATION (2015)				
(Big ideas) Dance, drama, music, and visual arts express meaning in unique ways.*			A	
(Big Ideas) People connect to others and share ideas through the arts.		A M	A	
(Content) A variety of dramatic forms*			A	
(Communicating and documenting) Experience, document and share creative works in a variety of ways		A M	A	A
(Communicating and documenting) Express feelings, ideas, stories, observations, and experiences through the arts		A M	A	A
(Exploring and creating) Explore artistic expressions of themselves and community through creative processes			A	A
(Exploring and creating) Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts			A	
(Reasoning and reflecting) Develop processes and technical skills in a variety of art forms to nurture motivation, development, and			A	

Curriculum Expectations	Modules			
	1	2	3	4
imagination*				
KINDERGARTEN MATHEMATICS (2015)				
(Content) Addition and subtraction **		M	M	M
KINDERGARTEN SOCIAL STUDIES (2015)				
Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)	G A	V G M	V G M	G A M
KINDERGARTEN CAREER EDUCATION (2015)				
(Big Ideas) Strong communities are the result of being connected to family and community and working together toward common goals.		M		M
(Content) Connections to Community cultural and social awareness roles and responsibilities at home, at school, and in the local community jobs in the local community	G A	V G M	V G M	G A M
(Curricular Competency) Identify and appreciate the roles and responsibilities of people in their schools, families, and communities				G A
(Curricular Competency) Recognize the importance of positive relationships in their lives				G A
(Curricular Competency) Work respectfully and constructively with others to achieve common goals	G A	G A M	G A M	G A M
Share ideas, information, personal feelings, and knowledge with others	G A	G A M	G A M	G A M
KINDERGARTEN PHYSICAL AND HEALTH EDUCATION (2015)				
Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.				A
How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games*			A	
(Mental well-being) Identify and describe practices that promote mental well-being (calming breath)	V	V	V	V
(Social and community health) Develop and demonstrate respectful behaviour when participating in activities with others	G A	G A	G A	G
(Social and community health) Identify caring behaviours among classmates and within families				A

* The theme song, which students are encouraged to learn and perform (invent a choreography), appears in each level.

** For each level, students are required to add up the points earned by each team member for their weekly mission.

Prepared by:





Emergency Preparedness Squad: BC Grade 1 Curriculum Links

The following table outlines the EPS activities that support the British Columbia Ministry of Education curriculum expectations (curriculum version in brackets).

V = video content

G = game show

A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
GRADE 1 SCIENCE AND TECHNOLOGY (2015)				
(Applying and innovating) Take part in caring for self, family, classroom and school through personal approaches		M	M	A M
(Communicating) Communicate observations and ideas using oral or written language, drawing, or role-play	A	A M	A M	M
(Communicating) Express and reflect on personal experiences of place	A	A M	M	G A M
GRADE 1 APPLIED DESIGN, SKILLS AND TECHNOLOGIES (2015)				
(Applied design) Ideating (Making an emergency kit)			V G A	
(Applied design) Making (Making an emergency kit)			V G A	
(Applied design) Sharing (Plan and Kit Contents)		M	M	M
GRADE 1 ENGLISH LANGUAGE ARTS (2015)				
(Big ideas) Stories and other texts can be shared through pictures and words.		M	M	M
(Big ideas) Stories and other texts help us learn about ourselves and our families.		M	M	M
(Big ideas) Through listening and speaking, we connect with others and share our world.		M	M	M
(Comprehend and connect) Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community	V G A M	V G A M	V G A M	V G A M
(Comprehend and connect) Read fluently at grade level	G A	G A M	G A M	G A M
(Comprehend and connect) Use developmentally appropriate reading, listening, and viewing strategies to make meaning	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Use personal experience and knowledge to connect to stories and other texts to make meaning		M	M	M
(Comprehend and connect) Use sources of information and prior knowledge to make meaning	V G A	V G A M	V G A M	V G A M
(Create and communicate) Exchange ideas and perspectives to build shared understanding	G A	G A M	G A M	G A M
(Create and communicate) Plan and create a variety of communication forms for different purposes and audiences		A M	A M	A M
GRADE 1 ARTS EDUCATION (2015)				
(Big ideas) Dance, drama, music, and visual arts express meaning in unique ways.*			A	
(Big ideas) People connect to others and share ideas through the arts.		A M	A	
(Content) A variety of dramatic forms*			A	

Curriculum Expectations	Modules			
	1	2	3	4
(Communicating and documenting) Experience, document and share creative works in a variety of ways		A M	A	A
(Communicating and documenting) Express feelings, ideas, stories, observations, and experiences through the arts		A M	A	A
(Exploring and creating) Explore artistic expressions of themselves and community through creative processes				A
(Exploring and creating) Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts			A	
(Reasoning and reflecting) Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination*			A	
GRADE 1 MATHEMATICS (2015)				
(Content) Addition and subtraction **		M	M	M
GRADE 1 SOCIAL STUDIES (2015)				
Characteristics of the local community that provide organization and meet the needs of the community	G A	V		G A M
Relationships between a community and its environment	G A	V G A M		G A M
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Emergency plan map)		A M		
GRADE 1 CAREER EDUCATION (2015)				
(Big Ideas) Strong communities are the result of being connected to family and community and working together toward common goals.		M		M
(Content) Connections to Community cultural and social awareness roles and responsibilities at home, at school, and in the local community jobs in the local community	G A	V G M	V G M	G A M
(Curricular Competency) Identify and appreciate the roles and responsibilities of people in their schools, families, and communities				G A
(Curricular Competency) Recognize the importance of positive relationships in their lives				G A
(Curricular Competency) Work respectfully and constructively with others to achieve common goals	G A	G A M	G A M	G A M
Share ideas, information, personal feelings, and knowledge with others	G A	G A M	G A M	G A M
GRADE 1 PHYSICAL AND HEALTH EDUCATION (2015)				
Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.				A
How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games*			A	
(Mental well-being) Identify and describe practices that promote mental well-being (calming breath)	V	V	V	V
(Social and community health) Develop and demonstrate respectful behaviour when participating in activities with others	G A	G A	G A	G
(Social and community health) Identify caring behaviours among classmates and within families				A

* The theme song, which students are encouraged to learn and perform (invent a choreography), appears in each level.

** For each level, students are required to add up the points earned by each team member for their weekly mission.

Prepared by:





Emergency Preparedness Squad: BC Grade 2 Curriculum Links

The following table outlines the EPS activities that support the British Columbia Ministry of Education curriculum expectations (curriculum version in brackets).

V = video content

G = game show

A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
GRADE 2 SCIENCE AND TECHNOLOGY (2015)				
(Applying and innovating) Take part in caring for self, family, classroom and school through personal approaches		M	M	A M
(Communicating) Communicate observations and ideas using oral or written language, drawing, or role-play	A	A M	A M	M
(Communicating) Express and reflect on personal experiences of place	A	A M	M	G A M
GRADE 2 APPLIED DESIGN, SKILLS AND TECHNOLOGIES (2015)				
(Applied design) Ideating (Making an emergency kit)			V G A	
(Applied design) Making (Making an emergency kit)			V G A	
(Applied design) Sharing (Plan and Kit Contents)		M	M	M
GRADE 2 ENGLISH LANGUAGE ARTS (2015)				
(Big ideas) Everyone has a unique story to share		M	M	M
(Big ideas) Stories and other texts connect us to ourselves, our families, and our communities.		M	M	M
(Big ideas) Through listening and speaking, we connect with others and share our world		M	M	M
(Comprehend and connect) Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Read fluently at grade level	G A	G A M	G A M	G A M
(Comprehend and connect) Use developmentally appropriate reading, listening, and viewing strategies to make meaning	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Use personal experience and knowledge to connect to stories and other texts to make meaning		M	M	M
(Comprehend and connect) Use sources of information and prior knowledge to make meaning	V G A	V G A M	V G A M	V G A M
(Create and communicate) Exchange ideas and perspectives to build shared understanding	G A	G A M	G A M	G A M
(Create and communicate) Plan and create a variety of communication forms for different purposes and audiences		A M		M
GRADE 2 ARTS EDUCATION (2015)				
(Big ideas) Creative expression develops our unique identity and voice.			A	
(Big ideas) Dance, drama, music, and visual arts are each unique languages for creating and communicating.*			A	
(Big ideas) Inquiry through the arts creates opportunities for risk taking.			A	

Curriculum Expectations	Modules			
	1	2	3	4
(Content) A variety of dramatic forms*		Song ext	A	
(Communicating and Documenting) Experience, document and share creative works in a variety of ways		A M	A	A
(Communicating and Documenting) Express feelings, ideas, stories, observations, and experiences through creative works		A M	A	A
(Exploring and creating) Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts			A	
(Exploring and creating) Explore personal experience, community, and culture through arts activities		A M	A	A
(Reasoning and Reflecting) Develop processes and technical skills in a variety of art forms to refine artistic abilities*		Song	A	
GRADE 2 MATHEMATICS (2015)				
(Content) Addition and subtraction **		M	M	M
GRADE 2 SOCIAL STUDIES (2015)				
(Curricular competency) Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (draw emergency plan – map)		V G A M		
GRADE 2 CAREER EDUCATION (2015)				
(Big Ideas) Strong communities are the result of being connected to family and community and working together toward common goals.		M		M
(Content) Connections to Community cultural and social awareness roles and responsibilities at home, at school, and in the local community jobs in the local community	G A	V G M	V G M	G A M
(Curricular Competency) Identify and appreciate the roles and responsibilities of people in their schools, families, and communities				G A
(Curricular Competency) Recognize the importance of positive relationships in their lives				G A
(Curricular Competency) Work respectfully and constructively with others to achieve common goals	G A	G A M	G A M	G A M
Share ideas, information, personal feelings, and knowledge with others	G A	G A M	G A M	G A M
GRADE 2 PHYSICAL AND HEALTH EDUCATION (2015)				
(Big ideas) Adopting healthy personal practices and safety strategies protects ourselves and others	V G A	V G A M	V G A M	V G A M
(Big ideas) how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games*			A	
(Mental well-being) Identify and apply strategies that promote mental well-being (calming breath)	V	V	V	V
(Social and community health) Develop and demonstrate respectful behaviour when participating in activities with others		A	A	

* The theme song, which students are encouraged to learn and perform (invent a choreography), appears in each level.

** For each level, students are required to add up the points earned by each team member for their weekly mission.

Prepared by:





Emergency Preparedness Squad: BC Grade 3 Curriculum Links

The following table outlines the EPS activities that support the British Columbia Ministry of Education curriculum expectations (curriculum version in brackets).

V = video content

G = game show

A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
GRADE 3 SCIENCE AND TECHNOLOGY (2015)				
(Applying and innovating) Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches		M	M	A M
(Communicating) Express and reflect on personal or shared experiences of place	A	A M	M	G A M
GRADE 3 APPLIED DESIGN, SKILLS AND TECHNOLOGIES (2015)				
(Applied design) Ideating (Making an emergency kit)			V G A	
(Applied design) Making (Making an emergency kit)			V G A	
(Applied design) Sharing (Plan and Kit Contents)		M	M	M
GRADE 3 ENGLISH LANGUAGE ARTS (2015)				
(Big ideas) Stories and other texts help us learn about ourselves, our families, and our communities		M	M	M
(Comprehend and connect) Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Make connections between ideas from a variety of sources and prior knowledge to build understanding	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Read fluently at grade level	G A	G A M	G A M	G A M
(Comprehend and connect) Use developmentally appropriate reading, listening, and viewing strategies to make meaning	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Use personal experience and knowledge to connect to text and make meaning		M	M	M
(Comprehend and connect) Use personal experience and knowledge to connect to text and make meaning		M	M	M
(Comprehend and connect) Use sources of information and prior knowledge to make meaning	V G A	V G A M	V G A M	V G A M
(Create and communicate) Exchange ideas and perspectives to build shared understanding	G A	G A M	G A M	G A M
(Create and communicate) Plan and create a variety of communication forms for different purposes and audiences		A M		M
GRADE 3 ARTS EDUCATION (2015)				
(Big ideas) Dance, drama, music, and visual arts are each unique languages for creating and communicating.		A M	A	A
(Content) A variety of dramatic forms*			A	
(Content) Choreographic devices*			A	
(Content) processes, materials, movements, technologies, tools, and techniques to support arts activities			A	

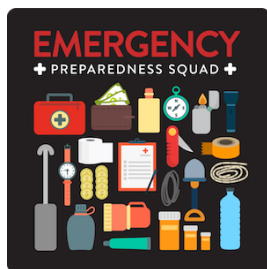
Curriculum Expectations	Modules			
	1	2	3	4
(Communicating and documenting) Apply learned skills, understandings, and processes in new contexts			A	
(Communicating and documenting) Experience, document, perform, and share creative works in a variety of ways		A M	A	A
(Communicating and documenting) Express feelings, ideas, and experiences in creative ways		A M	A	A
(Exploring and creating) Explore identity, place, culture, and belonging through arts experiences		A M	A	A
(Reasoning and reflecting) Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art		A M	A	A
(Reasoning and reflecting) Refine ideas, processes, and technical skills in a variety of art forms		Song	A	
GRADE 3 MATHEMATICS (2015)				
(Content) Addition and subtraction **		M	M	M
GRADE 3 SOCIAL STUDIES (2015)				
(Content) Relationship between humans and their environment	G A	V G A M	V G A M	G A M
GRADE 3 CAREER EDUCATION (2015)				
(Big Ideas) Strong communities are the result of being connected to family and community and working together toward common goals.		M		M
(Content) Connections to Community cultural and social awareness roles and responsibilities at home, at school, and in the local community jobs in the local community	G A	V G M	V G M	G A M
(Curricular Competency) Identify and appreciate the roles and responsibilities of people in their schools, families, and communities				G A
(Curricular Competency) Recognize the importance of positive relationships in their lives				G A
(Curricular Competency) Work respectfully and constructively with others to achieve common goals	G A	G A M	G A M	G A M
Share ideas, information, personal feelings, and knowledge with others	G A	G A M	G A M	G A M
GRADE 3 PHYSICAL AND HEALTH EDUCATION (2015)				
(Big ideas) Adopting healthy personal practices and safety strategies protects ourselves and others.	V G A	V G A M	V G A M	V G A M
(Content) Relationship between worries and fears	V	V	V	V
(Mental well-being) Describe factors that influence mental well-being and self-identity	V	V	V	V
(Mental well-being) Identify and apply strategies that promote mental well-being (calming breath)	V	V	V	V
(Social and community health) Describe and apply strategies for developing and maintaining positive relationships				A
How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games*			A	

* The theme song, which students are encouraged to learn and perform (invent a choreography), appears in each level.

** For each level, students are required to add up the points earned by each team member for their weekly mission.

Prepared by:





Emergency Preparedness Squad: BC Grade 4 Curriculum Links

The following table outlines the EPS activities that support the British Columbia Ministry of Education curriculum expectations (curriculum version in brackets).

V = video content

G = game show

A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
GRADE 4 SCIENCE AND TECHNOLOGY (2015)				
(Applying and innovating) Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches		M	M	A M
(Communicating) Express and reflect on personal or shared experiences of place	A	A M	M	G A M
GRADE 4 APPLIED DESIGN, SKILLS AND TECHNOLOGIES (2015)				
(Applied design) Defining (Making an emergency kit)			G A M	
(Applied design) Ideating (Making an emergency kit)			G A M	
(Applied design) Making (Making an emergency kit)			G A M	
(Applied design) Sharing (Plan and Kit Contents)			M	
GRADE 4 ENGLISH LANGUAGE ARTS (2015)				
(Big ideas) Exploring text and story helps us understand ourselves and make connections to others and to the world.	V G A	V G A M	V G A M	V G A M
(Big ideas) Listening carefully helps us learn.	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding	G	G	G	G
(Comprehend and connect) Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Use personal experience and knowledge to connect to text and develop understanding of self, community, and world		M	M	M
(Create and communicate) Exchange ideas and perspectives to build shared understanding	G A	G A M	G A M	G A M
(Create and communicate) Transform ideas and information to create original texts			A	
GRADE 4 ARTS EDUCATION (2015)				
(Big ideas) Creative expression is a means to explore and share one's identity within a community		A M	A	A
(Content) A variety of dramatic forms*			A	
(Communicating and documenting) Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences*			A	
(Communicating and documenting) Experience, document, perform, and share creative works in a variety of ways		A M	A	A

Curriculum Expectations	Modules			
	1	2	3	4
(Communicating and documenting) Express, feelings, ideas, and experiences in creative ways*		A M	A	A
(Exploring and creating) Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making			A	
(Exploring and creating) Explore identity, place, culture, and belonging through arts experiences		A M	A	A
(Reasoning and reflecting) Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art		A M	A	A
GRADE 4 MATHEMATICS (2015)				
(Content) Addition and subtraction **		M	M	M
GRADE 4 SOCIAL STUDIES (2015)				
Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Map an emergency plan)		G A		
GRADE 4 CAREER EDUCATION (2015)				
(Big Ideas) Family and community relationships can be a source of support and guidance when solving problems and making decisions.		M	M	M
(Content) Connections to Communitycultural and social awareness generational roles and responsibilities safety hazards and rules at school, at home, and in the community	G A	V G M	V G M	V G M
(Curricular Competency) Demonstrate respect for differences in the classroom		A	A	
GRADE 4 PHYSICAL AND HEALTH EDUCATION (2015)				
() how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games**			A	
(Healthy and active living) Identify and apply strategies for pursuing personal healthy-living goals	V	V	V	V
(Mental well-being) Describe and assess strategies for promoting mental well-being (calming breath)	V	V	V	V
(Mental well-being) Describe factors that positively influence mental well-being and self-identity	V	V	V	V
(Social and community health) Describe and apply strategies for developing and maintaining positive relationships				A

* The theme song, which students are encouraged to learn and perform (invent a choreography), appears in each level.

** For each level, students are required to add up the points earned by each team member for their weekly mission.

Prepared by:





Emergency Preparedness Squad: BC Grade 5 Curriculum Links

The following table outlines the EPS activities that support the British Columbia Ministry of Education curriculum expectations (curriculum version in brackets).

V = video content

G = game show

A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
GRADE 5 SCIENCE AND TECHNOLOGY (2015)				
(Applying and innovating) Contribute to care for self, others, and community through personal or collaborative approaches		M	M	A M
(Communicating) Communicate ideas, explanations, and processes in a variety of ways	A	A M	A M	M
(Communicating) Express and reflect on personal, shared, or others' experiences of place	A	A M	M	G A M
(Processing and analyzing data and information) Demonstrate an openness to new ideas and consideration of alternatives	A	G A	G A	M
GRADE 5 APPLIED DESIGN, SKILLS AND TECHNOLOGIES (2015)				
(Applied design) Defining (Making an emergency kit)			G A M	
(Applied design) Ideating (Making an emergency kit)			G A M	
(Applied design) Making (Making an emergency kit)			G A M	
(Applied design) Sharing (Plan and Kit Contents)			M	
GRADE 5 ENGLISH LANGUAGE ARTS (2015)				
(Big ideas) Exploring text and story helps us understand ourselves and make connections to others and to the world.	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding	G	G	G	G
(Comprehend and connect) Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text	V G A	V G A M	V G A M	V G A M
(Comprehend and connect) Use personal experience and knowledge to connect to text and develop understanding of self, community, and world		M	M	M
(Create and communicate) Transform ideas and information to create original texts			A	
(Create and communicate) Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences		A M	A	
GRADE 5 ARTS EDUCATION (2015)				
(Content) A variety of dramatic forms*			A	
(Content) Choreographic devices*			A	
(Communicating and documenting) Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences*			A	
(Communicating and documenting) Experience, document, perform, and share creative works in a variety of ways		A M	A	A

Curriculum Expectations	Modules			
	1	2	3	4
(Communicating and documenting) Express, feelings, ideas, and experiences through the arts*		A M	A	A
(Reasoning and reflecting) Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art		A M	A	A
GRADE 5 MATHEMATICS (2015)				
(Content) Addition and subtraction **		M	M	M
GRADE 5 SOCIAL STUDIES (2015)				
Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)	G A	V G A M	V G A M	G M
GRADE 5 CAREER EDUCATION (2015)				
(Big Ideas) Family and community relationships can be a source of support and guidance when solving problems and making decisions.		M	M	M
(Content) Connections to Communitycultural and social awareness generational roles and responsibilities safety hazards and rules at school, at home, and in the community	G A	V G M	V G M	V G M
(Curricular Competency) Demonstrate respect for differences in the classroom		A	A	
GRADE 5 PHYSICAL AND HEALTH EDUCATION (2015)				
(Social and community health) Describe and apply strategies for developing and maintaining healthy relationships				A
Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.				A
How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games*				A
(Mental well-being) Identify and describe practices that promote mental well-being (calming breath)	V	V	V	V

* The theme song, which students are encouraged to learn and perform (invent a choreography), appears in each level.

** For each level, students are required to add up the points earned by each team member for their weekly mission.

Prepared by:

