

ESCAPE CITY

Curricular Connections Grades K-6

**CALGARY &
SOUTHERN ALBERTA**
(368) 996-5489
YYC@ESCAPECITY.CA


@ESCAPECITY.CA

**EDMONTON &
NORTHERN ALBERTA**
(587) 598-2489
YEG@ESCAPECITY.CA

KINDERGARTEN CURRICULAR CONNECTIONS

SCIENCE

Matter: Understanding of the physical world is deepened by investigating matter and energy.

Learning Outcome: Children examine properties of objects.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>An object is anything that can be perceived using one or more of the five senses.</p> <p>The five senses are</p> <ul style="list-style-type: none"> • sight • touch • hearing • smell • taste <p>Properties are distinctive characteristics.</p>	<p>Objects have identifiable properties.</p>	<p>Explore properties of various objects using one or more of the five senses. Describe properties of various objects.</p>	<p>Students will be encouraged to use their senses to identify objects and use them in solving puzzles. Through a facilitated discussion the students have the opportunity to articulate how they used their senses to complete the challenges.</p>

KINDERGARTEN CURRICULAR CONNECTIONS

SCIENCE

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

Learning Outcome: Children interpret instructions in various environments.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>Instructions may be experienced in many different contexts, such as:</p> <ul style="list-style-type: none"> • home • learning environments • games • experiences in nature <p>Instructions can be given in many ways and presented through:</p> <ul style="list-style-type: none"> • speaking • pictures • gestures • traditional teachings 	<p>Following instructions can help people be safe, complete a task, and know what to do.</p>	<p>Match an action to the corresponding instruction. Engage in activities that involve following instructions in various contexts. Identify instructions that help keep people safe in various contexts. Engage in activities that involve following instructions presented in various ways.</p>	<p>During the Escape City experience students will be exposed to oral, visual, and written instructions with support, in which following correctly is essential to the success of the experience.</p>

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Critical Thinking:</p> <ul style="list-style-type: none"> • I wonder about the world around me. • I think about and share experiences or feelings. • I make predictions based on prior knowledge. • I make choices based on what I like or know. • I recognize how my thoughts, words, or actions affect others and myself. 	<p>Through the exploration of problem solving in escape rooms and puzzlebased stations the students have the opportunity to awaken their wonder by using their prior knowledge, make predictions and test out their conclusions. Wrapping up the activities with a debrief allows the students to reflect upon their experiences.</p>
<p>Problem Solving:</p> <ul style="list-style-type: none"> • I communicate when I have a problem. • I ask questions to help me solve problems. • I explore ways to overcome challenges independently or with others. • I try new ways to solve problems. 	<p>The nature of the escape rooms provide an opportunity for students to solve problems in a group setting, while allowing for moments of individual contributions to shine through. Teamwork and resilience in trying out solutions are essential for success, while having a built-in support system to ask questions to help guide the experience.</p>
<p>Research and Managing Information:</p> <ul style="list-style-type: none"> • I use my senses to learn about the world around me. • I connect new information with things I already know. • I use information to understand my world and myself. 	<p>Students are encouraged to interact with the puzzles by utilizing their senses and using the gathered information to inform choices, communicate with their teammates, and make connections to find solutions.</p>

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • I create to learn and have fun. • I use my imagination to combine materials or ideas to create something new. • I change my creations based on new ideas, information, or materials. • I try new ways of doing things. 	<p>The experience allows for the students to create their own puzzles in the spirit of fun and challenge their peers while working within the limitations of guided puzzle creation, materials, environment, and time constraints while encouraging creativity.</p>
<p>Communication:</p> <ul style="list-style-type: none"> • I listen to others and respond to simple questions. • I communicate verbally or nonverbally. • I describe or represent my experiences, ideas, or feelings. • I communicate to interact, learn, or have fun. • I use a range of terms and symbols to express or interpret messages. 	<p>Communication is essential for participation in the experience and is encouraged through the group work structure needed to overcome the challenges presented, as well as the students receive immediate feedback on their teamwork through the nature of success and failure of the challenge.</p>
<p>Collaboration:</p> <ul style="list-style-type: none"> • I interact in groups to learn and have fun. • I take turns when learning and playing with others. • I am a courteous member of my learning communities. 	<p>The collaborative nature of the escape room experience encourages students to have fun while working in a group setting and rewards groups that collaborate effectively.</p>

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Citizenship:</p> <ul style="list-style-type: none">• I interact with people in my communities.• I advocate for myself to experience success in learning and play.• I help others in familiar environments.• I make decisions based on what I like or know.	<p>Students are supported throughout the experience by facilitators to make the experience accessible and encourage success while participating in the various learning opportunities.</p>
<p>Personal Growth and Well-Being:</p> <ul style="list-style-type: none">• I seek out experiences that make me happy.• I recognize and share my interests.• I participate in new learning situations.• I explore relationships through day-to-day interactions. I communicate needs for comfort or assistance.	<p>Through participation in the activities the students have the opportunity to exercise agency in new settings while having support to achieve success and enjoyment.</p>

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GRADE 1 CURRICULAR CONNECTIONS

SCIENCE

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

Learning Outcome: Students follow instructions and relate them to outcomes

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
Instructions are directions that can be followed and given in various forms, including verbal, audio, visual, and written.	The form in which instructions are given may not affect the outcome.	Follow instructions with two or three steps given in different forms.	During the Escape City experience students will be exposed to oral, visual, and written instructions in which following correctly is essential to the success of the experience.
Many types of instructions need to be in a specific order, such as: <ul style="list-style-type: none"> • directions • computer programs • safety protocols 	Instructions are ordered in a way that will produce a desired outcome.	Determine if instructions with two or three steps given in different orders still produce the desired outcome. Sequence two or three instruction steps to achieve a desired outcome.	Students have the opportunity to experiment with how to follow instructions and determine if the order of instruction is essential to achieve the desired outcome.
Following instructions is a way to demonstrate respect and safety while investigating.	Instructions help to keep people safe.	Follow instructions during investigations.	Safety instruction will be given to the class in order to participate in the experiences.

GRADE 1 CURRICULAR CONNECTIONS

SCIENCE

Scientific Methods: Investigation of the physical world is enhanced through the use of scientific methods that attempt to remove human biases and increase objectivity.

Learning Outcome: Students engage in and describe an investigation.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>Investigations can be sparked by curiosity. Steps while investigating include:</p> <ul style="list-style-type: none"> • asking questions • making predictions • gathering data • forming conclusions 	<p>Investigations are carried out to try to understand the world.</p>	<p>Ask a question sparked by curiosity. Describe steps of an investigation.</p>	<p>Students will be able to implement the process of an investigation through solving puzzles and testing out solutions.</p>

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Critical Thinking:</p> <ul style="list-style-type: none"> • I ask relevant questions to learn. • I use simple criteria to form opinions or make decisions. • I synthesize new understandings by comparing and contrasting information. • I reflect on contexts or experiences that influence my thinking. • I consider how my thoughts may be similar to or different from others. 	<p>Through the exploration of problem solving in escape rooms and puzzle based stations the students have the opportunity to awaken their wonder by using their prior knowledge, make predictions and test out their conclusions. Wrapping up the activities with a debrief allows the students to reflect upon their experiences.</p>

GRADE 1 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Problem Solving:</p> <ul style="list-style-type: none"> • I rephrase problems to clarify my understanding. • I determine information that is relevant to help me solve problems. • I consider the possible outcomes of solutions. • I work toward solving problems even when there are challenges. 	<p>The nature of the escape rooms provide an opportunity for students to solve problems in a group setting, while allowing for moments of individual contributions to shine through. Teamwork and resilience in trying out solutions are essential for success, while having a built in support system to ask questions to help guide the experience.</p>
<p>Research and Managing Information:</p> <ul style="list-style-type: none"> • I collect information for a specific audience or purpose. • I organize and combine information from a number of sources. • I consider the content of information to determine its use. • I reference the source of information when using someone else’s ideas. 	<p>Students are encouraged to interact with the puzzles by collecting puzzle pieces and using the gathered information to inform choices, communicate with their teammates, and make connections to find solutions.</p>
<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • I create in a variety of environments for specific audiences and purposes. • I seek out the knowledge or resources needed to transform my ideas into creative works. • I use individual or group brainstorming to build or expand my ideas. • I work toward achieving creative goals even when there are challenges. 	<p>The experience allows for the students to create their own puzzle in the spirit of fun and challenge their peers while working within the limitations of guided puzzle creation, materials, environment, and time constraints while encouraging creativity.</p>

GRADE 1 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Communication:</p> <ul style="list-style-type: none"> • I communicate with peers and adults for specific purposes. • I use a variety of formats to communicate. • I use language structures and conventions that are appropriate for the context to interact with others. • I consider the contributions and feelings of others when exchanging ideas or information. • I paraphrase or restate messages to confirm understanding. 	<p>Communication is essential for participation in the experience and is encouraged through the group work structure needed to overcome the challenges presented, as well as the students receive immediate feedback on their teamwork through the nature of success and failure of the challenges.</p>
<p>Collaboration:</p> <ul style="list-style-type: none"> • I experience a variety of roles when engaging in collaborative activities. • I contribute actively and respectfully to group work. • I encourage others to contribute their points of view when working toward group goals. 	<p>The collaborative nature of the escape room experience encourages students to have fun while working in a group setting and rewards groups that collaborate effectively.</p>
<p>Citizenship:</p> <ul style="list-style-type: none"> • I consider similar or different points of view across a variety of contexts. • I consider positive and negative outcomes of decisions made in familiar contexts. • I fulfill obligations to my groups and communities. • I advocate for fair treatment of members of my groups and communities. 	<p>Students have the opportunity to explore their role in a group when faced with a challenge while representing themselves, their group, and their class.</p>

GRADE 1 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Personal Growth and Well-Being:</p> <ul style="list-style-type: none"> • I set goals to help address my wants or needs. • I connect available resources to choices and opportunities. • I recognize relationship boundaries. • I communicate how groups and individuals care for each other. • I adjust my actions in response to setbacks. 	<p>Through participation in the activities the students have the opportunity to exercise agency in new settings while having support to achieve success and enjoyment.</p>

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GRADE 2 CURRICULAR CONNECTIONS

SCIENCE

Matter: Understandings of the physical world are deepened by investigating matter and energy.

Learning Outcome: Students investigate properties of materials and relate them to a purpose.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
Materials are used to make objects.	Materials can be combined in a variety of ways to make objects.	Identify the materials used to make various objects.	Students will be able to identify how various materials have been utilized in the construction of the escape rooms.
Knowledge of the properties of materials and their purposes is important in many occupations and roles, such as: <ul style="list-style-type: none"> • carpenter • engineer • designer • Knowledge Keeper or Elder. 	The purpose of an object influences the choice of materials used to produce it. Some materials are more suitable than others for making a product for a specific purpose.	Compare the properties of materials to determine what material is best suited for a specific purpose. Explain the relationship between suitability of materials and purpose. Discuss the choice of material based on availability and purpose.	Through a facilitated discussion, students can identify, ask questions, and determine or suggest materials that were/can be used for construction to achieve the intended purpose of escape rooms.

GRADE 2 CURRICULAR CONNECTIONS

SCIENCE

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

Learning Outcome: Students apply creativity when designing instructions to achieve a desired outcome.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>Creativity is the ability to generate something original, such as:</p> <ul style="list-style-type: none"> • ideas • technology • tools • products <p>Creativity can be used to design instructions for games.</p> <p>Collaboration can result in improved ideas, which may enhance creativity and problem solving.</p>	<p>Instructions are designed using creativity and problem solving, which can be enhanced through collaboration.</p>	<p>Identify ways creativity is used to design instructions.</p>	<p>Students' work in a group setting to follow and implement instructions in order for a game to be successfully played. Through guided discussion the students can identify the role of creativity in the design of instructions.</p>

GRADE 2 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Critical Thinking:</p> <ul style="list-style-type: none"> • I ask relevant questions to learn. • I use simple criteria to form opinions or make decisions. • I synthesize new understandings by comparing and contrasting information. • I reflect on contexts or experiences that influence my thinking. • I consider how my thoughts may be similar to or different from others. 	<p>Through the exploration of problem solving in escape rooms and puzzle based stations the students have the opportunity to awaken their wonder by using their prior knowledge, make predictions and test out their conclusions. Wrapping up the activities with a debrief allows the students to reflect upon their experiences.</p>
<p>Problem Solving:</p> <ul style="list-style-type: none"> • I rephrase problems to clarify my understanding. • I determine information that is relevant to help me solve problems. • I consider the possible outcomes of solutions. • I work toward solving problems even when there are challenges. 	<p>The nature of the escape rooms provide an opportunity for students to solve problems in a group setting, while allowing for moments of individual contributions to shine through. Teamwork and resilience in trying out solutions are essential for success, while having a built in support system to ask questions to help guide the experience.</p>
<p>Research and Managing Information:</p> <ul style="list-style-type: none"> • I collect information for a specific audience or purpose. • I organize and combine information from a number of sources. • I consider the content of information to determine its use. • I reference the source of information when using someone else's ideas. 	<p>Students are encouraged to interact with the puzzles by collecting puzzle pieces and using the gathered information to inform choices, communicate with their teammates, and make connections to find solutions.</p>

GRADE 2 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • I create in a variety of environments for specific audiences and purposes. • I seek out the knowledge or resources needed to transform my ideas into creative works. • I use individual or group brainstorming to build or expand my ideas. • I work toward achieving creative goals even when there are challenges. 	<p>The experience allows for the students to create their own puzzle in the spirit of fun and challenge their peers while working within the limitations of guided puzzle creation, materials, environment, and time constraints while encouraging creativity.</p>
<p>Communication:</p> <ul style="list-style-type: none"> • I communicate with peers and adults for specific purposes. • I use a variety of formats to communicate. • I use language structures and conventions that are appropriate for the context to interact with others. • I consider the contributions and feelings of others when exchanging ideas or information. • I paraphrase or restate messages to confirm understanding. 	<p>Communication is essential for participation in the experience and is encouraged through the group work structure needed to overcome the challenges presented, as well as the students receive immediate feedback on their teamwork through the nature of success and failure of the challenges.</p>
<p>Collaboration:</p> <ul style="list-style-type: none"> • I experience a variety of roles when engaging in collaborative activities. • I contribute actively and respectfully to group work. • I encourage others to contribute their points of view when working toward group goals. 	<p>The collaborative nature of the escape room experience encourages students to have fun while working in a group setting and rewards groups that collaborate effectively.</p>

GRADE 2 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Citizenship:</p> <ul style="list-style-type: none"> • I consider similar or different points of view across a variety of contexts. • I consider positive and negative outcomes of decisions made in familiar contexts. • I fulfill obligations to my groups and communities. • I advocate for fair treatment of members of my groups and communities. 	<p>Students have the opportunity to explore their role in a group when faced with a challenge while representing themselves, their group, and their class.</p>
<p>Personal Growth and Well-Being:</p> <ul style="list-style-type: none"> • I set goals to help address my wants or needs. • I connect available resources to choices and opportunities. • I recognize relationship boundaries. • I communicate how groups and individuals care for each other. • I adjust my actions in response to setbacks. 	<p>Through participation in the activities the students have the opportunity to exercise agency in new settings while having support to achieve success and enjoyment.</p>

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GRADE 3 CURRICULAR CONNECTIONS

SCIENCE

Energy: Understandings of the physical world are deepened by investigating matter and energy.

Learning Outcome: Students investigate and explain how forces affect the movement of objects.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>A force is a push or pull on an object resulting from an interaction with another object. Ways to apply a contact force to an object include:</p> <ul style="list-style-type: none"> • stretching • pulling • squeezing • pushing <p>The direction of forces applied to objects can be described as:</p> <ul style="list-style-type: none"> • upward • downward • from the left • from the right • from both sides • from all directions 	<p>Forces can affect properties and movement of objects in different ways.</p>	<p>Describe where forces may exist in everyday situations. Conduct investigations to demonstrate the effects of forces on the movement of objects.</p>	<p>Students have the opportunity to interact, experiment, and identify different applications of force(s) in a controlled setting. Through interaction with the stations and then a facilitated discussion, the students will be able to identify and describe how force is applied to materials to solve puzzles and challenges</p>

GRADE 3 CURRICULAR CONNECTIONS

SCIENCE

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

Learning Outcome: Students investigate creativity and its relationship to computational thinking.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>Computational thinking includes:</p> <ul style="list-style-type: none"> • breaking a task to small chunks • finding patterns and similarities • identifying the important detail when reading or problem solving • designing instructions • working back if a mistake is made 	<p>Computational thinking is a problem-solving process that uses creativity.</p>	<p>Create a set of instructions that could be followed by a human or a machine to complete a task.</p> <p>Identify computational thinking used to solve problems or achieve desired outcomes.</p>	<p>Students will have the opportunity to use computational thinking to find solutions to challenges and reflect upon the process. The students will design and create the steps to a puzzle in which a human will have to follow the steps.</p>
<p>Divergent thinking is the process of generating multiple ideas or solutions.</p> <p>Creativity is important in computer science, technology, and engineering.</p> <p>Creativity is altering, combining, or reapplying existing ideas to produce something new.</p>	<p>Creativity involves divergent thinking and can be used to develop different ways to achieve the same outcome.</p> <p>Creativity involves imagination, observation, and making connections.</p>	<p>Relate creativity to engineering, computing, and the development of new technologies.</p> <p>Create something new by combining, changing, or reapplying existing ideas.</p>	<p>Through the nature of puzzle solving, students will be able to compare and contrast multiple ways to arrive at similar solutions, as well as have the opportunity to apply their creativity in the construction of a new puzzle.</p>

GRADE 3 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Critical Thinking:</p> <ul style="list-style-type: none"> • I ask relevant questions to learn. • I use simple criteria to form opinions or make decisions. • I synthesize new understandings by comparing and contrasting information. • I reflect on contexts or experiences that influence my thinking. • I consider how my thoughts may be similar to or different from others. 	<p>Through the exploration of problem solving in escape rooms and puzzle based stations the students have the opportunity to awaken their wonder by using their prior knowledge, make predictions and test out their conclusions. Wrapping up the activities with a debrief allows the students to reflect upon their experiences.</p>
<p>Problem Solving:</p> <ul style="list-style-type: none"> • I rephrase problems to clarify my understanding. • I determine information that is relevant to help me solve problems. • I consider the possible outcomes of solutions. • I work toward solving problems even when there are challenges. 	<p>The nature of the escape rooms provide an opportunity for students to solve problems in a group setting, while allowing for moments of individual contributions to shine through. Teamwork and resilience in trying out solutions are essential for success, while having a built in support system to ask questions to help guide the experience.</p>
<p>Research and Managing Information:</p> <ul style="list-style-type: none"> • I collect information for a specific audience or purpose. • I organize and combine information from a number of sources. • I consider the content of information to determine its use. • I reference the source of information when using someone else's ideas. 	<p>Students are encouraged to interact with the puzzles by collecting puzzle pieces and using the gathered information to inform choices, communicate with their teammates, and make connections to find solutions.</p>

GRADE 3 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • I create in a variety of environments for specific audiences and purposes. • I seek out the knowledge or resources needed to transform my ideas into creative works. • I use individual or group brainstorming to build or expand my ideas. • I work toward achieving creative goals even when there are challenges. 	<p>The experience allows for the students to create their own puzzle in the spirit of fun and challenge their peers while working within the limitations of guided puzzle creation, materials, environment, and time constraints while encouraging creativity.</p>
<p>Communication:</p> <ul style="list-style-type: none"> • I communicate with peers and adults for specific purposes. • I use a variety of formats to communicate. • I use language structures and conventions that are appropriate for the context to interact with others. • I consider the contributions and feelings of others when exchanging ideas or information. • I paraphrase or restate messages to confirm understanding. 	<p>Communication is essential for participation in the experience and is encouraged through the group work structure needed to overcome the challenges presented, as well as the students receive immediate feedback on their teamwork through the nature of success and failure of the challenges.</p>
<p>Collaboration:</p> <ul style="list-style-type: none"> • I experience a variety of roles when engaging in collaborative activities. • I contribute actively and respectfully to group work. • I encourage others to contribute their points of view when working toward group goals. 	<p>The collaborative nature of the escape room experience encourages students to have fun while working in a group setting and rewards groups that collaborate effectively.</p>

GRADE 3 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Citizenship:</p> <ul style="list-style-type: none"> • I consider similar or different points of view across a variety of contexts. • I consider positive and negative outcomes of decisions made in familiar contexts. • I fulfill obligations to my groups and communities. • I advocate for fair treatment of members of my groups and communities. 	<p>Students have the opportunity to explore their role in a group when faced with a challenge while representing themselves, their group, and their class.</p>
<p>Personal Growth and Well-Being:</p> <ul style="list-style-type: none"> • I set goals to help address my wants or needs. • I connect available resources to choices and opportunities. • I recognize relationship boundaries. • I communicate how groups and individuals care for each other. • I adjust my actions in response to setbacks. 	<p>Through participation in the activities the students have the opportunity to exercise agency in new settings while having support to achieve success and enjoyment.</p>

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GRADE 4 CURRICULAR CONNECTIONS

SCIENCE

Energy: Understandings of the physical world are deepened by investigating matter and energy.

Learning Outcome: Students investigate how forces can act on objects without contact.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>Non-contact forces occur between objects that are not in direct contact. Magnetic force is a non-contact force that attracts or repels magnetic materials.</p>	<p>Non-contact forces are invisible forces that can affect objects, materials, and substances.</p>	<p>Describe how non-contact forces affect objects.</p> <p>Conduct an investigation to demonstrate magnetic forces on objects.</p>	<p>Students have the opportunity to interact with magnets being applied in a controlled setting. Through a facilitated discussion the students will be able to identify how magnets are applied in a real world setting.</p>

GRADE 4 CURRICULAR CONNECTIONS

SCIENCE

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

Learning Outcome: Students examine and apply design processes to meet needs.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
Design processes include: <ul style="list-style-type: none"> • understanding the problem • forming ideas (ideating) • planning • creating • analyzing • testing • troubleshooting 	Design involves processes that can transform ideas into artifacts that meet needs.	Plan and create an artifact to meet a need.	Students have the opportunity to observe and interact with designs that have been constructed and implemented. Through facilitated discussion they can investigate the process of design for the creation of the escape rooms.

GRADE 4 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Critical Thinking:</p> <ul style="list-style-type: none"> • I pose questions to analyze information or evidence. • I begin to analyze complex issues and ideas based on criteria I help to develop. • I evaluate the effectiveness of my own thinking or that of others. • I make inferences, predictions, or decisions based on information. • I consider perspectives that do not fit with my understanding. 	<p>Through the exploration of problem solving in escape rooms and puzzle based stations the students have the opportunity to awaken their wonder by using their prior knowledge, make predictions and test out their conclusions. Wrapping up the activities with a debrief allows the students to reflect upon their experiences.</p>
<p>Problem Solving:</p> <ul style="list-style-type: none"> • I acquire and select information to identify problems. • I generate solutions to complex problems based on criteria I help to develop. • I predict the possible outcomes of multiple courses of action. • I identify impacts of possible solutions. • I reflect on and revise approaches to solve challenges creatively. 	<p>The nature of the escape rooms provide an opportunity for students to solve problems in a group setting, while allowing for moments of individual contributions to shine through. Teamwork and resilience in trying out solutions are essential for success, while having a built in support system to ask questions to help guide the experience.</p>
<p>Research and Managing Information:</p> <ul style="list-style-type: none"> • I reflect on information gathering processes and revise if necessary. • I gather and organize information from multiple sources to enhance or clarify understandings. • I verify the accuracy of information collected from a variety of sources. • I apply socially accepted protocols when using, sharing, and storing information. 	<p>Students are encouraged to interact with the puzzles by collecting puzzle pieces and using the gathered information to inform choices, communicate with their teammates, and make connections to find solutions.</p>

GRADE 4 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • I create in a variety of contexts and with a variety of audiences to enhance learning, develop abilities, or communicate an intent. • I experiment with ideas, materials, or processes to express myself. • I evaluate and adapt creative ideas, products, or services in response to emerging conditions. • I understand that new challenges can help me develop resilience. 	<p>The experience allows for the students to create their own puzzle in the spirit of fun and challenge their peers while working within the limitations of guided puzzle creation, materials, environment, and time constraints while encouraging creativity.</p>
<p>Communication:</p> <ul style="list-style-type: none"> • I communicate with audiences in a variety of contexts to enhance learning, develop relationships, or complete tasks. • I apply appropriate language conventions and protocols when receiving or expressing messages with varied audiences. • I respect social or cultural practices in formal and informal situations when communicating with others. • I consider the influence of emotions on behaviour, learning, and relationships when building shared understandings. • I share interpretations of ideas or information logically and clearly, using effects to enhance communications. 	<p>Communication is essential for participation in the experience and is encouraged through the group work structure needed to overcome the challenges presented, as well as the students receive immediate feedback on their teamwork through the nature of success and failure of the challenge.</p>

GRADE 4 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Collaboration:</p> <ul style="list-style-type: none"> • I exchange ideas and information respectfully when collaborating in digital or non-digital environments. • I encourage others to successfully fulfill obligations associated with roles and responsibilities to contribute to group success. • I nurture positive relationships through compromise and being flexible. • I demonstrate sensitivity and respect diversity when working with others to achieve a common goal. 	<p>The collaborative nature of the escape room experience encourages students to have fun while working in a group setting and providing opportunities to exercise the students role and responsibilities within the group.</p>
<p>Citizenship:</p> <ul style="list-style-type: none"> • I identify and apply approaches to reach shared understandings between differing perspectives. • I use constructive decision-making processes to address individual or common interests. • I initiate or organize activities or events that address a common need. • I explain multiple perspectives that are relevant to an idea, decision, or action. 	<p>Students are given the opportunity to exercise citizenship in a group setting in which collaboration is key to success.</p>
<p>Personal Growth and Wellbeing:</p> <ul style="list-style-type: none"> • I develop and apply strategies to accomplish personal / common goals. • I use personal skills and abilities, programs, or relationships to support growth and well-being. • I examine risks to privacy or emotional safety when making healthy decisions. • I develop or maintain social networks to support well-being. 	<p>Through participation in the activities the students have the opportunity to exercise agency in new settings while having support to achieve success and enjoyment and demonstrate their resilience.</p>

GRADE 5 CURRICULAR CONNECTIONS

SCIENCE

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

Learning Outcome: Students apply design processes when creating artifacts that can be used by a human or machine to address a need.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>Design process can be influenced by various factors, including:</p> <ul style="list-style-type: none"> • safety • functionality • usability • reliability • efficiency • aesthetics <p>Functionality is the quality of being useful to do the job for which a thing was designed.</p> <p>Usability is the degree of ease with which a thing can be used to achieve an outcome.</p> <p>Design processes that support the development of multiple iterations include:</p> <ul style="list-style-type: none"> • enhancing • refining 	<p>Design can better meet needs through the development of multiple iterations.</p>	<p>Discuss examples of designs that have been enhanced or refined to better meet needs.</p> <p>Design an artifact to meet a need.</p> <p>Propose enhancements and refinements to an artifact in collaboration with others.</p>	<p>Students have the opportunity to observe and interact with designs that have been constructed and implemented.</p> <p>Through facilitated discussion they can identify factors that contributed to the design, the design process, and the outcome of the desired function(s).</p> <p>Students will work in a collaborative setting to design, while considering and addressing various factors to then create the pieces to a functional multi-step puzzle.</p>

GRADE 5 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
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<p>Problem Solving:</p> <ul style="list-style-type: none"> • I acquire and select information to identify problems. • I generate solutions to complex problems based on criteria I help to develop. • I predict the possible outcomes of multiple courses of action. • I identify impacts of possible solutions. • I reflect on and revise approaches to solve challenges creatively. 	<p>The nature of the escape rooms provide an opportunity for students to solve problems in a group setting, while allowing for moments of individual contributions to shine through. Teamwork and resilience in trying out solutions are essential for success, while having a built in support system to ask questions to help guide the experience.</p>
<p>Research and Managing Information:</p> <ul style="list-style-type: none"> • I reflect on information gathering processes and revise if necessary. • I gather and organize information from multiple sources to enhance or clarify understandings. • I verify the accuracy of information collected from a variety of sources. • I apply socially accepted protocols when using, sharing, and storing information. 	<p>Students are encouraged to interact with the puzzles by collecting puzzle pieces and using the gathered information to inform choices, communicate with their teammates, and make connections to find solutions.</p>

GRADE 5 CURRICULAR CONNECTIONS

COMPETENCIES

COMPETENCIES	ESCAPE CITY
<p>Creativity and Innovation:</p> <ul style="list-style-type: none"> • I create in a variety of contexts and with a variety of audiences to enhance learning, develop abilities, or communicate an intent. • I experiment with ideas, materials, or processes to express myself. • I evaluate and adapt creative ideas, products, or services in response to emerging conditions. • I understand that new challenges can help me develop resilience. 	<p>The experience allows for the students to create their own puzzle in the spirit of fun and challenge their peers while working within the limitations of guided puzzle creation, materials, environment, and time constraints while encouraging creativity.</p>
<p>Communication:</p> <ul style="list-style-type: none"> • I communicate with audiences in a variety of contexts to enhance learning, develop relationships, or complete tasks. • I apply appropriate language conventions and protocols when receiving or expressing messages with varied audiences. • I respect social or cultural practices in formal and informal situations when communicating with others. • I consider the influence of emotions on behaviour, learning, and relationships when building shared understandings. • I share interpretations of ideas or information logically and clearly, using effects to enhance communications. 	<p>Communication is essential for participation in the experience and is encouraged through the group work structure needed to overcome the challenges presented, as well as the students receive immediate feedback on their teamwork through the nature of success and failure of the challenge.</p>

GRADE 5 CURRICULAR CONNECTIONS

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GRADE 6 CURRICULAR CONNECTIONS

SCIENCE

Energy: Understanding of the physical world is deepened by investigating matter and energy.

Learning Outcome: Students analyze forces and relate them to interactions between objects.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>Forces within an object are internal forces, including:</p> <ul style="list-style-type: none"> • tension • compression • shear • torsion <p>Forces that act on an object from outside the object are external forces, including</p> <ul style="list-style-type: none"> • applied force • friction • elastic or spring force 	<p>External and internal forces can change the shape, size, or position of objects that interact.</p>	<p>Conduct investigations to answer questions about the effects of external and internal forces on objects during an interaction.</p> <p>Identify forces that act on an object during an interaction.</p> <p>Use materials, tools, and equipment safely while experimenting with forces in interactions.</p>	<p>Students have the opportunity to interact, experiment, and identify different applications of force(s) in a controlled setting.</p> <p>Through interaction with the stations and then a facilitated discussion, the students will be able to identify how force is applied to materials to solve puzzles and challenges.</p>

GRADE 6 CURRICULAR CONNECTIONS

SCIENCE

Computer Science: Problem solving and scientific inquiry are developed through the knowledgeable application of creativity, design, and computational thinking.

Learning Outcome: Students examine abstraction in relation to design and coding, and describe impacts of technologies.

KNOWLEDGE	UNDERSTANDING	SKILLS AND PROCEDURES	ESCAPE CITY
<p>The process of abstraction includes:</p> <ul style="list-style-type: none"> determining what details to keep and what to ignore. removing unnecessary details identifying important information generalizing patterns 	<p>Abstraction is used in design and coding of computational artifacts to make problems easier to think about.</p>	<p>Apply abstraction during the design process.</p> <p>Identify examples of abstractions encountered in daily life.</p>	<p>The students will practice sorting information to extract relevant details in order to construct solutions to given problems. Students will sort, create, and apply relevant information in the designing of their own puzzles.</p>

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