



## Washington State Curriculum Connections for Grades 3-5 for Planet Protector Academy: KEEP COOL

The Planet Protector Academy provides highly engaging learning activities that empower students to make a difference in the world and introduce students to topics and concepts related to the Washington State K-12 Learning Standards in language arts (Common Core), science (Next Generation Science Standards), social studies and art. The quiz games activate student thinking while the group activities and at-home missions engage them in environmental problem-solving.

### **Depth of curriculum connections – introducing & engaging**

The resource is designed to introduce and engage students with a wide variety of topics within the 6x1hr pre-planned lessons. Module components without an asterisk *directly* support the learning standard listed while module components marked \* either *introduce* students to topics related to this performance expectation or *prepare* students for subsequent module component(s) that address the performance standard in greater depth.

### **Next Generation Science Standards – relating to Disciplinary Core Ideas**

While many of the modules and containing videos/activities introduce vocabulary and concepts related to one or more performance expectations of the Next Generation Science Standards, some module components directly address the disciplinary core idea embedded in the performance expectations they support (marked by **orange text**). Teachers are encouraged to develop their own materials and lessons to extend and deepen learning in order to thoroughly address all three dimensions of the performance expectations that each module component is correlated with.

### **Feedback**

If you have any feedback or suggestions, please don't hesitate to get in touch with us at [support@planetprotectoracademy.com](mailto:support@planetprotectoracademy.com).

We hope you enjoy bringing the Planet Protector Academy to your classroom!

# 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   LANGUAGE ARTS (Common Core State Standards)</b>						
<b>Language</b> ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, or listening	V A	A				
ELA-Literacy.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	G	G	G	G	G A	
<b>Speaking and Listening</b> ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one on one) in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly	A	A			A	
ELA-Literacy.SL.3.3 Answer questions about information from a speaker offering appropriate elaboration and detail	V G	G	G	G	G	
ELA-Literacy.SL.3.4 Report on a topic, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		A				
<b>Writing</b> ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.		A	A			
<b>GRADE 3   ART (Washington State Learning Standards for the Arts)</b>						
<b>Music</b> GLE 1.2.1 Analyzes, understands, and applies musical skills and techniques while creating, performing, and responding.	V	A				
<b>Dance</b> GLE 2.1.1 Applies a creative process to dance, through improvising using elements of dance to create, experience, and discover dance; gathering and interpreting information to create dances; and presenting dances to others.	A					
<b>Visual Art</b> GLE 2.1.1 Applies a creative process to the visual arts. Demonstrates a creative process through using information, ideas, skills and choices of the elements of visual art to create works of art. Presents work of art to others in the school and community.	A	A		A		
GLE 3.2.1 Understands that visual artworks communicate for a specific purpose and applies this understanding when creating and considering artworks.			A	A		
<b>Theater</b> GLE 2.3.1 Applies a responding process to a performance and/or presentation of theater, by describing what is seen, felt, and/or perceived in a theater performance	V					
GLE 1.2.2 Applies understanding of projection, articulation, and expression to create a varied vocal performance.		A				

Curriculum Expectations	Levels					
	1	2	3	4	5	6
GLE 1.2.6 Creates a scene that portrays a relationship between characters in a given setting.			A		A	
<b>GRADE 3   SOCIAL STUDIES (Washington State Social Studies Learning Standards)</b>						
<b>Geography</b>						
GLE 3.2.1 Understands how the environment affects cultural groups and how cultural groups affect the environment.		G				
GLE 3.2.2 Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.				GA	G	
<b>GRADE 3   SCIENCE (Next Generation Science Standards)</b>						
<b>Earth and Space Science: Earth's Systems</b>						
3-ESS2-1 Represent data in tables and graphical displays to describe <b>typical weather conditions expected during a particular season.</b>	GA					
3-ESS2-2 Obtain and combine information to <b>describe climate</b> in different regions of the world.	VG					
<b>Engineering, Technology and Application of Science</b>						
3-5-ETS1-1 <b>Define a simple design problem</b> reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.		M	VG AM	G	VG	
3-5-ETS1-2 Generate and compare <b>multiple possible solutions to a problem</b> based on how well each is likely to meet the criteria and constraints of the problem.	A			A	GA	

# 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   LANGUAGE ARTS (Common Core State Standards)</b>						
<b>Language</b> ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, or listening.	V A	A				
ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	G	G	G	G	G A	
<b>Speaking and Listening</b> ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one on one) in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	A	A			A	
ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	V G	G	G	G	G	
ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		A				
<b>Writing</b> ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information		A	A			
<b>GRADE 4   ART (Washington State Learning Standards for the Arts)</b>						
<b>Music</b> GLE 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding.	V	A				
<b>Dance</b> GLE 2.1.1 Applies a creative process to dance, through improvising using elements of dance to create, experience, and discover dance; gathering and interpreting information to create dances; and presenting dances to others.	A					
<b>Visual Art</b> GLE 2.1.1 Applies a creative process to the visual arts. Demonstrates a creative process through using information, ideas, skills and choices of the elements of visual art to create works of art. Presents work of art to others in the school and community.	A	A		A		
GLE 3.2.1 Analyzes visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.			A	A		
<b>Theater</b> GLE 2.3.1 Applies a responding process to a performance and/or presentation of theater, by describing what is seen, felt, and/or perceived in a theater performance	V					
GLE 1.2.2 Chooses, and applies to a theatrical performance, appropriate movement, vocal projection, articulation, and expression.		A				

Curriculum Expectations	Levels					
	1	2	3	4	5	6
GLE 1.2.6 Creates a scene in which the character has objectives in a given setting.			A		A	
<b>GRADE 4   SOCIAL STUDIES (Washington State Social Studies Learning Standards)</b>						
<b>History</b> GLE 4.4.1 Understands that significant historical events in Washington State have implications for current decisions.	A					
<b>GRADE 4   SCIENCE (Next Generation Science Standards)</b>						
<b>Earth and Space Science: Earth and Human Activity</b> 4-ESS3-1 Obtain and combined information to describe that <b>energy and fuels are derived from natural resources and their uses affect the environment.</b>	V G A	G	G	G		
<b>Earth and Space Science: Earth's Systems</b> 4-ESS2-2 Generate and compare multiple solutions to <b>reduce the impacts of natural Earth processes on humans.</b>	V A					
<b>Physical Science: Energy</b> 4-PS3-1 Use evidence to construct an explanation <b>relating the speed of an object to the energy of that object.</b>				A		
4-PS3-2 Make observations to provide evidence that <b>energy can be transferred from place to place by sound, light, heat, and electric currents.</b>		G A	G			
<b>Engineering, Technology and Application of Science</b> 3-5-ETS1-1 <b>Define a simple design problem reflecting a need or a want</b> that includes specified criteria for success and constraints on materials, time, or cost.		M	V G A M	G	V G	
3-5-ETS1-2 <b>Generate</b> and compare <b>multiple possible solutions</b> to a problem based on how well each is likely to meet the criteria and constraints of the problem.	A			G A	G A	

# GRADE 5

Content: V = video content

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A = Activity

M = At-Home Mission

Curriculum Expectations	Levels					
	1	2	3	4	5	6
<b>GRADE 5   LANGUAGE ARTS (Common Core State Standards)</b>						
<b>Language</b> ELA-Literacy.L.5.3a Use knowledge of language and its conventions when writing, speaking, or listening	V A	A				
ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	G	G	G	G	G A	
<b>Speaking and Listening</b> ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one on one) in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly	A	A			A	
ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence	V G	G	G	G	G	
ELA-Literacy.SL.5.4 Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		A				
<b>Writing</b> ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information		A	A			
<b>GRADE 5   ART (Washington State Learning Standards for the Arts)</b>						
<b>Music</b> GLE 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding.	V	A				
<b>Dance</b> GLE 2.1.1 Applies a creative process to dance, through improvising using elements of dance to create, experience, and discover dance; gathering and interpreting information to create dances; and presenting dances to others.	A					
<b>Visual Art</b> GLE 2.1.1 Applies a creative process to the visual arts. Demonstrates a creative process through using information, ideas, skills and choices of the elements of visual art to create works of art. Presents work of art to others in the school and community.	A	A		A		
GLE 3.2.1 Analyzes visual artworks that communicate for a specific purpose and applies his/her understanding when creating artworks.			A	A		
<b>Theater</b> GLE 2.3.1 Applies a responding process to a performance and/or presentation.	V					
GLE 1.2.2 Applies his/her understanding of given circumstances to make choices of vocal projection, articulation, and expression for a character in a performance.		A				

Curriculum Expectations	Levels					
	1	2	3	4	5	6
GLE 1.2.6 Creates a scene with objectives, obstacles, and tactics used by a specified character in a given setting.			A		A	
<b>GRADE 5   SOCIAL STUDIES (Washington State Social Studies Learning Standards)</b>						
<b>History</b>						
GLE 4.4.1 Understands that significant historical events in the United States have implications for current decisions and influence the future.	A					
<b>Social Studies Skills</b>						
GLE 5.1.2 Evaluates the relevance of facts used in forming a position on an issue or event.	A					
GLE 5.4.1 Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.		A				
<b>Civics</b>						
GLE 1.4.1 Understands that civic participation involves being informed about how public issues are related to rights and responsibilities.		GM	M	M	AM	V
<b>GRADE 5   SCIENCE (Next Generation Science Standards)</b>						
<b>Earth and Space Science: Earth's Place in the Universe</b>						
5-ESS1-2 Represent data in graphical displays to reveal patterns of <b>daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</b>	A					
<b>Earth and Space Science: Earth's Systems</b>						
5-ESS2-1 Develop a model using an example to describe <b>ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</b>	VA					
5-ESS3-1 Obtain and combine information about ways <b>individual communities use science ideas to protect the Earth's resources and environment.</b>	VG A	GM	A	GM	M	V
<b>Earth and Space Science Engineering, Technology and Application of Science</b>						
3-5ETS1-1 <b>Define a simple design problem reflecting a need or a want</b> that includes specified criteria for success and constraints on materials, time, or cost.		M	GA M	G	VG	
3-5-ETS1-2						
Generate and compare multiple possible solutions to a problem based on <b>how well each is likely to meet the criteria and constraints of the problem.</b>	A			GA	GA	