



Florida Sunshine State Standards for Planet Protector Academy: *Zero Heroes*

GRADE 3

Content: *V = video content* *G = game show* *A = Activity* *M = At-Home Mission*

| Florida Grade 3 State Standards | Modules | | | | | |
|--|---------|------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 3 SCIENCE (2008) | | | | | | |
| (Interdependence) Recognize that plants use energy from the Sun, air, and water to make their own food. | | | | | | A |
| (The Practice of Science) Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. | | | | | | A |
| GRADE 3 ENGLISH LANGUAGE ARTS (2010) | | | | | | |
| (Language Standards) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | VGAM | VGAM | VGAM | VGAM | VGAM | VGA |
| (Language Standards) Use knowledge of language and its conventions when writing, speaking, reading, or listening. | VGAM | VGAM | VGAM | VGAM | VGAM | VGAM |
| (Reading Standards for Informational Text) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | GM | GM | GM | GM | GM | GA |
| (Reading Standards for Informational Text) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | GM | GM | GM | GM | GM | GA |
| (Standards for Speaking and Listening) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | GAM | GAM | GAM | GAM | GA |
| (Standards for Speaking and Listening) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | G | G | G | G | G | G |
| (Standards for Speaking and Listening) 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. | AM | M | AM | AM | AM | A |
| (Standards for Speaking and Listening) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | A | | | AM | AM | A |

| Florida Grade 3 State Standards | Modules | | | | | |
|---|---------|---|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| (Standards for Speaking and Listening) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | M | M | AM | AM | AM | A |
| (Standards for Speaking and Listening) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | AM | M | M | AM | M | A |
| (Writing Standards) Conduct short research projects that build knowledge about a topic. | | | | AM | A | A |
| (Writing Standards) Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | A | |
| GRADE 3 FINE ARTS (Dance – 2010, Visual Art – 2010, Music – 2010, Theatre - 2010) | | | | | | |
| | | | | | | |
| Dance (Organizational Structure) Translate words, pictures, or movements into dance to express ideas or feelings. | | | A | | | |
| Dance (Skills, Techniques, and Processes) Create dance sequences, based on expanded, everyday gestures and/or movements. | | | A | | | |
| Dance (Skills, Techniques, and Processes) Practice simple dance movements on both sides and facing in different directions. | | | A | | | |
| Music (Innovation, Technology, and the Future) Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. | | | A | | | |
| Music (Skills, Techniques, and Processes) Create an alternate ending to a familiar song. | | | A | | | |
| Theatre (Historical and Global Connections) Create and tell a story, fable, or tale. | | | | | A | |
| Theatre (Historical and Global Connections) Plan and perform a simple performance based on a theme from another content area. | | | | | A | |
| Theatre (Innovation, Technology, and the Future) Create and/or collect appropriate props and costumes and use them to help tell a story. | | | | | A | |
| Theatre (Skills, Techniques, and Processes) Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story. | | | | | A | |
| Visual Art (Critical Thinking and Reflection) Use the art-making process to develop ideas for self-expression. | A | | | | | |
| Visual Art (Innovation, Technology, and the Future) Collaborate to complete a task in art. | | | | A | | |
| Visual Art (Innovation, Technology, and the Future) Create artwork that communicates an awareness of events within the community. | | | | AM | | |
| Visual Art (Innovation, Technology, and the Future) Manipulate art media and incorporate a variety of subject matter to create imaginative artwork. | A | | | A | | |
| Visual Art (Organizational Structure) Use creative and innovative ideas to complete personal artworks. | A | | | | | |
| Visual Art (Organizational Structure) Use symbols, visual language, and/or written language to document self or others. | A | | | | | |

| Florida Grade 3 State Standards | Modules | | | | | |
|---|---------|---|---|-----|------|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| * The Planet Protector song, which students are encouraged to learn and perform, appears in each level. | | | | | | |
| GRADE 3 MATHEMATICS (2014) | | | | | | |
| (Measurement and Data) Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. | G | | | | | |
| (Number and Operations - Fractions) Develop understanding of fractions as numbers. | G | G | G | G | | |
| (Number and Operations in Base Ten) Use place value understanding and properties of operations to perform multi-digit arithmetic. | M | M | M | M | M | M |
| (Mathematical Practice) Make sense of problems and persevere in solving them. | | A | | A | | |
| ** For each level, students are required to add up the points earned by each team member for their weekly mission. | | | | | | |
| GRADE 3 SOCIAL STUDIES (2014) | | | | | | |
| None | | | | | | |
| GRADE 3 HEALTH EDUCATION (2014) | | | | | | |
| (Health Literacy Concepts) Discuss the positive and negative impacts media may have on health. | VA | | | VGA | VGAM | VG |
| (Health Literacy Promotion) Promote positive behaviors to others. | M | M | M | AM | AM | VG |
| (Health Literacy Responsible Behavior) Discuss the potential short-term personal impact of each option when making a health-related decision. | VA | | | VGA | VGAM | VG |
| (Health Literacy Responsible Behavior) Find a healthy option when making a decision for yourself. | VA | | | VGA | VGAM | VG |
| (Health Literacy Responsible Behavior) Recognize circumstances that can help or hinder healthy decision making. | VA | | | VGA | VGAM | VG |

GRADE 4

Content: *V = video content* *G = game show* *A = Activity* *M = At-Home Mission*

| Florida Grade 4 State Standards | Modules | | | | | |
|--|---------|------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 4 SCIENCE (2008) | | | | | | |
| (Changes in Matter) Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking. | | | V | | | |
| (Heredity and Reproduction) Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment. | | | | | | A |
| (Interdependence) Recognize ways plants and animals, including humans, can impact the environment. | VGAM | VGAM | VGAM | VGAM | VGAM | VGAM |
| (The Practice of Science) Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations. | | | | | | A |
| (The Practice of Science) Recognize that science involves creativity in designing experiments. | | | | | | A |
| GRADE 4 ENGLISH LANGUAGE ARTS (2010) | | | | | | |
| (Language Standards) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | VGAM | VGAM | VGAM | VGAM | VGAM | VGA |
| (Language Standards) Use knowledge of language and its conventions when writing, speaking, reading, or listening. | VGAM | VGAM | VGAM | VGAM | VGAM | VGAM |
| (Reading Standards for Informational Text) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | GM | GM | GM | GM | GM | GA |
| (Reading Standards for Informational Text) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | GM | GM | GM | GM | GM | GA |
| (Standards for Speaking and Listening) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | VGAM | VGAM | VGAM | VGAM | VGA |
| (Standards for Speaking and Listening) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | | | A | | A | |
| (Standards for Speaking and Listening) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. | AM | M | AM | AM | AM | A |
| (Standards for Speaking and Listening) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | A | | | AM | AM | A |
| (Standards for Speaking and Listening) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | M | M | AM | AM | AM | A |
| (Standards for Speaking and Listening) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | AM | M | M | AM | M | A |

| Florida Grade 4 State Standards | Modules | | | | | |
|---|---------|---|---|----|------|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| (Writing Standards) Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | | AM | A | A |
| (Writing Standards) Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | A | |
| GRADE 4 FINE ARTS (Dance – 2010, Visual Art – 2010, Music – 2010, Theatre - 2010) | | | | | | |
| Dance (Innovation, Technology, and the Future) Collaborate with others to create dance pieces that show innovative movement options. | | | A | | | |
| Dance (Organizational Structure) Express ideas through movements, steps, and gestures. | | | A | | | |
| Dance (Skills, Techniques, and Processes) Replicate timing, rhythm, and accents demonstrated by the teacher and peers. | | | A | | | |
| Music (Innovation, Technology, and the Future) Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement. | | | A | | | |
| Music (Skills, Techniques, and Processes) Improvise phrases, using familiar songs. | | | A | | | |
| Theatre (Critical Thinking and Reflection) Devise a story about an age-appropriate issue and explore different endings. | | | | | A | |
| Theatre (Skills, Techniques, and Processes) Create and sustain imagined characters and relationships, using basic acting skills, to re-tell a well-known fairy tale, fable, or story. | | | | | A | |
| Visual Art (Innovation, Technology, and the Future) Collaborate with peers in the art room to achieve a common art goal. | | | | A | | |
| Visual Art (Innovation, Technology, and the Future) Create art to promote awareness of school and/or community concerns. | | | | AM | | |
| Visual Art (Skills, Techniques, and Processes) Explore and use media, technology, and other art resources to express ideas visually. | A | | | A | | |
| Visual Art (Skills, Techniques, and Processes) Manipulate tools and materials to achieve diverse effects in personal works of art. | | | | A | | |
| * The Planet Protector song, which students are encouraged to learn and perform, appears in each level. | | | | | | |
| GRADE 4 MATHEMATICS (2014) | | | | | | |
| (Number and Operations - Fractions) Understand decimal notation for fractions, and compare decimal fractions. | G | G | G | G | | G |
| (Operations and Algebraic Thinking) Use the four operations with whole numbers to solve problems. | | A | | A | | |
| (Mathematical Practice) Make sense of problems and persevere in solving them. | | 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 (2014) | | | | | | |
| (Financial Literacy) Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives. | VGAM | A | | VG | VGAM | VG |
| (Financial Literacy) Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity. | VGAM | | | VG | VGAM | VG |
| (Financial Literacy) Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants. | VGAM | | | VG | VGAM | VG |
| (Financial Literacy) Explain that when people save money, they give up the opportunity to buy things now in order to buy things later. | | A | | | | |

| Florida Grade 4 State Standards | Modules | | | | | |
|--|---------|---|---|-----|------|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| (Financial Literacy) Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future. | | A | | | | |
| (Financial Literacy) Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness. | VGAM | | | VG | VGAM | VG |
| (Financial Literacy) Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income. | | A | | | | |
| (Financial Literacy) Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure. | VGAM | | | VG | VGAM | VG |
| GRADE 4 HEALTH EDUCATION (2014) | | | | | | |
| (Health Literacy Concepts) Explain how media influences personal thoughts, feelings, and health behaviors. | VA | | | VGA | VGAM | VG |
| (Health Literacy Concepts) Identify examples of mental/emotional, physical, and social health. | VA | | | | VGAM | |
| (Health Literacy Promotion) Assist others to make positive health choices. | M | M | M | AM | AM | |
| (Health Literacy Responsible Behavior) Construct criteria for selecting health resources, products, services, and reputable technologies. | | | | | AM | |
| (Health Literacy Responsible Behavior) Identify circumstances that can help or hinder healthy decision making. | VA | | | VGA | VGAM | VG |

GRADE 5

Content: *V = video content* *G = game show* *A = Activity* *M = At-Home Mission*

| Florida Grade 5 State Standards | Modules | | | | | |
|--|---------|------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 5 SCIENCE (2008) | | | | | | |
| (Interdependence) Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics. | | | | | | A |
| GRADE 5 ENGLISH LANGUAGE ARTS (2010) | | | | | | |
| (Language Standards) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | VGAM | VGAM | VGAM | VGAM | VGAM | VGA |
| (Language Standards) Use knowledge of language and its conventions when writing, speaking, reading, or listening. | VGAM | VGAM | VGAM | VGAM | VGAM | VGAM |
| (Reading Standards for Informational Text) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | GM | GM | GM | GM | GM | GA |
| (Reading Standards for Informational Text) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | GM | GM | GM | GM | GM | GA |
| (Standards for Speaking and Listening) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | VGAM | VGAM | VGAM | VGAM | VGA |
| (Standards for Speaking and Listening) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. | AM | M | AM | AM | AM | A |
| (Standards for Speaking and Listening) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | A | | | AM | AM | A |
| (Standards for Speaking and Listening) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | M | M | AM | AM | AM | A |
| (Standards for Speaking and Listening) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | AM | M | M | AM | M | A |
| (Writing Standards) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | | AM | A | A |
| (Writing Standards) Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | A | |
| GRADE 5 FINE ARTS (Dance – 2010, Visual Art – 2010, Music – 2010, Theatre - 2010) | | | | | | |
| Dance (Innovation, Technology, and the Future) Incorporate creative risk-taking when improvising or developing a dance phrase. | | | A | | | |
| Dance (Skills, Techniques, and Processes) Apply choreographic principles to create dance steps or sequences. | | | A | | | |
| Dance (Skills, Techniques, and Processes) Use kinesthetic awareness to respond to shared movement with one or more dancers. | | | A | | | |
| Music (Organizational Structure) Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor. | S | S | S | S | S | S |

| Florida Grade 5 State Standards | Modules | | | | | |
|---|---------|---|----|-----|------|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Music (Skills, Techniques, and Processes) Apply performance techniques to familiar music. | | | A | | | |
| Music (Skills, Techniques, and Processes) Compose short vocal or instrumental pieces using a variety of sound sources. | | | A | | | |
| Music (Skills, Techniques, and Processes) Improvise rhythmic and melodic phrases to create simple variations on familiar melodies. | | | A | | | |
| Music (Skills, Techniques, and Processes) Sing or play simple melodic patterns by ear with support from the teacher. | * | * | A* | * | * | * |
| Music (Skills, Techniques, and Processes) Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch. | | | A | | | |
| Theatre (Critical Thinking and Reflection) Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings. | | | | | A | |
| Theatre (Skills, Techniques, and Processes) Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations. | | | | | A | |
| Visual Art (Innovation, Technology, and the Future) Create artwork to promote public awareness of community and/or global concerns. | | | | AM | | |
| Visual Art (Innovation, Technology, and the Future) Work collaboratively with others to complete a task in art and show leadership skills. | | | | M | | |
| Visual Art (Organizational Structure) Create meaningful and unique works of art to effectively communicate and document a personal voice. | A | | | | | |
| * The Planet Protector song, which students are encouraged to learn and perform, appears in each level. | | | | | | |
| GRADE 5 MATHEMATICS (2014) | | | | | | |
| (Measurement and Data) Convert like measurement units within a given measurement system. | G | | | | | |
| (Number and Operations in Base Ten) Perform operations with multi-digit whole numbers and with decimals to hundredths. | | A | | A | | |
| (Mathematical Practice) Make sense of problems and persevere in solving them. | | 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 (2014) | | | | | | |
| None | | | | | | |
| GRADE 5 HEALTH EDUCATION (2014) | | | | | | |
| (Health Literacy Promotion) Persuade others to make positive health choices. | M | M | M | AM | AM | |
| (Health Literacy Responsible Behavior) Describe circumstances that can help or hinder healthy decision making. | VA | | | VGA | VGAM | VG |
| (Health Literacy Responsible Behavior) Evaluate criteria for selecting health resources, products, and services. | | | | | AM | |
| (Health Literacy Responsible Behavior) Select a healthy option when making decisions for yourself and/or others. | VA | | | VGA | VGAM | VG |

Prepared by:

