



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

### GRADE 2

Content:      **V = video content**                      **G = game show**                      **A = Activity**                      **M = At-Home Mission**

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 2   DRAMA</b>						
B1. Creating and Presenting <ul style="list-style-type: none"> <li>- B1.1 engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places</li> <li>- B1.2 demonstrate an understanding of the element of role by communicating thoughts, feelings, and perspectives appropriate to the role being played</li> <li>- B1.3 plan and shape the direction of a dramatic play or role play, building on their own and others' ideas both in and out of role, with support</li> </ul>			A		A	
B2. Reflecting, Responding, and Analysing (Keep Cool play) <ul style="list-style-type: none"> <li>- B2.1 express thoughts, feelings, and ideas about drama experiences and performances in a variety of ways</li> <li>- <i>Teacher Prompt:</i> What part of the play stood out for you and why? What character would you have wanted to be in the play and why? What were the BIG IDEAS or main messages of the show? What new action can you take to be more of a Planet Protector? Describe something that you learned from the play that you didn't know before?</li> </ul>	VA					
<b>GRADE 2   MUSIC - Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</b>						
C1. Creating and Performing <ul style="list-style-type: none"> <li>- C1.1 sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods</li> <li>- C1.3 create simple compositions for a specific purpose and a familiar audience</li> </ul>	VA	A x2	A	A	A	A
<b>GRADE 2   VISUAL ARTS</b>						
D1. Creating and Presenting <ul style="list-style-type: none"> <li>- D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic</li> <li>- D1.3 use elements of design in art works to communicate ideas, messages, and understandings</li> </ul>		A	A	A		

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 2   LANGUAGE ARTS</b>						
<b>Oral Communication</b>						
1. Listening to Understand - Active Listening Strategies - 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations	V G A M	V G A M	V G A M	V G A M	V G A M	V G A M
1. Listening to Understand - Demonstrate Understanding - 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details	V A					
1. Listening to Understand - Extending Understanding - 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., talk about their own ideas and experiences related to the topic before listening; connect ideas from oral presentations to related school and community events - <i>Teacher Prompt:</i> How did you get to school today? What are the most sustainable modes of transportation? What gets in the way of you walking or biking to school? Where could your family take one less car trip a week?	V A			A	A	
2. Speaking to Communicate - Interactive Strategies - 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions (e.g., make connections to what other group members have said; demonstrate an understanding of when to speak, when to listen, and how much to say)	V A					
2. Speaking to Communicate - Clarity and Coherence - 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns	V A			A	A	
2. Speaking to Communicate - Vocal Skills and Strategies - 2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., adjust volume to suit the purpose for speaking and the size and type of audience)		A				
<b>Writing</b>						
2. Using Knowledge of Form and Style in Writing: Form - 2.1 write short texts using several simple forms		A	A			
<b>Media Literacy</b>						
3. Creating Media Texts: Producing Media Texts - 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g. an advertisement for a healthy snack food)			A			
<b>GRADE 2   SCIENCE</b>						
<b>Understanding Earth and Space Systems: Air and Water in the Environment</b>			A	A	A	

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<p>1. Relating Science and Technology to Science and the Environment</p> <ul style="list-style-type: none"> <li>- 1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean <ul style="list-style-type: none"> <li>- <i>Sample prompts:</i> “On the weekend, after my mom and I washed the car, we poured the soapy water down the drain at the corner of our street.” “I wanted to walk with my dad to the library, but he wanted to drive because it is faster.”</li> </ul> </li> <li>- 1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible</li> </ul>						

# 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>						
B1. Creating and Presenting <ul style="list-style-type: none"> <li>- B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places</li> <li>- B1.3 plan and shape the direction of a role play by building on their own and others' ideas, both in and out of role.</li> </ul>			A		A	
B2. Reflecting, Responding, and Analysing (Keep Cool play) <ul style="list-style-type: none"> <li>- B2.1 express thoughts, feelings, and ideas about a variety of drama experiences and performances (e.g., in a journal response, in a think-pair-share activity, in class discussion, by writing in role, in a four corners activity, in a small group improvisation or drawing)</li> <li>- <i>Extension Activity:</i> In a pair-share, tell your partner what your favourite part of the show was and why. What was one of the important messages of the show? As a class, retell the story one sentence at a time. Afterward, review and discuss the BIG IDEAS of the play.</li> </ul>	VA					
<b>GRADE 3   MUSIC - Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</b>						
C1. Creating and Performing <ul style="list-style-type: none"> <li>- C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods (e.g., sing or play an instrument accompanied by body percussion or found sounds)</li> <li>- C1.3 create compositions for a specific purpose and a familiar audience (e.g., create musical accompaniments for poems, stories, or dances they have created)</li> </ul>	VA	Ax2	A	A	A	A
<b>GRADE 3   VISUAL ARTS</b>						
D1. Creating and Presenting <ul style="list-style-type: none"> <li>- D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic</li> </ul>		A	A	A		
<b>GRADE 3   LANGUAGE ARTS</b>						
<b>Oral Communication</b>						
1. Listening to Understand - Active Listening Strategies <ul style="list-style-type: none"> <li>- 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</li> </ul>	VG AM	VG AM	VG AM	VG AM	VG AM	
1. Listening to Understand - Demonstrate Understanding (Keep Cool play) <ul style="list-style-type: none"> <li>- 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details</li> <li>- <i>Extension Activity:</i> In a pair-share, tell your partner what your favourite part of the show was and why.</li> </ul>	VA					

Curriculum Expectations	Levels					
	1	2	3	4	5	6
What was one of the important messages of the show? As a class, retell the story one sentence at a time. Afterward, review and discuss the BIG IDEAS of the play.						
2. Speaking to Communicate - Clarity and Coherence - 2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns	V G A M	V G A M	V G A M	V G A M	V G A M	
2. Speaking to Communicate - Vocal Skills and Strategies - 2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., adjust volume to suit the purpose for speaking and the size and type of audience)		A				
<b>Media Literacy</b> 3. Creating Media Texts: Producing Media Texts - 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques			A			
<b>GRADE 3   SCIENCE</b>						
<b>Understanding Matter and Energy Forces in Movement</b>						
1. Relating Science and Technology to Science and the Environment - 1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean - <i>Extension Questions:</i> o <i>What are some of the impacts of Climate Change on people?</i> o <i>What are some of the impacts of Climate Change on houses and cities?</i> o <i>What are the impacts of Climate Change on natural environments like forests and oceans?</i> o <i>What action can humans take to help prevent climate change?</i> - <i>Answers: Extreme weather, flooding, windstorms, drought, food production, ocean warming, Turn off lights, eat less meat, walk and cycle more, use cars less,</i>	GA					
<b>GRADE 3   SOCIAL STUDIES</b>						
Map, Globe and Graphic Skills - describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food, drawing on nature for water and energy) - <i>Extension Activity:</i> - Water is just one of the resources from nature Create and draw a bubble map of all the ways we use natural resources in our lives. o Water: Hydroelectricity, bathing, growing food, drinking, washing the dishes, brushing your teeth, cleaning the house, cleaning the car, cleaning your hands o Oil and Gas: Heating buildings (house, school, grocery stores) Fueling the car, buses, airplanes, boats			A			

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<ul style="list-style-type: none"> <li>○ Trees: Paper, building supplies, pencils, furniture, flooring</li> <li>○ Sunlight: Growing food, generating electricity, providing daylight.</li> </ul>						

# 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>						
B1. Creating and Presenting - B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places (e.g., use role play to explore the hierarchical structure of medieval society; use “inner and outer circle” to examine moments of conflict and power imbalance in group improvisations on a common theme)			A		A	
B1. Creating and Presenting (continued) - B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama (e.g., time and place; relationship; focus and emphasis) to build belief in a role and establish its dramatic context - B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role (e.g., In role: improvise possible solutions to a problem; Out of role: help select a drama form to represent the group’s idea)			A		A	
B2. Reflecting, Responding, and Analysing (Keep Cool play) - B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others’ drama works - <i>Extension Activity:</i> Tell a partner what your favourite part of the show was and why. What character would you have wanted to be in the show and why? What were the BIG IDEAS or main messages of the show? What new action can you take to be more of a planet protector? Can you describe something that you learned that you didn’t know before?	VA					
<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>						
C1. Creating and Performing - C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect (e.g., compose pieces using different expressive controls, such as staccato/legato or crescendo/decrescendo, to create contrasts and changes in mood)		A				
<b>GRADE 4   VISUAL ARTS</b>						
D1. Creating and Presenting - D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., create a poster using colour and cropping of space to propose a solution to climate change)		A	A	A		
<b>GRADE 4   LANGUAGE ARTS</b>						
Oral Communication	VA					

Curriculum Expectations	Levels					
	1	2	3	4	5	6
1. Listening to Understand - Demonstrate Understanding (Keep Cool play post discussion) - 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details						
1. Listening to Understand – Extending Understanding - 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., relate the topic of an oral presentation to prior knowledge and information from personal experiences, articles, movies, stories, or television shows; ask questions about relevant stated and implied details; use role play and drama to connect the themes and emotions depicted in an oral text to real-life situations) - Extension Questions (see over): - How did you get to school today? What are the most sustainable modes of transportation? - What gets in the way of you walking or biking to school? - Where could your family take one less car trip a week?	V A			A	A	
1. Listening to Understand – Clarity and Coherence - 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information	G	G	G	G	G	
1. Listening to Understand – Vocal Skills and Strategies - 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning		A				
1. Listening to Understand – Interactive Strategies - 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions	V A			A	A	
2. Speaking to Communicate – Purpose and Audience - 1.1 identify the topic, purpose, and audience for a variety of writing forms		A				
<b>Writing</b> 1. Developing and Organizing Content - Form - 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a poster advertising a school science fair; a flyer to encourage students to participate in the fair) Teacher prompt: “Why is a poster better to advertise the fair and a flyer better to tell students how to participate?”			A			
<b>Media Literacy</b> 3. Creating Media Texts: Producing Media Texts - 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques			A			
3. Creating Media Texts: Inquiry/Research and Communication Skills - use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions, provinces, and territories	A					



Curriculum Expectations	Levels					
	1	2	3	4	5	6
- <i>Extension Activity:</i> Our growing seasons are changing. Compare growing seasons of 100 years ago to today. What are the benefits of the warming trend? What are dangers of a warming climate?						
<b>GRADE 4   SCIENCE</b>						
<b>Understanding Life Systems: Habitats and Communities</b>						
3. Understanding Basic Concepts - 3.10 describe ways in which humans are dependent on natural habitats and communities (e.g., for water, medicine, flood control in wetlands, leisure activities) and evaluate ways of minimizing the negative impacts		A M				
<b>Understanding Matter and Energy: Light and Sound</b>						
3. Understanding Basic Concepts - 3.1 identify a variety of natural light sources (e.g., the sun, a firefly) and artificial light sources (e.g., a candle, fireworks, a light bulb)	G					
1. Relating Science and Technology to Society and the Environment						
- 1.2 analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account (e.g., the perspectives of mine owners, the families of the miners, Aboriginal communities, the refinery workers, manufacturers of items who need the refined rocks and minerals to make their products, residents who live in communities located near refineries and manufacturing facilities and who are concerned about the environment)		A			A	

# GRADE 5

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 5   DRAMA</b>						
B1. Creating and Presenting - B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (e.g., ... use role play to explore social issues related to topics such as the environment, immigration, bullying, treaties, the rights and responsibilities of the child)			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>						
C1. Creating and Performing - C1.3 create musical compositions for specific purposes and audiences (e.g., compose an accompaniment for a story, poem, or drama presentation to address an environmental issue such as water conservation, recycling, or planting trees; ... use body percussion, found sounds, voice, and non-pitched percussion instruments to vary the timbres in their work)		A				
<b>GRADE 5   VISUAL ARTS</b>						
D1. Creating and Presenting - D1.2 demonstrate an understanding of composition, using selected principles of design to art works on a theme or topic		A	A	A		
<b>GRADE 5   LANGUAGE ARTS</b>						
<b>Oral Communication</b>						
1. Listening to Understand - Demonstrate Understanding (Keep Cool play post discussion) - 1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details (e.g., summarize an episode of a favourite television program for a small group)	VA					
2. Listening to Understand - Vocal Skills and Strategies - 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., use a formal or informal tone as required by the context)		A				
<b>Writing</b>						
2. Using Knowledge of Form and Style in Writing - 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences		A				
<b>GRADE 5   SOCIAL STUDIES</b>						

Curriculum Expectations	Levels					
	1	2	3	4	5	6
Understanding Context: Roles and Responsibilities of Government and Citizens <ul style="list-style-type: none"> <li>- B3.7 describe some different ways in which citizens can take action to address social and environmental issues</li> </ul>				A	A	
<b>GRADE 5   SCIENCE</b>						
<b>Understanding Life Systems: Human Organ Systems</b> <ul style="list-style-type: none"> <li>- 1.0 analyse the impact of human activities and technological innovations on human health</li> <li>- 1.1 assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial</li> </ul>				A	A	
<b>Understanding Earth and Space Systems: Conservation of Energy and Resources</b> <ul style="list-style-type: none"> <li>- 1.0 analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources</li> <li>- 1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts (e.g., turning off the faucet while brushing teeth or washing and rinsing dishes conserves water; reusing or recycling products, or using fewer products, conserves natural resources and energy)</li> </ul>		M	M	A		

# GRADE 6

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 6   DRAMA</b>						
B1. Creating and Presenting - B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places			A		A	
<b>GRADE 6   VISUAL ARTS</b>						
D1. Creating and Presenting - D1.3 use elements of design in art works to communicate ideas, messages, and understandings		A	A	A		
<b>GRADE 6   LANGUAGE ARTS</b>						
<b>Oral Communication</b>						
1. Listening to Understand - Active Listening Strategies - 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups	V G A M	V G A M	V G A M	V G A M	V G A M	
<b>Media Literacy</b>						
3. Understanding Media Forms, Conventions, and Techniques: Producing Media Texts - 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques		A	A			
<b>Speaking to Communicate</b>						
2. Interactive Strategies - 2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., create different-sounding “voices”for characters in a dramatization of a story)			A		A	
<b>GRADE 6   SOCIAL STUDIES</b>						
<b>People and Environments: Canada’s interaction with the Global Community</b>						
B1. Application: Canada and International Cooperation - B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed (e.g., issues such as global warming, carbon dioxide and sulphur dioxide emissions, ownership and availability of fresh water, deforestation, overfishing, invasive species, habitat protection of migrating species, or disposal of electronic waste)	G A				V G A M	V G A M

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 6   SCIENCE</b>						
<b>Understanding Matter and Energy Electricity and Electrical Devices</b> 1. Relating Science and Technology to Society and the Environment <ul style="list-style-type: none"> <li>- 1.1 assess the short- and long-term environmental effects of the different ways in which electricity is generated in Canada (e.g., hydro, thermal, nuclear, wind, solar), including the effect of each method on natural resources and living things in the environment</li> <li>- 1.2 assess opportunities for reducing electricity consumption at home or at school that could affect the use of non-renewable resources in a positive way or reduce the impact of electricity generation on the environment</li> <li>- 3.5 identify ways in which electrical energy is transformed into other forms of energy (e.g., electrical energy is transformed into heat energy in a toaster, light and sound energy in a television, mechanical energy in a blender)</li> </ul>		<b>G A M</b>				