



Curriculum Links for Manitoba for Planet Protector Academy: ZERO HEROES

GRADE 3

Content:

V = video content

G = game show

A = Activity

M = At-Home Mission

Manitoba Education Grade 3 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
GRADE 3 SCIENCE (1999)						
(Skills and Attitudes) Scientific Inquiry				A		
(Skills and Attitudes) Design Process						A
(Growth and Changes in Plants) Describe ways that plants and animals depend on each other. <i>Composting</i>			V G A M			
(Soils in the Environment) Identify animals found in soil and explain their importance to soil quality. <i>Composting</i>			V G A M			
(Soils in the Environment) Describe ways to return organic matter to the soil. <i>Composting</i>			V G A M			
GRADE 3 ENGLISH LANGUAGE ARTS (not specified)						
Listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.	V G A M	V G A M	V G A M	V G A M	V G A M	V G A
Listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.	V G A M	V G	V G A M	V G A M	V G A M	V G A
Listen, speak, read, write, view, and represent to manage ideas and information.	G M	G A M	G A M	G A M	V G A M	G A
Listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.	A	A	A	A M	A	A
Listen, speak, read, write, view, and represent to celebrate and to build community.	G A M	G A M	G A M	G A M	G A M	G A
GRADE 3 ARTS EDUCATION (2007)						
(Drama) Students develop understanding of and facility with dramatic forms and elements.					A	
(Drama) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing drama for a variety of purposes and audiences.					A	
(Drama) Demonstrate understanding of the roles, purposes, and meanings of drama in the lives of individuals and in communities.					A	
(Music) Students develop skills for making music individually and as part of an ensemble.	*	*	*	*	*	*
(Music) Students collaboratively generate, develop and communicate ideas in creating original and interpretive music for a variety of purposes and audiences.			A			

Manitoba Education Grade 3 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
(Music) Experience and develop awareness of a variety of music genres, styles, and traditions. <i>Rap</i>			A			
(Visual Arts) Students demonstrate understanding of and facility with visual art elements, principles, and media.	A	A		A M		
(Visual Arts) Students individually and collaboratively generate, develop, and communicate ideas in creating original visual art for a variety of purposes and audiences.	A	A		A		
(Visual Arts) Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.	VG			VGAM	VGAM	VG
* The Planet Protector song, which students are encouraged to learn and perform, appears in each level.						
GRADE 3 MATHEMATICS (2013)						
Represent and describe numbers to 1000, concretely, pictorially, and symbolically	G	G A	G	A		G
Describe and apply mental mathematics strategies for adding two 2-digit numerals.	M**	A M**	M**	A M**	M**	
Demonstrate an understanding of fractions.		G	G			G
** For each level, students are required to add up the points earned by each team member for their weekly mission.						
GRADE 3 SOCIAL STUDIES (2003)						
(Active Democratic Citizenship) Collaborate with others to share ideas, decisions, and responsibilities in groups.	A M		A M	A M	A	A
(Active Democratic Citizenship) Make decisions that reflect care, concern, and responsibility for the environment.	A M	M	A M	A M	A M	
(Critical and Creative Thinking) Consider advantages and disadvantages of solutions to a problem.	A M		A M	A M	A M	A
(Communication) Listen actively to others to understand their perspectives.	V G A M	V G A M	V G A M	V G A M	V G A M	V G A
(Connecting with Canadians) Identify factors that may influence their identities.			V G A M		V G A M	
(Connecting with Canadians) Be willing to contribute to their groups and communities.	A M	A M	A M	A M	A M	A
(Exploring the World) Give examples of personal decisions and actions that may positively affect people locally or globally.	A M	M	M	M	A M	
GRADE 3 HEALTH AND LIFE SKILLS: Personal and Social Management (2000)						
Explore the steps in the decision-making/ problem-solving process.	A		A	A	A	A
Demonstrate behaviours that show respect for the abilities and feelings of others in small-group class activities.	G A		G A	G A M	G A	G A

GRADE 4

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Manitoba Education Grade 4 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
GRADE 4 SCIENCE (1999)						
(Skills and Attitudes) Science Inquiry				A		
(Skills and Attitudes) Design Process						A
(Habitats and Communities) Investigate how technological developments often mirror physical adaptations.						A
(Habitats and Communities) Recognize that plant and animal populations interact within a community.			V G A			
(Habitats and Communities) Investigate natural and human-caused changes to habitats, and identify resulting effects on plant and animal populations. Include: endangerment, extinction.	V G	V G	V G	V G		V G
(Habitats and Communities) Describe how their actions can help conserve plant and animal populations and their habitats. Reduce garbage, compost	V G A M	V G A M	V G A M	V G A M		V G
(Rocks, Minerals, and Erosion) Give examples of products derived from rocks and minerals.						V
(Rocks, Minerals, and Erosion) Identify natural phenomena and human activities that cause significant changes in the landscape. Landfills, plastics in the environment	V G	V G				V G
GRADE 4 ENGLISH LANGUAGE ARTS (not specified)						
Listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.	V G A M	V G A M	V G A M	V G A M	V G A M	V G A
Listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.	V G A M	V G	V G A M	V G A M	V G A M	V G A
Listen, speak, read, write, view, and represent to manage ideas and information.	G M	G A M	G A M	G A M	V G A M	G A
Listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.	A	A	A	A M	A	A
Listen, speak, read, write, view, and represent to celebrate and to build community.	G A M	G A M	G A M	G A M	G A M	G A
GRADE 4 ARTS EDUCATION (2007)						
(Drama) Students develop understanding of and facility with dramatic forms and elements.					A	
(Drama) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing drama for a variety of purposes and audiences.					A	
(Drama) Demonstrate understanding of the roles, purposes, and meanings of drama in the lives of individuals and in communities.					A	
(Music) Students develop skills for making music individually and as part of an ensemble.	*	*	*	*	*	*
(Music) Students collaboratively generate, develop and communicate ideas in creating original and interpretive music for a variety of purposes and audiences.			A			
(Music) Experience and develop awareness of a variety of music genres, styles, and traditions. <i>Rap</i>			A			
(Visual Arts) Students demonstrate understanding of and facility with visual art elements, principles, and media.	A	A		A M		
(Visual Arts) Students individually and collaboratively generate, develop, and communicate ideas in creating original visual art for a variety of purposes and audiences.	A	A		A		

Manitoba Education Grade 4 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
(Visual Arts) Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.	VG			VGAM	VGAM	VG
* The Planet Protector song, which students are encouraged to learn and perform, appears in each level.						
GRADE 4 MATHEMATICS (2013)						
Compare and order numbers to 10 000.	G	GA	G	A		G
Demonstrate an understanding of addition of numbers with answers to 10 000 concretely, pictorially, and symbolically.	M**	AM**	M**	AM**	M**	
Demonstrate an understanding of multiplication (2- or 3-digit numerals by 1-digit numerals) to solve problems.		A		A		
Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems.		A		A		
** For each level, students are required to add up the points earned by each team member for their weekly mission.						
GRADE 4 SOCIAL STUDIES (2003)						
(Active Democratic Citizenship) Collaborate with others to share ideas, decisions, and responsibilities in groups.	AM		AM	AM	A	A
(Active Democratic Citizenship) Interact fairly and respectfully with others.	GA	G	GA	GA	GA	GA
(Active Democratic Citizenship) Make decisions that reflect care, concern, and responsibility for the environment.	AM	M	AM	AM	AM	
(Active Democratic Citizenship) Negotiate constructively with others to build consensus.	A		A	A	A	A
(Critical and Creative Thinking) Consider advantages and disadvantages of solutions to a problem.	AM		AM	AM	AM	A
(Communication) Listen actively to others to understand their perspectives.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(Communication) Present information and ideas orally, visually, concretely, or electronically.	M	M	M	AM	M	A
(Living in Canada) Be willing to contribute to their groups and communities	AM	AM	AM	AM	AM	A
(Living in Manitoba) Recognize that personal decisions and actions can affect people elsewhere in the world.	VG	VG	VG	VG	VG	VG
(Living in Manitoba) Appreciate Manitoba's natural environment.	VG	VG	VG	VG	VG	VG
GRADE 4 HEALTH AND LIFE SKILLS: Personal and Social Management (2000)						
Design, implement, evaluate, and revise an action plan for making a group decision.		A		A	A	A
Demonstrate interpersonal skills for getting along with others in class activities.		GA	G	GA	GA	GA

GRADE 5

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M = At-Home Mission

Manitoba Education Grade 5 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
GRADE 5 SCIENCE (2000)						
(Skills and Attitudes) Science Inquiry				A		
(Skills and Attitudes) Design Process						A
(Weather) Recognize that climates around the world are ever changing, and identify possible explanations. Methane from food waste.			VG			
GRADE 5 ENGLISH LANGUAGE ARTS (not specified)						
Listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
Listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.	VGAM	VG	VGAM	VGAM	VGAM	VGA
Listen, speak, read, write, view, and represent to manage ideas and information.	GM	GAM	GAM	GAM	VGAM	GA
Listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.	A	A	A	AM	A	A
Listen, speak, read, write, view, and represent to celebrate and to build community.	GAM	GAM	GAM	GAM	GAM	GA
GRADE 5 ARTS EDUCATION (2007)						
(Drama) Students develop understanding of and facility with dramatic forms and elements.					A	
(Drama) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing drama for a variety of purposes and audiences.					A	
(Drama) Demonstrate understanding of the roles, purposes, and meanings of drama in the lives of individuals and in communities.					A	
(Music) Students develop skills for making music individually and as part of an ensemble.	*	*	*	*	*	*
(Music) Students collaboratively generate, develop and communicate ideas in creating original and interpretive music for a variety of purposes and audiences.			A			
(Music) Experience and develop awareness of a variety of music genres, styles, and traditions. <i>Rap</i>			A			
(Visual Arts) Students demonstrate understanding of and facility with visual art elements, principles, and media.	A	A		AM		
(Visual Arts) Students individually and collaboratively generate, develop, and communicate ideas in creating original visual art for a variety of purposes and audiences.	A	A		A		
(Visual Arts) Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.	VG			VGAM	VGAM	VG
* The Planet Protector song, which students are encouraged to learn and perform, appears in each level.						

Manitoba Education Grade 5 Curriculum Outcomes (cont.)	Levels					
	1	2	3	4	5	6

Manitoba Education Grade 5 Curriculum Outcomes (cont.)	Levels					
	1	2	3	4	5	6
GRADE 5 MATHEMATICS (2013)						
Represent and describe whole numbers to 1 000 000.	G	GA	G	A		G
Apply estimation strategies, including front-end rounding compensation compatible numbers in problem-solving contexts.	M**	AM**	M**	AM**	M**	
Apply mental mathematics strategies for multiplication.		A		A		
Demonstrate an understanding of division o solve problems.		A		A		
** For each level, students are required to add up the points earned by each team member for their weekly mission.						
GRADE 5 SOCIAL STUDIES (2003)						
(Active Democratic Citizenship) Collaborate with others to establish and carry out group goals and responsibilities.	AM		AM	AM	A	A
(Active Democratic Citizenship) Make decisions that reflect fairness and equality in their interactions with others.	GA	G	GA	GA	GA	GA
(Active Democratic Citizenship) Make decisions that reflect care, concern, and responsibility for the environment.	AM	M	AM	AM	AM	
(Active Democratic Citizenship) Negotiate constructively with others to build consensus and solve problems.	A		A	AM	AM	A
(Critical and Creative Thinking) Evaluate the advantages and disadvantages of solutions to a problem.	AM		AM	AM	AM	A
(Communication) Listen to others to understand their perspectives.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(Communication) Present information and ideas orally, visually, concretely, or electronically.	M	M	M	AM	M	A
(Communication) Articulate their beliefs and perspectives on issues.	GAM	G	GAM	GAM	GAM	GA
Respect the rights, opinions, and perspectives of others.	GAM	G	GAM	GAM	GAM	GA
Be willing to contribute to their groups and communities.	AM		AM	AM	AM	A
GRADE 5 HEALTH AND LIFE SKILLS: Personal and Social Management (2002)						
Review verbal and non-verbal behaviours that help and hinder communication for building positive relationships.	GA	G	GA	GA	GA	GA
Demonstrate functional use of interpersonal skills for getting along with others in making group decisions while participating in class activities.	GA	G	GA	GA	GA	GA

