



## Curriculum Links for Alberta for Planet Protector Academy: KEEP COOL

### GRADE 3

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 3   DRAMA</b>						
(Playmaking) Appreciate playmaking by others; e.g., other students or professionals	V					
(Dramatisation) Develop role-playing skills: – accept role playing as a positive learning experience – take on the attitude of another – assume the physical attributes of another – emphasize the situation of another – use role playing as a problem-solving tool		A	A		A	
(Group Drama) Develop the ability to make decisions in a group: – accept self as part of a group – listen to ideas of another – offer own ideas – become aware of and accept the group purpose		A	A		A	
(Group Drama) Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama		A	A		A	
<b>GRADE 3   MUSIC</b>						
(Listening) Detect the rise and fall of melody.	V	VA	V	V	V	V
(Moving) Respond to music through movement in an individual manner.	V	VA	V	V	V	V
(Moving) Use planned body movements to illustrate rhythmic and/or melodic patterns.	V	VA	V	V	V	V
(Singing) Sing, in tune, many rhythmic and melodic songs, singing games and action songs.	V	VA	V	V	V	V
(Creating) Create melodic and/or percussion accompaniments for poems and songs	V	VA	V	V	V	V
(Creating) Notate and perform original compositions (does not have to be formal notation)	V	VA	V	V	V	V
<i>Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</i>						
<b>GRADE 3   VISUAL ARTS</b>						
(Expression) Component 10 (i) PURPOSE 4: Students will express a feeling or a message.	A	A	A	A		

Curriculum Expectations	Levels					
	1	2	3	4	5	6
(Expression) Specific messages, beliefs and interests can be interpreted visually, or symbolized.	A	A	A	A		
(Expression) Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on social concerns, based on: A. Plants and animals B. Environments and places C. Manufactured or human-made things D. Fantasy E. People	A	A	A	A		
(Expression) Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.	A	A	A	A		
<b>GRADE 3   LANGUAGE ARTS</b>						
(2.2 Respond to Texts) tell or write about favourite parts of oral, print and other media texts	VA					
(2.3 Understand Forms, Elements and Techniques) Experiment with language - recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment		A				
(4.1 Enhance and Improve) Enhance artistry - choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts		A				
(4.3 Present and Share) Use effective oral and visual communication - speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas		A				
(3.4 Share and Review) Share ideas and information - organize and share ideas and information on topics to engage familiar audiences			A	A		
(4.3 Present and Share) Enhance presentation - use print and nonprint aids to illustrate ideas and information in oral, print and other media texts			A	A		
(5.2 Work Within a Group) Cooperate with others - work cooperatively with others in small groups on structured tasks			A	A		
<b>GRADE 3   SOCIAL STUDIES</b>						
(3.2 Global Citizenship) 3.2.1 appreciate elements of global citizenship: - recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)	GA	M	M	M	M	
(3.2 Global Citizenship) 3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry: - What are some environmental concerns that Canada and communities around the world share? (ER, GC) - In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)	GA	M	M	M	M	
(Social Participation as a democratic practice) 3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as: - participate in projects that improve or meet the particular needs of their school or community		M	M	M	M	

Curriculum Expectations	Levels					
	1	2	3	4	5	6
(Communication) 3.S.8 demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> <li>- organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration</li> <li>- listen to others in order to understand their points of view</li> <li>- interact with others in a socially appropriate manner</li> <li>- create visual images for particular audiences and purposes</li> </ul>		A	A	A	A	

# GRADE 4

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 4   DRAMA</b>						
(Playmaking) Appreciate playmaking by others; e.g., other students or professionals	V					
(Dramatisation) Develop role-playing skills: – accept role playing as a positive learning experience – take on the attitude of another – assume the physical attributes of another – emphasize the situation of another – use role playing as a problem-solving tool		A	A		A	
(Group Drama) Develop the ability to make decisions in a group: – accept self as part of a group – listen to ideas of another – offer own ideas – become aware of and accept the group purpose		A	A		A	
(Group Drama) Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama		A	A		A	
<b>GRADE 4   MUSIC * Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</b>						
(Listening) Detect the rise and fall of melody.	V	VA	V	V	V	V
(Moving) Respond to music through movement in an individual manner.	V	VA	V	V	V	V
(Moving) Use planned body movements to illustrate rhythmic and/or melodic patterns.	V	VA	V	V	V	V
(Singing) Sing, in tune, many rhythmic and melodic songs, singing games and action songs.	V	VA	V	V	V	V
(Creating) Create melodic and/or percussion accompaniments for poems and songs	V	VA	V	V	V	V
(Creating) Notate and perform original compositions (does not have to be formal notation)	V	VA	V	V	V	V
<b>GRADE 4   VISUAL ARTS</b>						
(Expression) Component 10 (i) PURPOSE 4: Students will express a feeling or a message.	A	A	A	A		
(Expression) Specific messages, beliefs and interests can be interpreted visually, or symbolized.	A	A	A	A		
(Expression) Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on social concerns, based on: A. Plants and animals B. Environments and places C. Manufactured or human-made things D. Fantasy E. People	A	A	A	A		
(Expression) Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.	A	A	A	A		
<b>GRADE 4   LANGUAGE ARTS</b>						

Curriculum Expectations	Levels					
	1	2	3	4	5	6
(1.1 Discover and Explore) Express ideas and develop understanding - share personal responses to explore and develop understanding of oral, print and other media texts	V A					
(2.1 Use Strategies and Cues) Use comprehension strategies - comprehend new ideas and information by responding personally and discussing ideas with others	V A					
(2.3 Understand Forms, Elements and Techniques) Experiment with language - recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning		A				
(4.3 Present and Share) Present information - present to peers ideas and information on a topic of interest, in a well-organized form		A				
(4.3 Present and Share) Use effective oral and visual communication - adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities		A				
(5.2 Work Within a Group) Work in groups - share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions		A				
(3.1 Plan and Focus) Determine information needs - ask relevant questions, and respond to questions related to particular topics	G	G	G	G	G	
(3.3 Organize, Record and Evaluate) Organize information - organize ideas and information using appropriate categories, chronological order, cause and effect, or posing and answering questions		A				
(3.4 Share and Review) Share ideas and information - communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters			A			
(5.2 Work Within a Group) Work in groups - share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions				A	A	
<b>GRADE 4   SOCIAL STUDIES</b>						
(4.1 Alberta: A Sense of the Land) Values and Attitude 4.1.1 value Alberta's physical geography and natural environment: demonstrate care and concern for the environment through their choices and actions (LPP)		M	A M	G M	G M	
(4.1 Alberta: A Sense of the Land) Knowledge and Understanding 4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP)		M	A M	G M	G M	
(4.3 Alberta: Celebrations and Challenges) Values and Attitudes 4.3.1 appreciate the factors contributing to quality of life in Alberta: - appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP) - value and respect their relationships with the environment (C, ER, LPP)		A M	A M	M	A M	

<b>Curriculum Expectations</b>	<b>Levels</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
(Communication) 4.S.8 demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> <li>- organize and present information, taking particular audiences and purposes into consideration</li> <li>- create visual images for particular audiences and purposes</li> </ul>		<b>A M</b>	<b>A M</b>	<b>M</b>	<b>A M</b>	

# GRADE 5

Content: V = video content

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A = Activity

M = At-Home Mission

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 5   DRAMA</b>						
(Playmaking) Appreciate playmaking by others; e.g., other students or professionals	V					
(Dramatisation) Develop role-playing skills: – accept role playing as a positive learning experience – take on the attitude of another – assume the physical attributes of another – emphasize the situation of another – use role playing as a problem-solving tool		A	A		A	
(Group Drama) Develop the ability to make decisions in a group: – accept self as part of a group – listen to ideas of another – offer own ideas – become aware of and accept the group purpose		A	A		A	
(Group Drama) Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama		A	A		A	
<b>GRADE 5   MUSIC * Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</b>						
(Listening) Detect the rise and fall of melody.	V	VA	V	V	V	V
(Moving) Respond to music through movement in an individual manner.	V	VA	V	V	V	V
(Moving) Use planned body movements to illustrate rhythmic and/or melodic patterns.	V	VA	V	V	V	V
(Singing) Sing, in tune, many rhythmic and melodic songs, singing games and action songs.	V	VA	V	V	V	V
(Creating) Create melodic and/or percussion accompaniments for poems and songs	V	VA	V	V	V	V
<b>GRADE 5   VISUAL ARTS</b>						
(Expression) Component 10 (i) PURPOSE 4: Students will express a feeling or a message.	A	A	A	A		
(Expression) Specific messages, beliefs and interests can be interpreted visually, or symbolized.	A	A	A	A		
(Expression) Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on global awareness, based on: A. Plants and animals B. Environments and places C. Manufactured or human-made things D. Fantasy E. People	A	A	A	A		
(Expression) Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.	A	A	A	A		

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 5   LANGUAGE ARTS</b>						
(2.2 Respond to Texts) describe and discuss new places, times, characters and events encountered in oral, print and other media texts	VA					
(2.2 Respond to Texts) Experience various text - experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers		A				
(2.4 Create Original Text) Structure texts - use structures encountered in texts to organize and present ideas in own oral, print and other media texts		A				
(4.3 Present and Share) Use effective oral and visual communication - adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention		A				
(4.3 Present and Share) Demonstrate attentive listening and viewing - show respect for the presenter's opinions by listening politely and providing thoughtful feedback Cooperate with others - accept and take responsibility for fulfilling own role as a group member		A				
(5.2 Work Within a Group) Discuss and decide whether to work individually or collaboratively to achieve specific goals		A				
(3.3 Organize, Record and Evaluate) Organize information - use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding		A				
(3.4 Share and Review) Share ideas and information - communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues			A			
(4.1 Enhance and Improve) Enhance artistry - experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis			A			
(4.3 Present and Share) Demonstrate attentive listening and viewing - show respect for the presenter's opinions by listening politely and providing thoughtful feedback				A		
<b>GRADE 5   SOCIAL STUDIES</b>						
(5.1 Physical Geography of Canada) Values and Attitudes 5.1.1 value Canada's physical geography and natural environment: - demonstrate care and concern for the environment through their choices and actions (GC, LPP)		M	A M	M	M	
(Communication) Students will: 5.S.8 demonstrate skills of oral, written and visual literacy: - create visual images for particular audiences and purposes		A	A			



Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 5   SCIENCE</b>						
<b>TOPIC A: Electricity and Magnetism</b> (5–5 Demonstrate safe methods for the study of magnetism and electricity, identify methods for measurement and control, and apply techniques for evaluating magnetic and electrical properties of materials.) 10. Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors.		GA				
<b>TOPIC D: Weather Watch</b> (5–9 Investigate relationships between weather phenomena and human activity.) 11. Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world.	GA					
<b>TOPIC D: Weather Watch</b> (5–9 Investigate relationships between weather phenomena and human activity.) 12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect	GA					

# GRADE 6

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M = At-Home Mission

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 6   DRAMA</b>						
(Playmaking) Appreciate playmaking by others; e.g., other students or professionals	V					
(Dramatisation) Develop role-playing skills: – accept role playing as a positive learning experience – take on the attitude of another – assume the physical attributes of another – emphasize the situation of another – use role playing as a problem-solving tool		A	A		A	
(Group Drama) Develop the ability to make decisions in a group: – accept self as part of a group – listen to ideas of another – offer own ideas – become aware of and accept the group purpose		A	A		A	
(Group Drama) Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama		A	A		A	
<b>GRADE 6   MUSIC * Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</b>						
(Listening) Detect the rise and fall of melody.	V	VA	V	V	V	V
(Moving) Respond to music through movement in an individual manner.	V	VA	V	V	V	V
(Moving) Use planned body movements to illustrate rhythmic and/or melodic patterns.	V	VA	V	V	V	V
(Singing) Sing, in tune, many rhythmic and melodic songs, singing games and action songs.	V	VA	V	V	V	V
(Creating) Create melodic and/or percussion accompaniments for poems and songs		A				
(Creating) Notate and perform original compositions (does not have to be formal notation)		A				
<b>GRADE 6   VISUAL ARTS</b>						
(Expression) Component 10 (i) PURPOSE 4: Students will express a feeling or a message.	A	A	A	A		
(Expression) Specific messages, beliefs and interests can be interpreted visually, or symbolized.	A	A	A	A		
(Expression) Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on global awareness, based on: A. Plants and animals B. Environments and places C. Manufactured or human-made things D. Fantasy E. People	A	A	A	A		
(Expression) Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.	A	A	A	A		

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 6   LANGUAGE ARTS</b>						
(2.2 Respond to Texts) Experience various text - experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances	VA	A				
(2.4 Create Original Text) Structure texts - express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose		A				
(3.3 Organize, Record and Evaluate) Organize information - organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence		A				
(3.4 Share and Review) Share ideas and information - select appropriate visuals, print and/or other media to inform and engage the audience			A			
(4.3 Present and Share) Use effective oral and visual communication - demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication		A				
(5.2 Work Within a Group) Cooperate with others - assume a variety of roles, and share responsibilities as a group member		A	A	A		
<b>GRADE 6   SOCIAL STUDIES</b>						
(Communication) 6.S.8 demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> <li>- express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates</li> <li>- express reasons for their ideas and opinions, in oral or written form</li> <li>- use skills of informal debate to persuasively express differing viewpoints regarding an issue</li> <li>- listen to others to understand their perspectives</li> </ul>		A		A	A	