VILLAGE SQUARE

CANADIAN STANDARDS ALIGNMENT

This document helps curriculum leaders, educators, instructional designers, and reviewers understand how the Village Square Minecraft Education lesson and extension activities align with Canadian provincial curricula for learners aged 9–14.

The document maps the lesson's pre-game, gameplay, post-game, and community-impact activities to the curricula of Ontario, British Columbia, Alberta, and Québec. It highlights citizenship and social studies expectations, inquiry and communication skills, responsible participation, Indigenous governance and perspectives, and the strongest areas of alignment across provinces.

Use this crosswalk to review curriculum fit, plan instruction, support internal approvals, or adapt Village Square for a Canadian programme. Begin with the provincial and grade-band overview, then consult the activity-by-activity mappings and cross-province summary. Because education is governed provincially and territorially, verify all mappings against the current curriculum for the relevant jurisdiction before formal use.

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Canada Standards Crosswalk

Village Square — Minecraft Education Lesson Plan & Presentation

Alignment to the curricula of Ontario, British Columbia, Alberta, and Québec

Field	Detail
Scope	The four largest provincial systems: Ontario, British Columbia, Alberta, and Québec — together the large majority of Canadian students. Each is mapped to its own curriculum.
No national curriculum	Education in Canada is fully provincial/territorial; there is no national curriculum. Other provinces and territories (some of which adapt these four) can be added on request.
Learner age	Ages 9–14 — roughly Grades 4–9. Each nation's phases are set out in the mapping table below.
Companion	Mirrors the US (C3 / CASEL / Common Core ELA), UK (four-nation), and Australia (v9) crosswalks, using the same twelve Village Square activities.
Nature of this document	An independent alignment analysis. The lesson plan cites no curriculum references; mappings were inferred from activity content and should be verified against each province's current curriculum before formal use.

1. The Canadian landscape

Because curriculum is set province by province, this crosswalk treats each of the four provinces in turn, using its own framework and terminology. Two things hold across all four: the unit's democratic themes map strongly to each province's citizenship/social-studies strand, and its discussion-led design maps strongly to each province's oral-communication expectations. A shared, high-value opportunity in every province is the link to Indigenous governance and perspectives.

Age-to-phase mapping (ages 9–14)

Province	Phases covered by ages 9–14
Ontario	Social Studies, Grades 4–6 (incl. Grade 5 'The Role of Government and Responsible Citizenship'); History and Geography, Grades 7–8. Formal Civics is Grade 10, beyond this band.
British Columbia	Social Studies, Grades 4–9 (Big Ideas, Curricular Competencies, Content) plus the Core Competencies (K–12).
Alberta	Social Studies, Grades 4–9 — notably Grade 6 (democratic participation and historical models of democracy) and Grade 9 (governance and rights). The K–6 program is under renewal.
Québec	Elementary 'Geography, History and Citizenship Education' (Cycle 3, Grades 5–6) and Secondary Cycle 1 'History and Citizenship Education' (Secondary 1–2, ages ~12–14).

2. Ontario

Frameworks referenced

Framework	What it covers
Social Studies (Grades 4–6)	Especially Grade 5, Strand B, 'People and Environments: The Role of Government and Responsible Citizenship' — application (B1), inquiry (B2), and understanding context (B3, the roles of the three levels of government and the rights and responsibilities of citizens).
Citizenship Education Framework	Four frames woven through Social Studies: Active Participation, Identity, Attributes, and Structures.
Social Studies inquiry process	Formulate questions; gather and organize; interpret and analyse; evaluate and draw conclusions; communicate.
Language (2023)	Oral communication, and composition (writing for purpose and audience), including vocabulary.

Activity	Curriculum reference(s)	How the activity meets it
Anticipation Guide	Citizenship Education Framework (Attributes — respect, fairness; Identity); Grade 5 SS Strand B (responsible citizenship); Language (oral communication).	Students take and justify a position on ten civic statements, then hear peers who see things differently.
Vocabulary	Language (vocabulary; figurative language for personification); underpins the Grade 5 SS civics concepts.	Explicit teaching and applied use of civic terms; the Personification task addresses figurative language.
Mini-Lesson	Language (oral communication); Citizenship Education Framework (Active Participation).	Models the Think-Pair-Share routine.
Bedrock Debates	Grade 5 SS B2 (inquiry from various perspectives) and B3 (rights and responsibilities); Citizenship Framework (Attributes; Active Participation); Language (oral communication).	Twenty civic dilemmas debated via Turn and Talk.
Take-Home Table Talk	Grade 5 SS B1 (citizens' roles and responses); Citizenship Framework (Identity, Active Participation); Language.	Family interviews connect civic ideas to real community life.

Framework	What it covers	
Notetaker	Social Studies inquiry process (gather, organize and interpret evidence); Language (writing).	Records problem, people, and solution across four challenges.
Gameplay	Grade 5 SS B3 (roles of the levels of government — as analogue) and B1 (responses of governments and citizens); Citizenship Framework (Structures, Active Participation).	Deliberations, the vote, and consequences. See gap note re: Canadian institutions.
A. Discussion Questions	Grade 5 SS Strand B (rules, the common good, decision-making); Language (oral and writing).	Discussion and written answers.
B. Cube City News	Language — writing (persuasive, for purpose and audience) and vocabulary.	A one-paragraph persuasive news article using at least four terms.
C. Hear Ye Council	Citizenship Framework (Active Participation, Structures); Grade 5 SS B (government roles, decision-making); Language (oral — present; writing — statement).	Groups write a statement, present it, and the class votes.
D. Class Charter	Citizenship Education Framework (all four frames, esp. Active Participation and Attributes); Grade 5 SS B (responsible citizenship; rights and responsibilities); Language (oral).	The class co-creates and votes to adopt a charter — the strongest single alignment.
Community Impact Project	Grade 5 SS B1 (plans of action for citizens and governments); Citizenship Framework (Active Participation); the inquiry process; Language.	Pupils identify and act on a real community need — the unit's flagship task.

3. British Columbia

Frameworks referenced

Framework	What it covers
Core Competencies	Communication; Thinking (Critical, Creative); and Personal and Social — including 'Social Awareness and Responsibility', with facets Building Relationships, Contributing to Community and Caring for the Environment, Resolving Problems, and Valuing Diversity.
Social Studies — Curricular Competencies	Inquiry; perspective ('explain why people's beliefs, values and worldviews may differ'); and ethical judgment ('make ethical judgments about events, decisions or actions').
Social Studies — Content	Grade 5 (Canadian institutions and government; rights and responsibilities; First Peoples governance) and Grade 6 (different systems of government; global governance and human rights).

Activity	Curriculum reference(s)	How the activity meets it
Anticipation Guide	Core Competency — Social Awareness and Responsibility (Valuing Diversity; Resolving Problems); SS curricular competency (perspective).	Position-taking while valuing differing views.
Vocabulary	Core Competency — Communication; Social Studies content vocabulary.	Civic vocabulary; personification addresses language skills.
Mini-Lesson	Core Competency — Communication (Collaborating).	Think-Pair-Share.
Bedrock Debates	SS curricular competencies (perspective; ethical judgment); Core Competency — Social Awareness and Responsibility (Valuing Diversity; Resolving Problems); Grade 5/6 content (rights and responsibilities).	Twenty civic dilemmas debated in pairs.
Take-Home Table Talk	Core Competency — Social Awareness and Responsibility (Building Relationships; Contributing to Community).	Family interviews.

Framework	What it covers	
Notetaker	SS curricular competencies (inquiry; gather, interpret and evaluate evidence and sources).	Records problem, people, and solution.
Gameplay	SS content (Grade 5 Canadian institutions and government; Grade 6 systems of government — as analogue); Big Idea (systems of government vary in their ability to protect rights and freedoms); Core Competency — Thinking.	Deliberations, the vote, and consequences. See gap note re: Canadian institutions.
A. Discussion Questions	SS curricular competency (ethical judgment; significance); Core Competency — Communication.	Discussion plus written answers.
B. Cube City News	Core Competency — Communication (Communicating); persuasive text creation.	Persuasive article using at least four terms.
C. Hear Ye Council	Core Competency — Communication (Collaborating) and Social Awareness and Responsibility (Contributing to Community); SS content (government and decision-making).	Groups write a statement, present it, and the class votes.
D. Class Charter	Core Competency — Social Awareness and Responsibility (Building Relationships; Resolving Problems; Valuing Diversity) and Personal Awareness and Responsibility; SS content (rights and responsibilities).	The class co-creates and votes to adopt a charter — the strongest single alignment.
Community Impact Project	Core Competency — Social Awareness and Responsibility (Contributing to Community and Caring for the Environment); Thinking (Critical and Creative); SS inquiry.	Pupils identify and act on a real community need.

4. Alberta

Frameworks referenced

Framework	What it covers
Core concepts	Citizenship and identity are the twin organizing concepts of Alberta Social Studies.
Grade 6	6.1 'Citizens Participating in Decision Making' (the dynamic relationship between governments and citizens in the democratic process); 6.2 'Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy'.
Grade 9	9.1 'Issues for Canadians: Governance and Rights' (Canada's political and legislative processes, the Charter, and citizenship).
Skills & processes	Dimensions of thinking; social participation as a democratic practice; research for deliberative inquiry; and communication.

Activity	Curriculum reference(s)	How the activity meets it
Anticipation Guide	Citizenship and identity (core); skills — social participation as a democratic practice (respect diverse viewpoints).	Position-taking while valuing differing views.
Vocabulary	Communication skills; underpins the civics concepts.	Civic vocabulary; personification addresses language skills.
Mini-Lesson	Skills — social participation; oral communication.	Think-Pair-Share.
Bedrock Debates	Grade 6.1 (citizens and government in the democratic process); Grade 9.1 (governance and rights, for older students); skills — critical thinking and respect for multiple perspectives.	Twenty civic dilemmas debated in pairs.
Take-Home Table Talk	Citizenship and identity; social participation as a democratic practice.	Family interviews.
Notetaker	Skills — research for deliberative inquiry; managing information.	Records problem, people, and solution.

Framework	What it covers	
Gameplay	Grade 6.1 (the dynamic relationship between governments and citizens) and 6.2 (historical models of democracy — Athens and the Iroquois/Haudenosaunee Confederacy); Grade 9.1 (governance and rights).	Deliberations, the vote, and consequences — a close conceptual fit. See gap note re: Canadian institutions.
A. Discussion Questions	Grade 6.1 / 9.1 (governance, rights, the common good); skills — critical thinking.	Discussion plus written answers.
B. Cube City News	Communication skills (persuasive/expressive writing).	Persuasive article using at least four terms.
C. Hear Ye Council	Grade 6.1 (participating in decision making); social participation as a democratic practice; communication.	Groups write a statement, present it, and the class votes.
D. Class Charter	Citizenship and identity (core); Grade 6.1 (democratic participation); social participation; values.	The class co-creates and votes to adopt a charter — the strongest single alignment.
Community Impact Project	Grade 6.1 / 9.1 (active citizenship); skills — social participation, decision-making, and research.	Pupils identify and act on a real community need — the unit's flagship task.

5. Québec

Frameworks referenced

Framework	What it covers
Broad Areas of Learning	Especially 'Citizenship and Community Life' (one of the five Broad Areas of Learning in the Québec Education Program).
Geography, History & Citizenship Education (elementary)	Competencies: understand the organization of a society in its territory; interpret change in a society; and be open to the diversity of societies and their territories.
History & Citizenship Education (Secondary Cycle 1)	Competency 3: 'Constructs his/her consciousness of citizenship through the study of history.'
Cross-curricular competencies	Exercises critical judgment; solves problems; cooperates with others; and communicates appropriately.

Activity	Curriculum reference(s)	How the activity meets it
Anticipation Guide	Broad Area — Citizenship and Community Life; cross-curricular 'Exercises critical judgment'; elementary GHCE (openness to diversity of societies).	Position-taking while valuing differing views.
Vocabulary	Cross-curricular 'Communicates appropriately'; language arts vocabulary.	Civic vocabulary; personification addresses language skills.
Mini-Lesson	Cross-curricular 'Cooperates with others' and 'Communicates appropriately'.	Think-Pair-Share.
Bedrock Debates	Broad Area — Citizenship and Community Life; 'Exercises critical judgment'; History & Citizenship Education (consciousness of citizenship).	Twenty civic dilemmas debated in pairs.
Take-Home Table Talk	Broad Area — Citizenship and Community Life; cross-curricular 'Cooperates with others'.	Family interviews.
Notetaker	Cross-curricular 'Uses information'; the historical method (interpret evidence).	Records problem, people, and solution.

Framework	What it covers	
Gameplay	History & Citizenship Education (consciousness of citizenship); Broad Area — Citizenship and Community Life; cross-curricular 'Solves problems'.	Deliberations, the vote, and consequences. See gap note re: Québec/Canadian institutions.
A. Discussion Questions	Cross-curricular 'Exercises critical judgment'; Broad Area — Citizenship and Community Life.	Discussion plus written answers.
B. Cube City News	Cross-curricular 'Communicates appropriately'; language arts (writing).	Persuasive article using at least four terms.
C. Hear Ye Council	Broad Area — Citizenship and Community Life; 'Cooperates with others'; History & Citizenship Education (citizenship); communication.	Groups write a statement, present it, and the class votes.
D. Class Charter	Broad Area — Citizenship and Community Life; personal-and-social cross-curricular competencies; History & Citizenship Education (citizenship).	The class co-creates and votes to adopt a charter — the strongest single alignment.
Community Impact Project	Broad Area — Citizenship and Community Life; cross-curricular 'Solves problems' and 'Cooperates with others'; language arts.	Pupils identify and act on a real community need — the unit's flagship task.

6. Cross-province summary

Consistent strengths across all four provinces

- Every province's citizenship / responsible-participation strand is met strongly: democracy, rights and responsibilities, rules, fairness, and participation.
- The discussion-led design is a strong fit for oral-communication expectations everywhere (Ontario Language; BC Communication; Alberta communication skills; Québec 'Communicates appropriately').
- Active citizenship — the Class Charter, the Council vote, and the Community Impact Project — maps to each province's participation and decision-making expectations.
- Ethical reasoning and perspective-taking are supported throughout (notably BC's ethical-judgment competency and Québec's critical-judgment competency).

Common gaps to plan for

- Real institutions: every province expects grounding in actual Canadian government — the three levels of government, the parliamentary system, and the Charter of Rights and Freedoms. The fictional village is a strong analogue but not a substitute; add a Canadian-government bridge suited to each province.
- Indigenous governance and perspectives: a strong, currently-underused fit in all four — Alberta's Grade 6.2 already pairs Athens with the Haudenosaunee (Iroquois) Confederacy; BC's First Peoples Principles of Learning; Ontario's First Nations, Métis and Inuit expectations; and First Nations of Québec. This is the single highest-value enrichment, and should be developed respectfully and in consultation.
- Evidence and sources: source-evaluation is light against the inquiry expectations in every province.
- Grade band: ages 9–14 straddle two phases in each province — choose the level or differentiate; some content skews older.
- Documentation: the plan cites no curriculum references; all alignment here is external and inferred.

Appendix — Key references cited

Ontario

Reference	Summary
Grade 5 SS, Strand B	'People and Environments: The Role of Government and Responsible Citizenship' — application (assessing government and citizen responses to issues), inquiry (investigating issues from various perspectives, including the responsible level of government), and understanding context (the roles of the three levels of government and the rights and responsibilities of citizens).
Citizenship Education Framework	Four frames: Active Participation; Identity; Attributes; Structures.

British Columbia

Reference	Summary
Social Awareness and Responsibility (Core Competency)	Facets: Building Relationships; Contributing to Community and Caring for the Environment; Resolving Problems; and Valuing Diversity (valuing diversity, defending human rights, and interacting ethically).
SS Curricular Competencies	Inquiry; perspective (why beliefs, values and worldviews differ); and ethical judgment (making ethical judgments about events, decisions or actions).

Alberta

Reference	Summary
Grade 6.1	'Citizens Participating in Decision Making' — students demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.
Grade 6.2	'Historical Models of Democracy: Ancient Athens and the Iroquois Confederacy' — how these models have contributed to the development of modern democratic government.
Grade 9.1	'Issues for Canadians: Governance and Rights' — how Canada's political and legislative processes and the Charter affect citizenship and identity.

Québec

Reference	Summary
Broad Areas of Learning	Citizenship and Community Life; Environmental Awareness and Consumer Rights and Responsibilities; Media Literacy; Health and Well-Being; Personal and Career Planning.
History & Citizenship Education (Secondary Cycle 1)	Competencies: examines social phenomena from a historical perspective; interprets social phenomena using the historical method; constructs his/her consciousness of citizenship through the study of history.
Cross-curricular competencies	Uses information; solves problems; exercises critical judgment; uses creativity; cooperates with others; communicates appropriately.

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