



Curriculum Links for Ontario for Planet Protector Academy: EMERGENCY PREPAREDNESS SQUAD

Last updated: March 14, 2023

GRADE 3

V = video content

G = game show

A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
GRADE 3 SCIENCE AND TECHNOLOGY (2007)				
(Matter and Energy: Forces and Motion) Assess the impacts of various forces on society and the environment	VGAM	VGAM	VGAM	VGAM
(Matter and Energy: Forces and Motion) Assess the effects of the action of forces from natural phenomena on natural and built environments, and identify ways in which human activities can reduce or enhance these effects	VGAM	VGAM	VGAM	VGAM
GRADE 3 LANGUAGE (2006)				
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	M			
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	VGAM	VGAM	VGAM	VGAM
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	M	M	M	M
(Reading) Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	G	G	G	G
(Reading) Read a variety of literary texts, graphic texts, and informational texts	M	M	M	M
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	G	G	G	G
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;		M		
(Writing) Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies			M	
GRADE 3 ARTS (2009)				
(Visual Arts) Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding		A		A
(Dance) Creating and Presenting: apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas*				

Curriculum Expectations	Modules			
	1	2	3	4
(Music) Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music*			A	
GRADE 3 HEALTH AND PHYSICAL EDUCATION (2015)				
(Active Living) Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part				A
(Healthy Living) Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (e.g., guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe Internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [CT]	VGAM	VGAM	VGAM	VGAM
(Healthy Living) Demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact			VGAM	
(Healthy Living) Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;	GAM	GAM	GAM	GAM
(Healthy Living) Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.	GAM	GAM	GAM	GAM
(Living Skills) Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, resolving conflicts, and evaluating their choices in connection with learning in health and physical education	M	GAM		
(Living Skills) Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	VGAM	VGAM	VGAM	VGAM
GRADE 3 MATHEMATICS (2005)				
Counting**	M	M	M	M

* The theme song, which students are encouraged to learn and perform (invent a choreography), appears in each level.

** For each level, students are required to add up the points earned by each team member for their weekly mission.

GRADE 4

V = video content

G = game show

A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
GRADE 4 SCIENCE AND TECHNOLOGY				
(Earth and Space Systems) Analyse ways in which geological processes impact society and the environment	VGA			
GRADE 4 LANGUAGE (2006)				
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	M			
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	VGAM	VGAM	VGAM	VGAM
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	M	M	M	M
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	G	G	G	G
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;		M		
GRADE 4 ARTS (2009)				
(Visual Arts) Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understanding		A		A
(Dance) Creating and Presenting: apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas*			A	
(Music) Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music*			A	
GRADE 4 MATHEMATICS (2005)				
Counting**	M	M	M	M
GRADE 4 HEALTH AND PHYSICAL EDUCATION (2015)				
(Active Living) Actively participate in a wide variety of program activities (e.g., lead-up and small-group games, recreational activities, cooperative games, fitness activities, dance activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part				A
(Healthy Living) Apply a decision-making process to assess risks and make safe decisions in a variety of situations	VGAM	VGAM	VGAM	VM
(Healthy Living) Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;	GAM	GAM	GAM	GAM

Curriculum Expectations	Modules			
	1	2	3	4
(Healthy Living) Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.	GAM	GAM	GAM	GAM
(Living Skills) Use a range of critical and creative thinking processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	M	GAM		
(Living Skills) Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	VGAM	VGAM	VGAM	VGAM

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** For each level, students are required to add up the points earned by each team member for their weekly mission.

GRADE 5

V = video content

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A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
GRADE 5 SCIENCE AND TECHNOLOGY (2007)				
(Structures and Mechanisms: Forces Acting on Structures) Analyse social and environmental impacts of forces acting on structures and assess ways to mitigate these impacts	VGAM			
(Structures and Mechanisms: Forces Acting on Structures) Analyse the effects of forces from natural phenomena on structures in natural and built environments	VGAM			
(Structures and Mechanisms: Forces Acting on Structures) Assess various way in which humans mitigate impact of forces from natural phenomena in urban, rural, and remote communities.	VGAM			
GRADE 5 LANGUAGE (2006)				
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	M			
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	VGAM	VGAM	VGAM	VGAM
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	M	M	M	M
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	G	G	G	G
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;		M		
GRADE 5 ARTS (2009)				
(Visual Arts) Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings		A		A
(Dance) Creating and Presenting: apply the creative process to the composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas*			A	
(Music) Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music*			A	
GRADE 5 MATHEMATICS (2005)				
Counting**	M	M	M	M
GRADE 5 SOCIAL STUDIES (2013)				
(People and Environments: The Role of Government and Responsible Citizenship) Analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues		A		
GRADE 5 HEALTH AND PHYSICAL EDUCATION (2015)				

Curriculum Expectations	Modules			
	1	2	3	4
(Active Living) Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part				A
(Healthy Living) Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;	GAM	GAM	GAM	GAM
(Healthy Living) Demonstrate the ability to deal with threatening situations by applying appropriate living skills and safety strategies	VGAM	VGAM	VGAM	VGAM
(Healthy Living) Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.	GAM	GAM	GAM	GAM
(Healthy Living) Describe emotional and interpersonal stresses related to puberty , and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well- being	V	V	V	V
(Healthy Living) Identify people and supportive services				GA
(Living Skills) Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	M	GAM		
(Living Skills) Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	VGAM	VGAM	VGAM	VGAM

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GRADE 6

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A = activity

M = at-home mission

Curriculum Expectations	Modules			
	1	2	3	4
GRADE 6 LANGUAGE (2006)				
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	M			
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	VGAM	VGAM	VGAM	VGAM
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	M	M	M	M
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	G	G	G	G
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;		M		
GRADE 6 ARTS (2009)				
(Visual Arts) Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view		A		A
(Dance) Creating and Presenting: apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas*			A	
(Music) Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music*			A	
GRADE 6 MATHEMATICS (2005)				
Counting**	M	M	M	M
GRADE 6 HEALTH AND PHYSICAL EDUCATION (2015)				
(Active Living) Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part				A
(Healthy Living) Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;	GAM	GAM	GAM	GAM
(Healthy Living) Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.	GAM	GAM	GAM	GAM
(Healthy Living) Recognize the responsibilities and risks associated with caring for themselves and others, and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations	VGAM	VGAM	VGAM	VGAM
(Living Skills) Use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education	M	GAM		

Curriculum Expectations	Modules			
	1	2	3	4
(Living Skills) Use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living	VGAM	VGAM	VGAM	VGAM

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