



Curriculum Links for Manitoba 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
GRADE 3 DANCE						
Dance Language and Performance Skills (DA–L3) - respond to accented beats through movement K–4 DA–L3.3	V A	V	V	V	V	V
<i>Kids are also encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</i>						
GRADE 3 DRAMA						
Valuing Drama Experience (DR–V3) - reflect on, share, and explain thoughts and feelings evoked by drama and drama-making experiences 2–4 DR–V3.1	V A					
Creative Expression in Drama (DR–C2) - collaborate with others in developing dramatic play experiences K–4 DR–C2.6			A		A	
Creative Expression in Drama (DR–C3) - share own drama with others through performances, scripts, or video recordings K–4 DR–C3.3			A		A	
GRADE 3 MUSIC - Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level						
Music Language and Performance Skills (M–L1) - match pitch and sing with accurate rhythm and expressive qualities, using increasingly complex textures (e.g., partner songs, two-part singing) 3 M–L1.1	V A	V	V	V	V	V
Music Language and Performance Skills (M–L1) - demonstrate appropriate interpersonal skills for making music collectively K–8 M–L1.9		A				
Creative Expression in Music (M–C3) - share own musical ideas, compositions, and interpretations with others through performances, composition portfolios, and/or sound/video recordings K–4 M–C3.5		A				

Curriculum Expectations	Levels					
	1	2	3	4	5	6
GRADE 3 VISUAL ARTS						
Creative Expression in Art (A–C3) - work collaboratively to create and share group art projects 3–4 A–C3.3	A			A		
Art Language and Tools (A–L3) - observe, talk about, and use various art media to depict visual details and general characteristics (e.g., gestures, relative proportions) in a wide range of subjects found in images and in life 3–4 A–L3.1		A	A			
GRADE 3 LANGUAGE ARTS						
1.1 Discover and Explore - 1.1.1 Express Ideas: Describe personal observations, experiences, predictions, and feelings. - 1.1.2 Consider Others' Ideas: Consider others' ideas and observations to discover and explore personal understanding.	VA	VA	VA	VA	VA	
1.2 Clarify and Extend - 1.2.1 Develop Understanding: Examine how new experiences, ideas, and information connect to prior knowledge and experiences; record connections. - 1.2.3 Combine Ideas: Arrange and label ideas and information in more than one way to make sense for self and others.	V	A				
2.3 Understand Forms and Techniques - 2.3.5 Create Original Texts: Create original texts [such as personal narratives, reports, visual art, dramatizations, puppet plays, tableaux...] to communicate and demonstrate understanding of forms and techniques.		A	A	A		
3.1 Plan and Focus - 3.1.3 Contribute to Group Inquiry: Contribute knowledge of a topic in group discussion to help determine information needs.				A		
3.2 Select and Process - 3.2.2 Identify Sources: Answer inquiry and research questions using a variety of information sources [such as children's magazines, plays, folktales, personal song, storytelling, the land...].		A	A			
4.1 Generate and Focus - 4.1.1 Generate Ideas: Generate and contribute ideas on particular topics for oral, written, and visual texts using a variety of strategies [such as brainstorming, creating thought webs, listing, drawing...]. - 4.1.2 Choose Forms: Use a variety of forms [such as puppet plays, drum dances, readers' theatre, murals, narrative stories...] for particular audiences and purposes.		A	A			
4.4 Present and Share - 4.4.1 Share Ideas and Information: Present information and ideas on a topic to engage a familiar audience using a pre-established plan; use print and non-print aids to enhance the presentation. - 4.4.2 Effective Oral Communication: Select, monitor, and use appropriate volume, expression, and non-verbal cues in presentations; use physical stance and gestures to enhance communication.	VG	GA	GA	G	GA	

Curriculum Expectations	Levels					
	1	2	3	4	5	6
4.4 Present and Share (continued) - 4.4.3 Attentive Listening and Viewing: Demonstrate appropriate audience behaviours [such as showing enjoyment and appreciation...].	V G	G A	G A	G	G A	
5.2 Encourage, Support, and Work with Others - 5.2.1 Cooperate with Others: Cooperate and collaborate in small groups. - 5.2.2 Work in Groups: Ask others for their ideas and express interest in their contributions.		A			A	
GRADE 3 SOCIAL STUDIES						
Cluster 1: Our Local Community - 2.1.2 Natural Resources: 2-KL-016 Name natural resources in their local community. - 2.1.2 Natural Resources: 2-KL-017 Give examples of ways in which the natural environment influences their communities.		G				

GRADE 4

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Curriculum Expectations	Levels					
	1	2	3	4	5	6
GRADE 4 DANCE						
Dance Language and Performance Skills (DA–L3) - respond to accented beats through movement K–4 DA–L3.3	V A	V	V	V	V	V
<i>Kids are also encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</i>						
GRADE 4 DRAMA						
Valuing Drama Experience (DR–V3) - reflect on, share, and explain thoughts and feelings evoked by drama and drama-making experiences 2–4 DR–V3.1	V A					
Creative Expression in Drama (DR–C2) - collaborate with others in developing dramatic play experiences K–4 DR–C2.6			A		A	
Creative Expression in Drama (DR–C3) - share own drama with others through performances, scripts, or video recordings K–4 DR–C3.3			A		A	
GRADE 4 MUSIC - Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level						
Music Language and Performance Skills (M–L1) - sing expressively, matching pitch and using proper breath support, vowel sounds, consonants, and tone production 4 M–L1.1	V A	V	V	V	V	V
Music Language and Performance Skills (M–L1) - demonstrate appropriate interpersonal skills for making music collectively K–8 M–L1.9		A				
Creative Expression in Music (M–C3) - share own musical ideas, compositions, and interpretations with others through performances, composition portfolios, and/or sound/video recordings K–4 M–C3.5		A				
GRADE 4 VISUAL ARTS						
Creative Expression in Art (A–C3) - work collaboratively to create and share group art projects 3–4 A–C3.3	A			A		
Art Language and Tools (A–L3) - observe, talk about, and use various art media to depict visual details and general characteristics (e.g., gestures, relative proportions) in a wide range of subjects found in images and in life 3–4 A–L3.1		A	A			
GRADE 4 LANGUAGE ARTS						
1.1 Discover and Explore - 1.1.2 Consider Others' Ideas: Consider others' ideas and observations to discover and explore personal understanding.		A				

Curriculum Expectations	Levels					
	1	2	3	4	5	6
- 1.1.3 Experiment with Language and Form: Explore a variety of forms of expression for particular personal purposes.						
2.3 Understand Forms and Techniques - 2.3.4 Experiment with Language: Recognize how words and word combinations [such as word play, repetition, rhyme...] influence or convey meaning; identify ways in which exaggeration is used to convey humour. - 2.3.5 Create Original Texts: Create original texts [such as personal narratives, reports, visual art, dramatizations, puppet plays, tableaux...] to communicate and demonstrate understanding of forms and techniques.		A				
4.1 Generate and Focus - 4.1.1 Generate Ideas: Focus a topic for oral, written, and visual texts using a variety of strategies [such as jotting point-form notes, mind mapping, developing story frames...]		A				
4.2 Enhance and Improve - 4.2.1 Appraise Own and Others' Work: Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.		A	A			
4.4 Present and Share - 4.4.1 Share Ideas and Information: Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience. - 4.4.2 Effective Oral Communication: Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.	V	A		A		
4.4 Present and Share (continued) - 4.4.3 Attentive Listening and Viewing: Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions...].	V	A		A		
5.2 Encourage, Support, and Work with Others - 5.2.1 Cooperate with Others: Appreciate that everyone in a group has to work together to achieve cooperative and collaborative group tasks, and act accordingly. - 5.2.2 Work in Groups: Take roles and share responsibilities as a group member. - 5.2.4 Evaluate Group Process: Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.		A	A	A		
GRADE 4 SOCIAL STUDIES						
Cluster 3 Living in Manitoba - 4.3.2 Environmental Stewardship and Sustainability: 4-VL-006 Appreciate Manitoba's natural environment		M	A M	M	M	

Curriculum Expectations	Levels					
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GRADE 4 SCIENCE						
Grade 4, Cluster 1: Habitats and Communities - 4-1-15 Describe how their actions can help conserve plant and animal populations and their habitats. Examples: clean up a local stream to improve fish and bird habitat... GLO: B5	V G	G	GA	G	GA	

GRADE 5

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Curriculum Expectations	Levels					
	1	2	3	4	5	6
GRADE 5 DANCE						
Dance Language and Performance Skills - move in synchronization to the flow and structure (e.g., beat, accent, rhythm, phrasing, tempo) of a wide variety of music 5–8 DA–L3.1	V A	V	V	V	V	V
<i>Kids are also encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</i>						
GRADE 5 DRAMA						
Valuing Drama Experience (DR–V3) - share and justify interpretations of drama experienced as participants and as audience members, using appropriate drama language (e.g., share responses, discuss personal connections, conduct drama analyses, explain what and how the drama is communicating, comment on the effectiveness of dramatic choices) 5–8 DR–V3.1	V A					
Creative Expression in Drama (DR–C3) - collaborate with others to select, stage, and perform drama with audience, setting, and purpose in mind 5–8 DR–C3.3			A		A	
GRADE 5 MUSIC - Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level						
Music Language and Performance Skills (M–L1) - sing and/or play in tune, with increasing control and accuracy, a sense of phrasing, and musical expression, while maintaining own part within an ensemble 5–8 M–L1.1	V A					
Creative Expression in Music (M–C1) - generate multiple ideas, themes, and/or motifs for music making from personally meaningful and relevant sources (e.g., feelings, memories, imagination, observations, associations; learning in other subject areas; cultural traditions; personal responses to current events, social and environmental issues, media and technology) 5–8 M–C1.3		A				
Creative Expression in Music (M–C3) - collaborate with others to select, present, and share own and others' individual and group works of music through performances, composition portfolios, and/or recordings 5–8 M–c3.5		A				
GRADE 5 VISUAL ARTS						
Creative Expression in Art (A–C2) - explore the expression of ideas, using a variety of art media and techniques 5–8 A–C2.1	A	A	A	A		
GRADE 5 LANGUAGE ARTS						
2.3 Understand Forms and Techniques - 2.3.5 Create original texts [such as journals, posters combining print and art, dioramas, travelogues...] to communicate and demonstrate understanding of forms and techniques.		A	A			

Curriculum Expectations	Levels					
	1	2	3	4	5	6
4.1 Generate and Focus - 4.1.1 Generate Ideas: Focus a topic for oral, written, and visual texts by integrating ideas from experiences and a variety of other sources.		A	A	A		
4.4 Present and Share - 4.4.1 Share Ideas and Information: Prepare and share information on a topic using print, audio-visual, and dramatic forms to engage the audience. - 4.4.2 Effective Oral Communication: Use gestures and facial expression to enhance oral presentations; use and monitor emphasis and appropriate pacing; arrange presentation space to focus audience attention. - 4.4.3 Attentive Listening and Viewing: Show respect for presenter(s) through active listening and viewing and other audience behaviours [such as giving polite feedback, responding to the speaker's gestures, showing attentive body language...].		A	A		A	
5.2 Encourage, Support, and Work with Others - 5.2.1 Cooperate with Others: Distinguish between on-task and off-task ideas and behaviours in cooperative and collaborative groups, and stay on task; identify and solve group productivity issues.		A	A		A	
5.2 Encourage, Support, and Work with Others (continued) - 5.2.2 Work in Groups: Assume the responsibilities of various group roles; choose roles appropriate for tasks and productivity. - 5.2.3 Use Language to Show Respect: Demonstrate sensitivity to appropriate language use when communicating orally.		A	A		A	
GRADE 5 SCIENCE						
Grade 5, Cluster 4: Weather - 5-4-01 Use appropriate vocabulary related to their investigations of weather. Include: weather; properties; volume; pressure; air masses; fronts; weather instrument; severe weather; forecast; accuracy; water cycle; climate; terms related to public weather reports, and cloud formations. GLO: C6, D5 5-4-02 Describe how weather conditions may affect the activities of humans and other animals. Examples: heavy rainfall may cause roads to wash out; stormy conditions may prevent a space shuttle launching; in excessive heat cattle may produce less milk... GLO: D55-4-16 - Differentiate between weather and climate. Include: weather includes the atmospheric conditions existing at a particular time and place; climate describes the long-term weather trend of a particular region. GLO: D5, E1 - 5-4-18 Recognize that climates around the world are ever changing, and identify possible explanations. Examples: volcanic eruptions, ozone depletion, greenhouse effect, El Niño, deforestation... GLO: B5, D5, E2, E3	GA					

GRADE 6

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Curriculum Expectations	Levels					
	1	2	3	4	5	6
GRADE 6 DANCE - Kids are also encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level						
Dance Language and Performance Skills - move in synchronization to the flow and structure (e.g., beat, accent, rhythm, phrasing, tempo) of a wide variety of music 5–8 DA–L3.1	V A	V	V	V	V	V
GRADE 6 DRAMA						
Valuing Drama Experience (DR–V3) - share and justify interpretations of drama experienced as participants and as audience members, using appropriate drama language (e.g., share responses, discuss personal connections, conduct drama analyses, explain what and how the drama is communicating, comment on the effectiveness of dramatic choices) 5–8 DR–V3.1	V A					
Creative Expression in Drama (DR–C3) - collaborate with others to select, stage, and perform drama with audience, setting, and purpose in mind 5–8 DR–C3.3			A		A	
GRADE 6 MUSIC - Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level						
Music Language and Performance Skills (M–L1) - sing and/or play in tune, with increasing control and accuracy, a sense of phrasing, and musical expression, while maintaining own part within an ensemble 5–8 M–L1.1	V A					
Creative Expression in Music (M–C1) - generate multiple ideas, themes, and/or motifs for music making from personally meaningful and relevant sources (e.g., feelings, memories, imagination, observations, associations; learning in other subject areas; cultural traditions; personal responses to current events, social and environmental issues, media and technology) 5–8 M–C1.3	V A	V A	V	V	V	V
Creative Expression in Music (M–C3) - collaborate with others to select, present, and share own and others' individual and group works of music through performances, composition portfolios, and/or recordings 5–8 M–c3.5	V A	V A	V	V	V	V
GRADE 6 VISUAL ARTS						
Creative Expression in Art (A–C2) - explore the expression of ideas, using a variety of art media and techniques 5–8 A–C2.1	A	A	A	A		
GRADE 6 LANGUAGE ARTS						
1.1 Discover and Explore - 1.1.2 Consider Others' Ideas: Select from others' ideas and observations to develop thinking and understanding. - 1.1.3 Experiment with Language and Form: Experiment with new forms of self-expression.		A				

Curriculum Expectations	Levels					
	1	2	3	4	5	6
2.3 Understand Forms and Techniques - 2.3.5 Create Original Texts: Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, readers' theater...] to communicate and demonstrate understanding of forms and techniques.		A			A	
4.1 Generate and Focus - 4.1.1 Generate Ideas: Focus a topic for oral, written, and visual texts by integrating ideas from experiences and a variety of other sources.			A			
4.4 Present and Share - 4.4.1 Share Ideas and Information: Share information on a topic with class members in a planned and focused group session using a variety of strategies [such as interactive dialogues, demonstrations, dramatizations, audio-visual and artistic representations...]. - 4.4.2 Effective Oral Communication: Use appropriate volume, phrasing, intonation, non-verbal cues [such as body language, facial expression...], and presentation space to enhance communication.		A	A		A	
4.4 Present and Share - 4.4.3 Attentive Listening and Viewing: Demonstrate critical listening and viewing skills and strategies [such as recognizing main idea and details, identifying inference...] and show respect for presenter(s) through appropriate audience behaviours [such as giving non-verbal encouragement, responding to emotional aspects of the presentation...].		A	A		A	
5.2 Encourage, Support, and Work with Others - 5.2.1 Cooperate with Others: Assist group members to maintain focus and complete tasks; identify and solve group process issues. - 5.2.2 Work in Groups: Select and assume roles to assist in the achievement of group goals; engage in on-going feedback. - 5.2.3 Use Language to Show Respect: Demonstrate sensitivity to appropriate language use and tone when communicating orally.		A	A		A	
GRADE 6 SOCIAL STUDIES						
Cluster 3 Shaping Contemporary Canada (1945 to Present) - 6.3.3 A Modern Industrialized Nation: 6-KE-058 Give examples of ways in which industry and technology have changed life in Canada since 1945. Examples: urbanization, transportation, communication, education...				A		
Cluster 4 Canada Today: Democracy, Diversity, and the Influence of the Past - 6.4.1 Expressions of Canadian Identity: 6-VL-011 Value the natural environment.	A	M	M	M	M	
GRADE 6 SCIENCE						
Grade 6, Cluster 3: Electricity - 6-3-05 List electrical devices used at home, at school, and in the community, and identify the human needs that they fulfill. Examples: heat, light, communication, movement... GLO: B1, B2, D4		G A M				

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<ul style="list-style-type: none"> - 6-3-15 Identify the two major sources of electrical energy, and provide examples of each. Include: chemical sources such as batteries; electromagnetic sources such as turbine motion caused by wind, falling water, and steam. GLO: B1, D4, E4 - 6-3-16 Identify renewable and non-renewable sources of electrical energy, and discuss advantages and disadvantages of each. Examples: renewable sources such as hydroelectric, wind, geothermal, solar; nonrenewable sources such as fossil fuels, nuclear fission... GLO: B5, E4\ - 6-3-18 Describe factors that affect the consumption of electrical energy, and outline an action plan to reduce electrical energy consumption at home, at school, or in the community. GLO: B5, C4, E4 						

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