

## Planet Protector H2WHOA! Program: BC Grade 3 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the BC Ministry of Education curriculum expectations (curriculum version in brackets).

S= Songs      B= Activity Booklet      V= video content      G = game show      A = Activity      M = At-Home Mission

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 3   SCIENCE (2016)</b>						
(Applying and innovating) Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches			M	M	M	
(Big Ideas) All matter is made of particles			V			
(Big Ideas) Living things are diverse, can be grouped, and interact in their ecosystems.			V		VG	V
(Communicating) Express and reflect on personal or shared experiences of place			AM	A		GA
(Communicating) Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate			A	A	A	A
(Content) Atoms are building blocks of matter		B	V			
(Content) Biodiversity in the local environment			V		V	V
(Content) Local First Peoples knowledge of local landforms			V	V	V	V
(Content) Major local landforms			V	V	V	VG
(Content) The knowledge of local First Peoples of ecosystems			V	V	V	V
(Evaluating) Identify some simple environmental implications of their and others' actions	S	B	GM	M	GAM	A
(Planning and conducting) Collect simple data			M	M	M	
(Planning and conducting) Make observations about living and non-living things in the local environment			M			
(Processing and analyzing data and information) Identify First Peoples perspectives and knowledge as sources of information			V	V	V	V
(Questioning and predicting) Demonstrate curiosity and a sense of wonder about the world			M			
<b>GRADE 3   MATHEMATICS (2016)</b>						
(Connecting and reflecting) Connect mathematical concepts to each other and to other areas and personal interests			V	V		
(Connecting and reflecting) Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts			V		V	V
(Content) Addition and subtraction facts to 20 (emerging computational fluency)**			M	M	M	
(Content) Fraction concepts			V	V		
<b>GRADE 3   CAREER EDUCATION (2016)</b>						

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Big Ideas) Effective collaboration relies on clear, respectful communication.			AM	AM	M	A
(Curricular Competency) Share ideas, information, personal feelings, and knowledge with others			GAM	GAM	GAM	GA
<b>GRADE 3   ENGLISH LANGUAGE ARTS (2016)</b>						
(Big Ideas) Stories and other texts help us learn about ourselves, our families and our communities	S	B	VGAM	VGAM	VGAM	VGA
(Comprehend and connect) Develop awareness of how story in First Peoples cultures connects people to land.			V	V	V	V
(Comprehend and connect) Make connections between ideas from a variety of sources and prior knowledge to build understanding.			GA	GA	GA	GA
(Comprehend and connect) Read fluently at grade level.	S	B	GM	GM	GM	G
(Comprehend and connect) Use developmentally appropriate reading, listening, and viewing strategies to make meaning.	S	B	VGAM	VGAM	VGAM	VGA
(Comprehend and connect) Use sources of information and prior knowledge to make meaning.			GA	GA	GA	GA
(Create and communicate) Create stories and other texts to deepen awareness of self, family, and community.			A			A
(Create and communicate) Exchange ideas and perspectives to build shared understanding.			GAM	GAM	GAM	GA
(Create and communicate) Plan and create a variety of communication forms for different purposes and audiences.			AM	AM	AM	A
(Create and communicate) Use oral storytelling processes.			AM	M	M	A
<b>GRADE 3   ART EDUCATION (2016)</b>						
(Content) Elements and principles that together create meaning in the arts, including but not limited to dance, drama, music, visual arts.	S	B	A	A	A	A
(Content) Personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment	S	B	A	A	A	A
(Communicating & Documenting) Apply learned skills, understandings, and processes in new contexts				A		
(Communicating & Documenting) Experience, document, perform, and share creative works in a variety of ways	S	B	A	A	A	A
(Communicating & Documenting) Express feelings, ideas, and experiences in creative ways			A	A	A	A
(Communicating & Documenting) Interpret and communicate ideas using symbolism in the arts		B				
(Reasoning & Reflecting) Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art				A		
<b>GRADE 3   SOCIAL STUDIES (2016)</b>						
(Big Ideas) Indigenous knowledge is passed down through oral history, traditions, and collective memory.			V	V	V	V
(Big Ideas) Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.			V	V	V	V
(Big Ideas) Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.			V	V	V	V
(Cause and Consequence) Recognize the causes and consequences of events, decisions, and developments			VM	VM	VGM	VA
(Content) Cultural characteristics and ways of life of local First Peoples and global indigenous peoples			V	V	V	V

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Content) Governance and social organization in local and global indigenous societies	S	B				
(Content) Interconnections of cultural and technological innovations of global and local indigenous peoples			V	V	V	V
(Ethical Judgment) Make value judgments about events, decisions, and actions, and suggest lessons that can be learned		B				

\* The Planet Protector song and the H2WHOA song, which students are encouraged to learn and perform, appear in each level.

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

Prepared by:



## Planet Protector H2WHOA! Program: BC Grade 4 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the BC Ministry of Education curriculum expectations (curriculum version in brackets).

S= Songs      B= Activity Booklet      V= video content      G = game show      A = Activity      M = At-Home Mission

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 4   SCIENCE (2016)</b>						
(Applying and innovating) Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches			M	M	M	
(Big Ideas) All living things and their environment are interdependent.	S	B	VGAM	VGAM	VGAM	VGA
(Communicating) Express and reflect on personal or shared experiences of place			AM	A		GA
(Communicating) Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate			A	A	A	A
(Content) Phases of matter		B	VG	VGA		V
(Content) The effect of temperature on particle movement		B	VG	VGA		VG
(Evaluating) Identify some simple environmental implications of their and others' actions	S	B	GM	M	GAM	A
(Planning and conducting) Collect simple data			M	M	M	
(Planning and conducting) Make observations about living and non-living things in the local environment			M			
(Processing and analyzing data and information) Identify First Peoples perspectives and knowledge as sources of information			V	V	V	V
<b>GRADE 4   ENGLISH LANGUAGE ARTS (2016)</b>						
(Big Ideas) Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	S	B	VGAM	VGAM	VGAM	VGA
(Comprehend and Connect) Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding.			GAM	GAM	GAM	GA
(Comprehend and Connect) Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts.			V	V	V	V
(Comprehend and Connect) Identify how story in First Peoples cultures connects people to land.			V	V	V	V
(Comprehend and Connect) Respond to text in personal and creative ways.			A	A	A	A
(Create and Communicate) Exchange ideas and perspectives to build shared understanding.			GAM	GAM	GAM	GA
(Create and Communicate) Transform ideas and information to create original texts.			A	A	A	A
(Create and Communicate) Use language in creative and playful ways to develop style.			A			A
(Create and Communicate) Use oral storytelling processes.			AM	M	M	A

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Create and Communicate) Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences.			A	A	A	A
<b>GRADE 4   ART EDUCATION (2016)</b>						
(Content) Elements and principles that together create meaning in the arts, including but not limited to dance, drama, music, visual arts.	S	B	A	A	A	A
(Content) Personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment	S	B	A	A	A	A
(Communicating & Documenting) Experience, document, perform, and share creative works in a variety of ways	S	B	A	A	A	A
(Communicating & Documenting) Express, feelings, ideas, and experiences in creative ways			A	A	A	A
(Communicating & Documenting) Interpret and communicate ideas using symbolism to express meaning through the arts		B				
(Reasoning & Reflecting) Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art				A		
<b>GRADE 4   SOCIAL STUDIES (2016)</b>						
(Cause and Consequence) Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes			VM	VM	VGM	VA
(Content) The history of the local community and of local First Peoples communities			V	V	V	V
<b>GRADE 4   CAREER EDUCATION (2016)</b>						
(Curricular Competency) Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences					V	
<b>GRADE 4   MATHEMATICS (2016)</b>						
(Connecting and reflecting) Connect mathematical concepts to each other and make mathematical connections to the real world			V	V		
(Connecting and reflecting) Connect mathematical concepts to each other and to other areas and personal interests			V	V		
(Connecting and reflecting) Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts			V		V	V
(Content) Addition and subtraction facts to 20 (developing computational fluency)**			M	M	M	
(Understanding and solving) Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures			V			

\* The Planet Protector song and the H2WHOA song, which students are encouraged to learn and perform, appear in each level.

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

Prepared by:



## Planet Protector H2WHOA! Program: BC Grade 5 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the BC Ministry of Education curriculum expectations (curriculum version in brackets).

S= Songs      B= Activity Booklet      V= video content      G = game show      A = Activity      M = At-Home Mission

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 5   SCIENCE (2016)</b>						
(Applying and innovating) Contribute to care for self, others, and community through personal or collaborative approaches			M	M	M	
(Communicating) Communicate ideas, explanations, and processes in a variety of ways	S	B	AM	AM	AM	A
(Communicating) Express and reflect on personal, shared, or others' experiences of place			AM	A		GA
(Content) First People's knowledge of sustainable practices			V	V	V	V
(Content) The nature of sustainable practices around BC's living and non-living resources			V	VGA	VG	VA
(Evaluating) Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations			M	M	M	
(Processing and analyzing data and information) Identify First Peoples perspectives and knowledge as sources of information			V	V	V	V
(Questioning and predicting) Make observations in familiar or unfamiliar contexts			M			
<b>GRADE 5   ENGLISH LANGUAGE ARTS (2016)</b>						
(Big Ideas) Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	S	B	VGAM	VGAM	VGAM	VGA
(Comprehend and connect) Access information and ideas from a variety of sources and from prior knowledge to build understanding.			GAM	GAM	GAM	GA
(Comprehend and connect) Apply a variety of thinking skills to gain meaning from texts.	S	B	VGAM	VGAM	VGAM	VGA
(Comprehend and connect) Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts.			V	V	V	V
(Comprehend and connect) Identify how story in First Peoples cultures connects people to land.			V	V	V	V
(Comprehend and connect) Respond to text in personal and creative ways.			A	A	A	A
(Create and communicate ) Exchange ideas and perspectives to build shared understanding.			GAM	GAM	GAM	GA
(Create and communicate ) Transform ideas and information to create original texts.			A	A	A	A
(Create and communicate ) Use language in creative and playful ways to develop style.			A			A
(Create and communicate ) Use oral storytelling processes.			AM	M	M	A

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Create and communicate ) Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences.			A	A	A	A
<b>GRADE 5   ART EDUCATION (2016)</b>						
(Content) Elements and principles that together create meaning in the arts, including but not limited to dance, drama, music, visual arts.	S	B	A	A	A	A
(Content) Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment	S	B	A	A	A	A
(Communicating & Documenting) Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences			A	A	A	A
(Communicating & Documenting) Experience, document, perform, and share creative works in a variety of ways	S	B	A	A	A	A
(Communicating & Documenting) Express, feelings, ideas, and experiences through the arts			A	A	A	A
(Communicating & Documenting) Interpret and communicate ideas using symbols and elements to express meaning through the arts		B				
(Reasoning & Reflecting) Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art				A		
<b>GRADE 5   SOCIAL STUDIES (2016)</b>						
(Cause and Consequence) Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes			VM	VM	VGM	VA
(Content) First Peoples land ownership and use			V	V	V	V
(Curricular Competency) Develop a plan of action to address a selected problem or issue					A	
<b>GRADE 5   CAREER EDUCATION (2016)</b>						
(Curricular Competency) Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences					V	
<b>GRADE 5   MATHEMATICS (2016)</b>						
(Connecting and reflecting) Connect mathematical concepts to each other and to other areas and personal interests			V	V		
(Connecting and reflecting) Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts			V		V	V
(Content) Addition and subtraction facts to 20 (extending computational fluency)**			M	M	M	
(Content) Relationships between area and perimeter			V			
(Understanding and solving) Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures			V			

\* The Planet Protector song and the H2WHOA song, which students are encouraged to learn and perform, appear in each level.

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Prepared by:



## Planet Protector H2WHOA! Program: BC Grade 6 Curriculum Links



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Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 6   SCIENCE (2016)</b>						
(Applying and innovating) Contribute to care for self, others, and community through personal or collaborative approaches			M	M	M	
(Communicating) Communicate ideas, explanations, and processes in a variety of ways	S	B	AM	AM	AM	A
(Communicating) Express and reflect on personal, shared, or others' experiences of place			AM	A		GA
(Evaluating) Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations			M	M	M	
(Processing and analyzing data and information) Identify First Peoples perspectives and knowledge as sources of information			V	V	V	V
(Processing and analyzing data and information) Identify patterns and connections in data			V	V	V	V
(Questioning and predicting) Make observations in familiar or unfamiliar contexts			M			
<b>GRADE 6   ENGLISH LANGUAGE ARTS (2016)</b>						
(Big Ideas) Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	S	B	VGAM	VGAM	VGAM	VGA
(Comprehend and connect) Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability.			GAM	GAM	GAM	GA
(Comprehend and connect) Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking.	S	B	VGAM	VGAM	VGAM	VGA
(Comprehend and connect) Construct meaningful personal connections between self, text, and world.			AM	AM	AM	A
(Comprehend and connect) Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view.			V	V	V	V
(Comprehend and connect) Respond to text in personal, creative, and critical ways.			A	A	A	A
(Create and communicate ) Exchange ideas and viewpoints to build shared understanding and extend thinking.			GAM	GAM	GAM	GA
(Create and communicate ) Transform ideas and information to create original texts.			A	A	A	A
(Create and communicate ) Use and experiment with oral storytelling processes.			A			A
(Create and communicate ) Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.			A	A	A	A
<b>GRADE 6   ART EDUCATION (2016)</b>						



Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Communicating & Documenting) Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences			A	A	A	A
(Communicating & Documenting) Experience, document and present creative works in a variety of ways	S	B	A	A	A	A
(Communicating & Documenting) Express, feelings, ideas, and experiences through the arts			A	A	A	A
(Communicating & Documenting) Interpret and communicate ideas using symbols and elements to express meaning through the arts		B				
(Communicating & Documenting) Take creative risks to express feelings, ideas, and experiences						A
(Content) Personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment	S	B	A	A	A	A
(Content) Purposeful application of elements and principles to create meaning in the arts, including but not limited to dance, drama, music, visual arts.	S	B	A	A	A	A
<b>GRADE 6   SOCIAL STUDIES (2016)</b>						
(Cause and Consequence) Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments			VM	VM	VGM	VA
(Content) Economic policies and resource management, including effects on indigenous peoples			V	V	V	V
(Content) Globalization and economic interdependence	S	B				
(Content) The urbanization and migration of people			V	VG	VG	V
(Curricular Competency) Develop a plan of action to address a selected problem or issue					A	
<b>GRADE 6   CAREER EDUCATION (2016)</b>						
(Big Ideas) Our personal digital identity forms part of our public identity.					V	
(Curricular Competency) Demonstrate leadership skills through collaborative activities in the school and community			M	M	M	
<b>GRADE 6   MATHEMATICS (2016)</b>						
(Connecting and reflecting) Connect mathematical concepts to each other and to other areas and personal interests			V	V		
(Connecting and reflecting) Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts			V		V	V
(Understanding and solving) Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures			V			

\* The Planet Protector song and the H2WHOA song, which students are encouraged to learn and perform, appear in each level.

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

Prepared by:

