ONTARIO CURRICULUM CONNECTIONS

Grade	Subject	Coding Change Sessions	Curriculum Outcomes
4	Health and Physical Education	Session 1 Session 2	• Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade • Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives; • Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living • Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
4	Science and Technology	Session 1 Session 3 Session 4 Session 5 Session 6	• Analyse the effects of human activities on habitats and communities; • Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them. • Assess the impact on society and the environment of technological innovations related to light and sound; • Demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.
4-8	Mathematics	Session 1 Session 2 Session 3 Session 4 Session 5 Session 6	• Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum • Demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life • Use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

			• Solve problems and create computational representations of mathematical situations using coding concepts and skills
			• Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life
			• Compare, estimate, and determine measurements in various contexts

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5	Health and Physical Education	Session 1 Session 2	• Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade • Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives; • Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; • Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
5	Science and Technology	Session 1 Session 3	• Analyse the impact of human activities and technological innovations on human health; • 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; • Investigate energy transformation and conservation; • Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved

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6	Health and Physical Education	Session 1 Session 2	• Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade • Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding

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			of how physical activity can be incorporated into their daily lives; • Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; • Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
6	Science and Technology	Session 3 Session 5	• Analyse the impact of human activities and technological innovations on human health; • 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; • Investigate energy transformation and conservation; • Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved
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7	Health and Physical Education	Session 1 Session 2	• Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade • Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives; • Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; • Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
7	Science and Technology	Session 3 Session 4 Session 5 Session 6	• Assess the costs and benefits of technologies that reduce heat loss or heat-related impacts on the environment; • Investigate ways in which heat changes substances, and describe how heat is transferred; • Demonstrate an understanding of heat as a form of energy that is associated with the movement of

			particles and is essential to many processes within the earth's systems
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8	Health and Physical Education	Session 1 Session 2	• Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade • Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives; • Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living; • Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
8	Science and Technology	Session 2 Session 3 Session 4 Session 5 Session 6	• 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; • Investigate a working system and the ways in which components of the system contribute to its desired function; • Demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation. • Assess the impact of human activities and technologies on the sustainability of water resources; • Investigate factors that affect local water quality; demonstrate an understanding of the characteristics of the earth's water systems and the influence of water systems on a specific region.
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9	Science and Technology	Session 2 Session 3 Session 4 Session 5 Session 6	• 1 Scientific Investigation Skills • Initiating and Planning IP • Performing and Recording PR • Analysing and Interpreting AI • Communication C • Assess the impact of human activities on the sustainability of terrestrial and/or aquatic

				ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts; • Investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems; • Demonstrate an understanding of the dynamic nature of ecosystems, particularly in terms of ecological balance and the impact of human activity on the sustainability of terrestrial and aquatic ecosystems. • Analyse the impact of human activity on terrestrial or aquatic ecosystems, and assess the effectiveness of selected initiatives related to environmental sustainability; • 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; • 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.