



## Curriculum Links for Saskatchewan 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   ARTS EDUCATION</b>						
(Creative/Productive) Demonstrate that energy is on a continuum of a little to a lot and apply to own movement explorations and dances				V		
(Creative/Productive) Respond appropriately and imaginatively to others in role to further the dramatic work					A	
(Creative/Productive) Use language purposefully when speaking and writing in role					A	
(Creative/Productive) Support contributions to drama discussions with stories of own or community experience					A	
(Creative/Productive) Work together within dramatic contexts					A	
(Creative/Productive) Use imagination to explore various possibilities in dramatic contexts			A		A	
(Creative/Productive) Create vocal and instrumental compositions, and investigate questions and music concepts through collaborative inquiry		A				
(Creative/Productive) Observe visual details, and include details to enhance depictions of animals, people, and objects			A			
<b>GRADE 3   ENGLISH LANGUAGE ARTS</b>						
(Comprehend and Respond) View, listen to, read, and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study	G	G M	G M	G M	V G A M	
(Comprehend and Respond) Identify design, layout, and other features that help to understand grade-appropriate visual and multimedia texts .			A			
(Comprehend and Respond) View and identify purpose for visual features used.			A			
(Comprehend and Respond) Follow multi-step directions independently.	G	G M	G M	G M	G M	
(Comprehend and Respond) Identify simple poetic effects in oral language (e.g., rhymes, repeated sounds, instances of onomatopoeia and alliteration).		A				
(Comprehend and Respond) Listen attentively and courteously to each other in discussions and to guest speakers.	G	G A	G	G	G	
(Compose and Create) Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to learning in other areas of study.	A	A	A	A		

(Compose and Create) Communicate ideas, findings, and information pertaining to topics, problems, questions, or issues by creating easy-to-follow visual, oral, and written formats with a clear purpose			A			
(Compose and Create) Use inquiry to explore a question, topic, problem, or issue that students, individually or as a group, want to know more about or want to resolve/solve: Share and report what was learned in an easy-to-follow visual, oral, and written format	A	A	A	A	A	
(Compose and Create) Demonstrate understanding of the topic, problem, question, or issue in a variety of ways.		A	A			
(Compose and Create) Depict main ideas in a new form.			A			
(Compose and Create) Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.					A	
(Compose and Create) Deliver brief recitations and oral presentations (including reporting to class) about familiar experiences or interests, organized and focused on a central idea.		A			A	
(Compose and Create) Plan and present, with clear diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays.		A				
<b>GRADE 3   HEALTH EDUCATION</b>						
(Understanding, Skills, and Confidences) Provide examples of individual family members' roles, including those of self, that contribute to the physical, mental, emotional, and spiritual health of the family and the home.		M	M	M	M	
(Understanding, Skills, and Confidences) Propose what can be done to make a home and the family healthier.		M	M	M	M	
(Action Planning) Plan to act based on the knowledge and information that has been investigated.		M	M	M	M	
(Action Planning) Document and report on the action that was taken in order to guide further action.		M	M	M	M	
(Action Planning) Represent and communicate what was learned from the action (e.g., What did I do well? What can I do differently to guide further actions?).		M	M	M	M	
<b>GRADE 3   MATHEMATICS</b>						
(Patterns and Relations) Observe and describe activities relevant to self, family, and community that would involve the measurement of time.			M			
<b>GRADE 3   PHYSICAL EDUCATION</b>						
(Goals: Active Living, Skillful Movement, Relationships) Participate willingly and respectfully in all physical education activities.			A			
(Goals: Active Living, Skillful Movement, Relationships) Demonstrate the ability to be responsible for own social behaviours while participating in interactive movement activities.			A			
(Goals: Active Living, Skillful Movement, Relationships) Work and play cooperatively with peers, both as teammates and opponents.			A			
<b>GRADE 3   SOCIAL STUDIES</b>						
(Resources and Wealth) Give examples of technologies in communities studied, and categorize the influences of the application of the technology as positive or negative.				A		

## GRADE 4

Content: V = video content

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Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 4   ARTS EDUCATION</b>						
(Creative/Productive) Select, or negotiate with other students, specific stimuli as starting points for dance compositions			A			
(Creative/Productive) Improvise to generate and develop movement ideas			A			
(Creative/Productive) Move with varying speeds (fast to slow), duration (short to long), and force (strong to light)				V		
(Creative/Productive) Create a variety of dance relationships, alone, with a partner, and in small groups			A			
(Creative/Productive) Devise a variety of roles, improvisations, and dramatic episodes drawing on imagination and own observations and experiences of life in Saskatchewan					A	
(Creative/Productive) Work co-operatively within dramatic contexts, demonstrate respect for the contributions of others, and appreciate the responsibilities and satisfaction of doing so			A		A	
(Creative/Productive) Choose specific alternatives in order to further the drama's development					A	
(Creative/Productive) Sing, play, and identify common music forms		A				
(Creative/Productive) Collaborate with other students to plan, document, and share the results of the visual art inquiry	A	A	A	A		
(Creative/Productive) Demonstrate imaginative use of the elements of art including line, colour, texture, shape, form, and space			A			
(Creative/Productive) Demonstrate the ability to perceive visual details, and include details to enhance depictions of plants, animals, people, and objects			A			
(Creative/Productive) Use contour lines to draw people, animals, and objects			A			
<b>GRADE 4   ENGLISH LANGUAGE ARTS</b>						
(Comprehend and Respond) Discuss visual experiences.			A			
(Comprehend and Respond) Evaluate the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues.			A			
(Comprehend and Respond) Follow multi-step directions and instructions independently.	A G	G A M	G A M	G A M	G A M	A
(Comprehend and Respond) Follow multi-step written instructions and procedures in basic technical or how-to manuals.	A G	G A M	G A M	G A M	G A M	A
(Compose and Create) Create spoken, written, and other representations that include: a specific message		A	A		A	
(Compose and Create) Create spoken, written, and other representations that include: a coherent organization of ideas					A	
(Compose and Create) Compose and communicate findings and conclusions about problems, questions, or issues in a clear visual, oral, and written format.		A	A			
(Compose and Create) Use inquiry to explore authentic problems, questions, and issues associated with identity, community, and social responsibility					A	

(Compose and Create) Express relevant opinions about experiences through a variety of representations.		A	A		A	
(Compose and Create) Experiment with different ways of representing ideas and sharing them with others.		A	A			
(Compose and Create) Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with others to share ideas and opinions, ask for support, complete tasks, and explain concerns or problems.	A	A	A		A	
<b>GRADE 4   HEALTH EDUCATION</b>						
(Decision Making) Identify opportunities to demonstrate personal responsibility when making decisions.		M	M	M	M	
(Action Planning) Identify basic steps to design and carry out effective action plans (i.e., who, what, where, when, why, how).		M	M	M	M	
(Action Planning) Design and follow a brief outline of a plan, including a schedule.		M	M	M	M	
(Action Planning) Implement the action as outlined.		M	M	M	M	
(Action Planning) Document and reflect on implementation (e.g., What did I do well? What will I do differently next time? Did I effectively communicate my action?).		M	M	M	M	
<b>GRADE 4   MATHEMATICS</b>						
(Number) Solve problems that involve addition and subtraction of more than two numbers.				M	M	
<b>GRADE 4   SCIENCE</b>						
(Life Science: Habitats and Communities) Create dramatic, visual, musical, or other representations to show how personal actions can help conserve, honour, and respect natural and constructed habitats.		A	A			

# GRADE 5

Content: V = video content

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M = At-Home Mission

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 5   ARTS EDUCATION</b>						
(Creative/Productive) Collaborate with peers to select a common starting point, and generate further ideas for dance compositions			A			
(Creative/Productive) Incorporate various relationships alone, with a partner, and in small groups			A			
(Creative/Productive) Respond to others in role in ways that aid the progress of the drama					A	
(Creative/Productive) Use language expressively when speaking and writing in role					A	
(Creative/Productive) Use voice and instruments purposefully to convey feelings and own ideas		A				
(Creative/Productive) Demonstrate ability to represent visual details to enhance depictions of plants, animals, people, and objects		A	A	A		
<b>GRADE 5   ENGLISH LANGUAGE ARTS</b>						
(Compose and Create) Create spoken, written, and other representations that include: a clear and specific message		A	A			
(Compose and Create) Create spoken, written, and other representations that include: a logical and coherent organization of ideas					A	
(Compose and Create) Create spoken, written, and other representations that include: a competent use of language and conventions						
(Compose and Create) Participate in a variety of oral presentations including dramatization (role play), discussion circles, introducing a visitor to the class or school, and giving directions.					A	
(Compose and Create) Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.	A	A	A	A	A	
(Compose and Create) Experiment with different forms including poems, short scripts, and journal entries to communicate and demonstrate understanding.		A			A	
<b>GRADE 5   SOCIAL STUDIES</b>						
(Resources and Wealth) List the possible consequences of non-sustainable practices related to the use of resources.	G					
(Resources and Wealth) Give examples of policies and actions that contribute to sustainability.		G A M	A M	G V A M	V G A M	

# GRADE 6

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A = Activity

M = At-Home Mission

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 6   ARTS EDUCATION</b>						
(Creative/Productive) Draw on own life experience and imagination when speaking and representing ideas in role					A	
(Creative/Productive) Support the focus during pair and group work, improvisations, and the development of dramatic episodes					A	
(Creative/Productive) Contribute ideas to the topic, focus, and development of the drama					A	
(Creative/Productive) Demonstrate a willingness to negotiate, accept the ideas of others, and work toward consensus in dramatic work					A	
(Creative/Productive) Experiment with voice and instruments by creating a wide variety of sounds and sound patterns		A				
(Creative/Productive) Prepare, rehearse, present, and assess own music performances		A				
<b>GRADE 6   ENGLISH LANGUAGE ARTS</b>						
(Comprehend and Respond) View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds.				V	V	
(Comprehend and Respond) Read and comprehend a range of contemporary and traditional texts appropriate to interests and learning needs.	G	G	G	G	G	
(Compose and Create) Create speeches, written compositions, and other representations that feature message content or ideas, focus on straightforward ideas and information; provide relevant details, examples, and explanations; generally are accurate and complete; use own words.		A				
(Compose and Create) Create a variety of visual, oral, written, and multimedia (including digital) texts.		A	A			
(Compose and Create) Create a variety of meaningful personal and impromptu communications characterized by some insight, development, and originality		A	A			
(Compose and Create) Convey understanding of topics using mime, graphics, physical movement, and pictures or photographs	A	A	A	A	A	
(Compose and Create) Convey key images or information inherent in those images through visual representations	A	A	A	A		
(Compose and Create) Present ideas clearly and at a rate that enables others to follow.			A			
(Compose and Create) Engage in partner, small-group, and whole-class discussion to accomplish a task (e.g., develop a class plan of action).	A	A	A	A	A	
(Compose and Create) Exchange ideas and concepts with teacher, peers, and adults.					A	
(Compose and Create) Prepare and give oral presentations.		A				
(Compose and Create) Perform role plays and dramatizations.					A	

GRADE 6   PHYSICAL EDUCATION						
(Goals: Active Living, Skillful Movement, Relationships) Identify and use methods and sources for data collection to assess and monitor personal level of physical fitness.				M	M	
(Goals: Active Living, Skillful Movement, Relationships) Identify and use methods for evaluation of success of personal fitness plan and reflect on ways to improve.				M	M	
GRADE 6   SCIENCE						
(Physical Science: Understanding Electricity) Describe how electrical energy is generated from hydroelectric, coal, natural gas, nuclear, geothermal, biomass, solar, and wind sources and categorize these resources as renewable or non-renewable.		A				
(Physical Science: Understanding Electricity) Identify factors that affect electrical energy consumption at home, school, and in the workplace and propose methods of decreasing electrical energy consumption that can help to conserve natural resources and protect the environment.		G A M	G A M			