Field Agent

Canada Standards Correlation

Provincial curriculum connections for Grades 3-7, with detailed mappings for Ontario and British Columbia.

This standards correlation helps curriculum leaders, educators, instructional designers, and provincial or local reviewers understand how the Field Agent Minecraft Education lesson and student workbook connect to Canadian provincial curricula.

Education in Canada is governed provincially and territorially. There is no single national K-12 computing standard, and provinces place coding, computational thinking, digital literacy, design, and technology learning in different curriculum areas. This document therefore distinguishes direct alignment from broader supporting connections.

The activity tables provide detailed correlations for Ontario and British Columbia. A province-by-province overview identifies the most relevant curriculum home in the other eight provinces. Because this is an independent analysis rather than an official endorsement, educators should verify the mapping against the curriculum currently implemented by their province, school authority, and grade.

Note: Field Agent is a simulated AI-literacy experience. No artificial intelligence or machine-learning model is used during gameplay. The Agent follows programmed game rules that represent selected ideas about data, patterns, testing, and human review. The simulation simplifies how real AI systems are developed and used.

Standards Correlation

Field	Detail
Scope	Ontario Science and Technology, Strand A, and Mathematics, Strand C3 Coding; British Columbia Applied Design, Skills and Technologies; supporting curriculum connections for Alberta, Saskatchewan, Manitoba, Quebec, New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador.
Grade band	Grades 3-7, approximately ages 8-12. Provincial curricula organise expectations differently, so not every province has a discrete code at every grade.
Source materials	Minecraft Education Field Agent Educator Guide; Minecraft Education Field Agent Student Workbook.
Nature of document	Independent alignment inferred from observable student actions and explicit lesson content. It is not formal validation or endorsement by a provincial ministry or curriculum authority. Field Agent is a simulated AI-literacy experience. No artificial intelligence or machine-learning model is used during gameplay; learners do not use an AI tool or train a live model. The Agent follows programmed game rules that represent selected ideas about data, patterns, testing, and human review.

1. Provincial frameworks referenced

The strongest direct curriculum connections are in Ontario and British Columbia. Other provinces are included at the framework level where exact grade-specific coding expectations were not established in the reviewed official sources.

Province	Relevant curriculum focus	Alignment level
Ontario	Science and Technology, Grades 1-8, Strand A: STEM Skills and Connections, including coding and emerging technologies; Mathematics, Grades 1-8, Strand C3: Coding.	Direct
British Columbia	Applied Design, Skills and Technologies (ADST): design	Direct

	thinking, computational thinking, testing, refining, evaluating, visual programming, digital literacy, and responsible use.	
Alberta	K-6 Science includes computer science and computational thinking; Career and Technology Foundations in Grades 5-9 supports plan, create, appraise, and communicate processes across technology contexts.	Supporting
Saskatchewan	Curriculum is organised by grade and subject; elementary connections are most likely through mathematics, science, practical and applied arts, inquiry, problem-solving, and digital learning. A standalone Computer Science 20 course exists beyond the Field Agent age range.	Supporting
Manitoba	Literacy with ICT Across the Curriculum develops critical and creative thinking about information and communication while using ICT safely, responsibly, and ethically.	Direct framework-level
Quebec	The Quebec Education Program includes cross-curricular competencies and Mathematics, Science and Technology. The 2026 Digital Competency Framework supports confident, critical, creative, and responsible use of digital technology.	Supporting
New Brunswick	The provincial curriculum framework is organised by learning blocks and global competencies. Its Digital Literacy Framework includes computational thinking, critical	Direct framework-level

	inquiry and meaning making, creativity, design and problem-solving, digital citizenship, and collaboration.	
Nova Scotia	Renewed curriculum is organised around Essential Graduation Competencies, student-centred learning, flexibility, literacy, numeracy, and preparation for a rapidly changing world. Field Agent fits most clearly as an inquiry, technology, problem-solving, and digital-literacy resource.	Supporting
Prince Edward Island	Provincial programs of study define grade-level expectations. Field Agent should be locally correlated to mathematics, science, and technology-learning outcomes selected for the class.	Local verification needed
Newfoundland and Labrador	Provincial curriculum guides and the Atlantic Canada Technology Education foundation provide the most relevant home for technology, problem-solving, design, and responsible use connections.	Supporting

2. Ontario detailed correlation

Ontario Science and Technology Strand A is integrated with the other science strands. The Field Agent farm context can support coding, emerging technology, investigation, communication, and design-process expectations when taught alongside an appropriate science context.

Field Agent activity	Ontario strand / area	How the activity addresses it
Essential Question and The Confused Robot	Science & Technology A1; A2.1	Students use investigation and communication skills and examine testing, debugging, and refining through a human simulation of instructions and system behaviour.

Vocabulary Review	Science & Technology A1.5	Students apply the key vocabulary artificial intelligence (AI), data, debug, input, output, train, and test. Model, predict, and prompt are additional vocabulary.
Barn Raising	Science & Technology A1.2, A1.3; A2	Students test a simulated rule-based experience, observe how examples affect behaviour, and refine the information supplied to improve the result. This supports investigation and communication skills; it does not itself require students to write or execute code.
Fence Building	Science & Technology A1.2, A1.3; A2.2	Students investigate incomplete or narrow examples, assess limitations in the simulated system, and propose better examples. The connection is to investigation and emerging-technology impact, not direct coding practice.
Crop Harvesting	Science & Technology A1.1, A1.2; A2	Students gather observations, compare inputs and outputs, identify errors, and explain how examples influence decisions in the simulation. The activity does not require writing or executing code.
Facilitated Reflection	Science & Technology A2.2; A3	Students describe impacts, practical applications, benefits, limitations, bias, and human responsibility related to AI.
AI Output Review Checklist	Science & Technology A1; A2.2	Students apply criteria to evaluate accuracy, completeness, clarity, usefulness, and trustworthiness, with fairness considered when applicable.
Knowledge Check and Exit Tickets	Science & Technology A1.5	Students communicate evidence-based explanations using domain-specific vocabulary.
Optional Code Yard	Science & Technology A2.1; Mathematics C3 Coding	A defined Code Builder task can require writing, executing, testing, debugging, and refining code. Direct coding alignment depends on the task and grade-specific expectation.

3. British Columbia detailed correlation

For Grades 6-7, ADST can explicitly include computational thinking, visual programming, digital literacy, and design. For Grades 3-5, the strongest connections are to the ADST design process and curricular competencies rather than prescribed computing content.

Field Agent activity	B.C. ADST focus	How the activity addresses it
Essential Question and The Confused Robot	ADST Curricular Competencies: defining, ideating, testing, making, and sharing	Students define the intended outcome, compare possible instructions, test results, and refine the approach.
Vocabulary Review	ADST skills and technologies; computational-thinking language	Students apply the key vocabulary artificial intelligence (AI), data, debug, input, output, train, and test. Model, predict, and prompt are additional vocabulary.
Barn Raising	Computational Thinking; testing and evaluating	Students provide examples, observe system behaviour, and improve the examples in response to evidence.
Fence Building	ADST design process: testing, evaluating, and refining; a supporting connection to computational thinking	Students recognise missing variation, generalise across animal types, and revise a solution that works only for limited cases.
Crop Harvesting	Computational Thinking; visual representations of problems and data	Students classify crop stages, interpret visual information, and evaluate the Agent's decisions.
Facilitated Reflection	Digital literacy and informed, responsible use of technology	Students discuss benefits, limitations, data quality, and human responsibility in digital systems.
AI Output Review Checklist	Digital literacy: criteria for accuracy, completeness, clarity, usefulness, and trustworthiness	Students use explicit criteria to judge whether an output is accurate, complete, fair, useful, and trustworthy.
Knowledge Check and Exit Tickets	ADST communication and reflection	Students explain the evidence, evaluate results, and communicate improvements using technical language.
Optional Code Yard	Visual programming; simple algorithms; design, make, test, and refine	A defined Code Builder challenge can produce direct evidence of visual programming and algorithmic thinking.

4. Other provinces: recommended correlation approach

Province	Recommended curriculum home	Best Field Agent evidence
Alberta	Use K-6 Science computer-science and computational-thinking outcomes where available; for Grades 5-7, consider CTF plan-create-appraise-communicate processes.	Strongest evidence: instruction sequences, pattern recognition, testing, refining examples, evaluation, and communicating findings.
Saskatchewan	Map locally to grade-level mathematics, science, inquiry, and practical/applied learning rather than claiming the secondary Computer Science 20 outcomes.	Use data classification, problem-solving, prediction, evaluation, and responsible technology discussion.
Manitoba	Use Literacy with ICT Across the Curriculum, especially Question and Plan, Gather and Make Sense, Produce to Show Understanding, Communicate, and Reflect.	Field Agent's full lesson cycle closely mirrors inquiry, critical thinking, communication, reflection, and ethical use.
Quebec	Use cross-curricular competencies, Mathematics/Science/Technology learning, and the Digital Competency Framework.	Emphasise problem-solving, technological skills, critical judgement, ethical citizenship, collaboration, and reflection.
New Brunswick	Use the Digital Literacy Framework, particularly Computational Thinking, Critical Inquiry and Meaning Making, and Creativity, Design and Problem Solving.	Field Agent provides direct evidence of algorithms, data reasoning, testing, evaluation, bias awareness, and responsible decisions.
Nova Scotia	Map to Essential Graduation Competencies and relevant grade-level science, mathematics, or technology outcomes selected by the educator.	Emphasise inquiry, communication, critical thinking, technological fluency, and problem-solving.
Prince Edward Island	Complete a local grade-level crosswalk using the current Program of Studies and the selected	Treat Field Agent as supporting evidence until exact grade-level outcomes are identified.

	mathematics, science, or technology outcomes.	
Newfoundland and Labrador	Use relevant provincial curriculum guides and Atlantic Canada technology-education outcomes for problem-solving, design, technological capability, and responsible decision-making.	Emphasise inputs and outputs, system testing, evaluating technological solutions, and communicating findings.

5. Coverage summary

Strongly covered

Ontario Science and Technology Strand A: investigation, communication, coding and emerging technologies, testing, debugging, refinement, impacts, and practical applications.
British Columbia ADST: defining needs, ideating, making, testing, refining, evaluating, computational thinking, visual programming, digital literacy, and bias evaluation.
Manitoba Literacy with ICT: critical and creative thinking, inquiry, communication, reflection, and safe, responsible, ethical use.
New Brunswick Digital Literacy Framework: computational thinking, critical inquiry, meaning making, creativity, design, problem-solving, and digital citizenship.
Cross-provincial themes of problem-solving, data reasoning, evaluating outputs, communicating evidence, and responsible technology use.

Partially covered

Ontario mathematics coding expectations: the core lesson uses algorithmic reasoning but does not require students to write and execute code. Direct alignment requires a defined Code Yard activity.
B.C. visual programming expectations: direct evidence depends on adding an assessed Code Builder task.
Formal data collection and analysis: students reason from examples and observed outputs but do not use a spreadsheet or database.
Digital citizenship, privacy, security, and digital footprint outcomes: responsibility and trustworthiness are discussed, but privacy and security are not central lesson topics.
Province-specific outcomes outside Ontario and B.C.: connections are often framework-level and should be finalised with the exact grade and locally implemented curriculum.

Not directly addressed - plan accordingly

Programming syntax, variables, functions, and complete student-authored programs in the core lesson.
Networks, hardware architecture, authentication, encryption, cybersecurity, and system protection.
Personal-data collection, privacy settings, password management, and digital footprints.
Formal spreadsheet, database, or statistical analysis.
Official provincial endorsement. These mappings are independent and require local verification.

Appendix A - Source links

- Ontario Science and Technology curriculum

- Ontario Mathematics Grade 7 Coding example
- British Columbia ADST curriculum
- British Columbia ADST 7
- Alberta curriculum overview
- Saskatchewan curriculum
- Manitoba Information and Communication Technology
- Manitoba Literacy with ICT
- Quebec Elementary Education Program
- Quebec Content for Developing Digital Competency
- New Brunswick Curriculum Framework
- New Brunswick Digital Literacy Framework resource
- Nova Scotia Curriculum
- Prince Edward Island Programs of Study
- Newfoundland and Labrador Curriculum
- Atlantic Canada Technology Education foundation

Prepared as an independent correlation analysis of Field Agent. Provincial curricula and implementation can change; verify exact grade-level expectations before formal use.

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