



## Curriculum Links for BC for Planet Protector Academy: ZERO HEROES

### 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   SCIENCE AND TECHNOLOGY (2015)</b>						
(Content) Biodiversity in the local environment			V G			
(Content) Energy is needed for life		V G	V G			A
(Questioning and Predicting) Observe objects and events in familiar contexts				A		
(Processing and analyzing data and information) Collect simple data				A		
(Processing and analyzing data and information) Experience and interpret the local environment				A		
(Processing and analyzing data and information) Sort and classify data and information using drawings or provided tables				A		
(Processing and analyzing data and information) Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends				A		
(Evaluating) Compare results with predictions, suggesting possible reasons for findings				A		
(Evaluating) Make simple inferences based on their results and prior knowledge	M	M	M	A M	M	
(Applying and innovating) Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches	M	M	M	M	M	
(Applying and innovating) Co-operatively design projects						A
(Applying and innovating) Generate and introduce new or refined ideas when problem solving						A
(Communicating) Express and reflect on personal, shared, or others' experiences of place	A M	M	M	A M	G A M	G A
<b>GRADE 3   APPLIED DESIGN, SKILLS AND TECHNOLOGIES (2015)</b>						
(Applied design) Ideating						A
(Applied design) Sharing						A
<b>GRADE 4   ENGLISH LANGUAGE ARTS (2015)</b>						
(Comprehend and connect) Begin to use sources of information and prior knowledge to make meaning	V G	V G	G A	V G A M	V G A M	V G A

Curriculum Expectations	Levels					
	1	2	3	4	5	6
(Comprehend and connect) Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from text	V G A M	V G A M	V G A M	V G A M	V G A M	V G A
(Comprehend and connect) Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and	V G A M	V G A M	V G A M	V G A M	V G A M	V G A
(Comprehend and connect) Use personal experience and knowledge to connect to text and make meaning	G M	G	G A	G A M	G A M	G
(Comprehend and connect) Recognize the importance of story in personal, family, and community identity	V	V	V	V	V A	V
(Comprehend and connect) Exchange ideas and perspectives to build shared understanding	G A M	G M	G A M	G A M	G A M	G A
(Create and communicate) Create stories and other age-appropriate texts to deepen awareness of self, family, and community			A		A	
(Create and communicate) Plan and create a variety of communication forms for different purposes and audiences	M		A M	A M	A M	A
<b>GRADE 3   ARTS EDUCATION (2015)</b>						
(Exploring and creating) Choose artistic elements, processes, materials, movements, technologies, tools, techniques, and environments using combinations and selections for specific purposes in art making	A	A	A	A	A	
(Exploring and creating) Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play	A	A	A	A	A	
(Exploring and creating) Explore identity, place, culture and belonging through arts experiences	A				A	
(Reasoning and reflecting) Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art	A		A	A	A	
(Communicating and documenting) Interpret and communicate ideas using symbols and elements to express meaning through the arts	A					
(Communicating and documenting) Express, feelings, ideas, and experiences through in creative ways	A		A	A	A	
(Communicating and documenting) Experience, document, perform, and share creative works in a variety of ways*	A	A	A	M	A	
* The Planet Protector song, which students are encouraged to learn and perform, appears in each level.						
<b>GRADE 3   MATHEMATICS (2015)</b>						
(Content) Addition and subtraction to 1000 **	M	M	M	M	M	
(Content) Multiplication and division concepts		A		A		
(Content) Fraction concepts		G	G			G
(Reasoning and analyzing) Develop mental math strategies and abilities to make sense of quantities	G	G A	G	A		G
(Reasoning and analyzing) Use reasoning and logic to explore and make connections	G	G A	G	A		G
(Connecting and reflecting) Connect mathematical concepts to each other and make mathematical connections to the real world	G	G A	G	A		G
(Understanding and solving) Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community		A		A		

Curriculum Expectations	Levels					
	1	2	3	4	5	6
** For each level, students are required to add up the points earned by each team member for their weekly mission.						
<b>GRADE 3   SOCIAL STUDIES (2015)</b>						
(Content) Relationship between humans and their environment	VGAM	VG	VGA	VGAM	VGAM	VGA
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	G	G	G	GA	GA	G
<b>GRADE 3   CAREER EDUCATION (2015)</b>						
(Big ideas) Strong communities are the result of being connected to family and community and working together toward common goals.	M	M	M	M	M	
Work respectfully and constructively with others to achieve common goals			A	AM	A	A
Share ideas, information, personal feelings, and knowledge with others	GAM	GM	GAM	GAM	GAM	G
<b>GRADE 3   PHYSICAL AND HEALTH EDUCATION (2015)</b>						
(Healthy and active living) Explore and describe strategies for pursuing personal health-living goals					AM	



Curriculum Expectations	Levels					
	1	2	3	4	5	6
(Comprehend and connect) Use personal experience and knowledge to connect to text and develop understanding of self, community, and world	V G A M	V G	V G A M	V G A M	V G A M	G A
(Comprehend and connect) Exchange ideas and perspectives to build shared understanding	G A M	G M	G A M	G A M	G A M	G A
(Create and communicate) Use writing and design processes to plan, develop and create texts for a variety of purposes and audiences					A	A
<b>GRADE 4   ARTS EDUCATION (2015)</b>						
(Exploring and creating) Choose artistic elements, processes, materials, movements, technologies, tools, techniques, and environments using combinations and selections for specific purposes in art making			A	A	A	
(Exploring and creating) Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play			A	A	A	
(Exploring and creating) Explore identity, place, culture and belonging through arts experiences	A				A	
(Reasoning and reflecting) Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations			A	A	A	
(Reasoning and reflecting) Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art	A		A	A	A	
(Communicating and documenting) Interpret and communicate ideas using symbols and elements to express meaning through the arts	A					
(Communicating and documenting) Express, feelings, ideas, and experiences through the arts	A		A	A	A	
(Communicating and documenting) Experience, document, perform, and share creative works in a variety of ways*			A	M	A	
* The Planet Protector song, which students are encouraged to learn and perform, appears in each level.						
<b>GRADE 4   MATHEMATICS (2015)</b>						
(Content) Addition and subtraction of whole numbers **	M	M	M	M	M	
(Content) Multiplication and division of two- or three digit numbers by one-digit numbers		A		A		
(Content) Financial literacy – monetary calculations		A				
(Reasoning and analyzing) Develop mental math strategies and abilities to make sense of quantities	G	G	G			G
(Reasoning and analyzing) Use reasoning and logic to explore and make connections	G	G A	G	A		G
(Connecting and reflecting) Connect mathematical concepts to each other and make mathematical connections to the real world	G	G A	G	A		G
(Understanding and solving) Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community		A		A		
** For each level, students are required to add up the points earned by each team member for their weekly mission.						
<b>GRADE 4   SOCIAL STUDIES (2015)</b>						
Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective)					A	

Curriculum Expectations	Levels					
	1	2	3	4	5	6
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	G	G	G	G	G	G
<b>GRADE 4   CAREER EDUCATION (2015)</b>						
(Big ideas) Leadership requires listening to and respecting the ideas of others.	G A M	G	G A M	G A M	G A M	G M
(Big ideas) Family and community relationships can be a source of support and guidance when solving problems and making decisions.	M	M	M	M	M	
<b>GRADE 4   PHYSICAL AND HEALTH EDUCATION (2015)</b>						
(Healthy and active living) Identify and apply strategies for pursuing personal health-living goals					A M	

# GRADE 5

Content: V = video content

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Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 5   SCIENCE AND TECHNOLOGY (2015)</b>						
(Content) The nature of sustainable practices around BC's living and non-living resources						V
(Questioning and Predicting) Make observations in familiar or unfamiliar contexts				A		
(Processing and analyzing data and information) Experience and interpret the local environment			A	A		
(Processing and analyzing data and information) Construct and use a variety of methods to represent patterns or relationships in data				A		
(Processing and analyzing data and information) Identify patterns and connections in data				A		
(Processing and analyzing data and information) Demonstrate an openness to new ideas and consideration of alternatives				A		A
(Evaluating) Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations				A		
(Applying and innovating) Contribute to care for self, others, and community through personal or collaborative approaches	M	M	M	M	M	
(Applying and innovating) Co-operatively design projects				M		A
(Communicating) Communicate ideas, explanations, and processes in a variety of ways	GM	G	GAM	GAM	GAM	GA
(Communicating) Express and reflect on personal, shared, or others' experiences of place	AM	M	M	AM	GAM	GA
<b>GRADE 5   APPLIED DESIGN, SKILLS AND TECHNOLOGIES (2015)</b>						
(Applied design) Defining						A
(Applied design) Ideating						A
(Applied design) Sharing						A
<b>GRADE 5   ENGLISH LANGUAGE ARTS (2015)</b>						
(Comprehend and connect) Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding	VG	VG	GA	VGAM	VGAM	VGA
(Comprehend and connect) Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to construct meaning from text	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(Comprehend and connect) Apply a variety of age-appropriate thinking skills to gain meaning from texts	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(Comprehend and connect) Use personal experience and knowledge to connect to text and develop understanding of self, community, and world	VGAM	VG	VGAM	VGAM	VGAM	GA
(Comprehend and connect) Exchange ideas and perspectives to build shared understanding	GAM	GM	GAM	GAM	GAM	GA

Curriculum Expectations	Levels					
	1	2	3	4	5	6
(Create and communicate) Use writing and design processes to plan, develop and create texts for a variety of purposes and audiences					A	A
<b>GRADE 5   ARTS EDUCATION (2015)</b>						
(Exploring and creating) Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work			A	A	A	
(Exploring and creating) Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play			A	A	A	
(Reasoning and reflecting) Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations			A	A	A	
(Reasoning and reflecting) Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art	A		A	A	A	
(Communicating and documenting) Interpret and communicate ideas using symbols and elements to express meaning through the arts	A					
(Communicating and documenting) Express, feelings, ideas, and experiences through the arts	A		A	A	A	
(Communicating and documenting) Experience, document, perform, and share creative works in a variety of ways*			A	M	A	
* The Planet Protector song, which students are encouraged to learn and perform, appears in each level.						
<b>GRADE 5   MATHEMATICS (2015)</b>						
(Content) Addition and subtraction of whole numbers to 1 000 000**	M	M	M	M	M	
(Content) Multiplication and division to three digits, including division with remainders		A		A		
(Content) Financial literacy – monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans		A				
(Reasoning and analyzing) Develop mental math strategies and abilities to make sense of quantities	G	G	G			G
(Understanding and solving) Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community		A		A		
(Connecting and reflecting) Connect mathematical concepts to each other and make mathematical connections to the real world	G	G A	G	A		G
** For each level, students are required to add up the points earned by each team member for their weekly mission.						
<b>GRADE 5   SOCIAL STUDIES (2015)</b>						
Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	G	G	G	G A M	G A	G A
Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective)					A	
Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	G	G	G	G	G	G
<b>GRADE 5   CAREER EDUCATION (2015)</b>						



Curriculum Expectations	Levels					
	1	2	3	4	5	6
(Big ideas) Leadership requires listening to and respecting the ideas of others.	G A M	G	G A M	G A M	G A M	G M
(Big ideas) Family and community relationships can be a source of support and guidance when solving problems and making decisions.	M	M	M	M	M	
<b>GRADE 5   PHYSICAL AND HEALTH EDUCATION (2015)</b>						
(Big ideas) Knowing what we enjoy doing and knowing about our opportunities to participate in those activities helps us develop an active lifestyle	A					
(Healthy and active living) Describe the impacts of personal choices on health and well-being	A	G	G M	G M	G A M	