

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



The following table outlines the PPA H2WHOA! activities that support the Manitoba 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 (1999)</b>						
(Design Process - Initiating) Identify practical problems to solve in the local environment.			M	M	AM	
(Essential Science Knowledge) Understand essential life structures and processes pertaining to a wide variety of organisms, including humans.			V	V	V	V
(Essential Science Knowledge) Understand the composition of the earth's atmosphere, hydrosphere, and lithosphere, as well as the processes involved within and among them.		B	VG	VG	VG	VG
(Essential Science Knowledge) Understand the properties and structures of matter as well as various common manifestations and applications of the actions and interactions of matter.			VG	VG	VG	V
(Essential Science Knowledge) Understand various biotic and abiotic components of ecosystems, as well as their interaction and interdependence within ecosystems and within the biosphere as a whole.			VG	VG	VG	V
(Growth and Changes in Plants) Describe ways plants are important to the environment.				V	V	V
(Growth and Changes in Plants) Explain how humans replenish the plants they use and the consequences if plants are not replenished.			V		V	V
(Growth and Changes in Plants) Identify and describe hobbies and jobs involving plants.			V	V	V	V
(Nature of Science and Technology) Identify and appreciate contributions made by women and men from many societies and cultural backgrounds towards increasing our understanding of the world and in bringing about technological innovations.			V	V	V	V
(Science, Technology, Society, and the Environment) Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally.			V	V	V	V
(Science, Technology, Society, and the Environment) Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.			VGAM	VGAM	VGAM	VGA
(Scientific Inquiry - Demonstrating Scientific and Technological Attitudes) Express enjoyment when sharing and discussing science-related experiences from daily life.			VGM	VGAM	VGAM	VA
(Scientific Inquiry - Observing, Measuring, Recording) Make observations that are relevant to a given question.			M	M	M	
(Scientific Inquiry - Observing, Measuring, Recording) Use tools to observe, measure, and construct.			M	M	M	
(Soils in the Environment) Describe the effect of water on different soils.					V	V

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Unifying Concepts) Describe and appreciate how the natural and constructed world is made up of systems and how interactions take place within and among these systems.			VGA	VGA	VG	VG
<b>GRADE 3   PHYSICAL EDUCATION (2016)</b>						
(Personal and Social Management) Demonstrate behaviours that show respect for the abilities and feelings of others in small-group class activities			AM	GAM	GAM	GA
(Personal and Social Management) Set simple short-term goals and participate in strategies for goal attainment			M	M	M	
<b>GRADE 3   ENGLISH LANGUAGE ARTS (2019)</b>						
(Language as Exploration and Design) Interpret and integrate information and ideas from multiple texts and sources.				A		A
(Language as Exploration and Design) Invent, take risks, and reflect to create possibilities.			A	A	A	A
(Language as Power and Agency) Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives.			A	A		A
(Language as Power and Agency) Investigate complex moral and ethical issues and conflicts.			VGAM	VGAM	VGAM	VGA
(Language as Sense Making) Access, use, build, and refine schema.			VGAM	VGAM	VGAM	VGA
(Language as System) Learners are choosing and using multiple styles of communication for clarity and effect.			A	A	A	A
(Language as System) Learners' automaticity with printed text is becoming secure and consistent			GAM	GAM	GAM	GA
<b>GRADE 3   THE ARTS (2011)</b>						
(Dance - Dance Language and Performance Skills) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing dance for a variety of purposes and audiences.			A			
(Drama - Creative Expression in Drama) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing drama for a variety of purposes and audiences.						A
(Visual Arts - Creative Expression in Art) Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.		B		A	A	
(Music - Creative Expression in Music) Students collaboratively and individually generate, develop, and communicate ideas in creating original and interpretive music for a variety of purposes and audiences. *	S		A			
<b>GRADE 3   SOCIAL STUDIES (2003)</b>						
(Communities of the World) Appreciate the diversity of the global natural environment.			V	V	V	V
(Communities of the World) Appreciate the sacredness of living on and with the land.			V	V	V	V
(Communities of the World) Describe diverse ways in which communities meet their members' needs.			V	V	V	V
(Communities of the World) Describe the influence of natural phenomena on ways of life in communities studied.			V	V	V	V
(Communities of the World) Recognize that people have diverse ways of living on or with the land.			V	V	V	V
(Communities of the World) Recognize that their identities are connected to the history of their Aboriginal community.			V	V	V	V
(Communities of the World) Understand the teachings of Elders about their culture and identity.			V	V	V	V

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Communities of the World) Value the contributions individuals make to their communities.			✓	✓	✓	✓
(Communities of the World) Value the land for what it provides for communities.			✓	✓	✓	✓
(Connecting with Canadians) Appreciate the sacredness of living on and with the land.			✓	✓	✓	✓
(Connecting with Canadians) Be willing to contribute to their groups and communities.			M	M	M	
(Connecting with Canadians) Respect positive leadership in their groups and communities and in Canada.			✓	✓	✓	✓
(Connecting with Canadians) Respect the teachings of Elders, leaders, parents, and community members.			✓	✓	✓	✓
(Exploring the World) Give examples of personal decisions and actions that may positively affect people locally or globally.			✓	✓	✓	✓
(Exploring the World) Respect the teachings of Elders, leaders, parents, and community members.			✓	✓	✓	✓
(Skills - Active Democratic Citizenship) Make decisions that reflect care, concern, and responsibility for the environment.			M	M	M	
<b>GRADE 3   MATHEMATICS (2013)</b>						
(Number) Apply mental math strategies to determine addition facts and related subtraction facts to 18 (9 + 9).**			M	M	M	
(Statistics and Probability) Collect first-hand data and organize it using, tally marks, line plots, charts, lists to answer questions.**			M	M	M	
(Statistics and Probability) Construct, label, and interpret bar graphs to solve problems.**			M	M	M	
(Number) Demonstrate an understanding of fractions by, explaining that a fraction represents a portion of a whole divided into equal parts, describing situations in which fractions are used, comparing fractions of the same whole with like denominators			✓	✓		

\* 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. Teachers may choose to ask students to graph the results.

Prepared by:



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



The following table outlines the PPA H2WHOA! activities that support the Manitoba 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 (1999)</b>						
(Design Process - Demonstrating Scientific and Technological Attitudes) Report and record what is observed, not what they think they ought to observe, nor what they believe the teacher expects.			M	M	M	
(Essential Science Knowledge) Understand essential life structures and processes pertaining to a wide variety of organisms, including humans.			V	V	V	V
(Essential Science Knowledge) Understand the composition of the earth's atmosphere, hydrosphere, and lithosphere, as well as the processes involved within and among them.		B	VG	VG	VG	VG
(Essential Science Knowledge) Understand the properties and structures of matter as well as various common manifestations and applications of the actions and interactions of matter.			VG	VG	VG	V
(Essential Science Knowledge) Understand various biotic and abiotic components of ecosystems, as well as their interaction and interdependence within ecosystems and within the biosphere as a whole.			VG	VG	VG	V
(Habitats and Communities) Describe how their actions can help conserve plant and animal populations and their habitats.			M	VM	VGA M	VA
(Habitats and Communities) Investigate natural and human-caused changes to habitats, and identify resulting effects on plant and animal populations.			V	V	VG	VA
(Habitats and Communities) Predict, based on their investigations, how the removal of a plant or animal population may affect the rest of the community.			V	V	V	V
(Habitats and Communities) Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.			V	V	V	V
(Nature of Science and Technology) Identify and appreciate contributions made by women and men from many societies and cultural backgrounds towards increasing our understanding of the world and in bringing about technological innovations.			V	V	V	V
(Science, Technology, Society, and the Environment) Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally..			V	V	V	V
(Science, Technology, Society, and the Environment) Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.			VGA M	VGA M	VGA M	VGA
(Scientific Inquiry - Analysing and Interpreting) Construct bar graphs and pictographs using many to one correspondence, and interpret these as well as graphs from other sources.			M	M	M	
(Scientific Inquiry - Observing, Measuring, Recording) Select and use tools to observe, measure, and construct.			M	M	M	

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Unifying Concepts) Describe and appreciate how the natural and constructed world is made up of systems and how interactions take place within and among these systems.			VGA	VGA	VG	VG
<b>GRADE 4   PHYSICAL EDUCATION (2016)</b>						
(Healthy Lifestyle Practices) Describe the best type and quantities of fluid to consume during various physical activities under different conditions				V		
(Personal and Social Management) Demonstrate interpersonal skills for getting along with others in class activities			GAM	GAM	GAM	GA
(Personal and Social Management) Set goals to enhance health and physical well-being			M	M	M	
<b>GRADE 4   ENGLISH LANGUAGE ARTS (2019)</b>						
(Language as Exploration and Design) Interpret and integrate information and ideas from multiple texts and sources.				A		A
(Language as Exploration and Design) Invent, take risks, and reflect to create possibilities.			A	A	A	A
(Language as Power and Agency) Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives.			A	A		A
(Language as Power and Agency) Investigate complex moral and ethical issues and conflicts.			VGA M	VGA M	VGA M	VGA
(Language as Sense Making) Access, use, build, and refine schema.			VGA M	VGA M	VGA M	VGA
(Language as System) Learners are choosing and using multiple styles of communication for clarity and effect.			A	A	A	A
(Language as System) Learners' automaticity with printed text is becoming secure and consistent			GAM	GAM	GAM	GA
<b>GRADE 4   THE ARTS (2011)</b>						
(Dance - Dance Language and Performance Skills ) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing dance for a variety of purposes and audiences.			A			
(Drama - Creative Expression in Drama) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing drama for a variety of purposes and audiences.						A
(Visual Arts - Creative Expression in Art) Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.		B		A	A	
(Music - Creative Expression in Music) Students collaboratively and individually generate, develop, and communicate ideas in creating original and interpretive music for a variety of purposes and audiences.*	S		A			
<b>GRADE 4   SOCIAL STUDIES (2003)</b>						
(Canada's North) Describe Aboriginal contributions to the northern territory studied.			V	V	V	V
(Geography of Canada) Locate the oceans, major landforms, lakes, and waterways on a map of Canada.						G
(Living in Manitoba) Give examples of Aboriginal peoples' traditional relationships with the land.			V	V	V	V
(Living in Manitoba) Respect their spiritual connection to the natural environment (land, water, sky).			V	V	V	V
(Living in Manitoba) Understand the teachings of Elders about their culture and identity.			V	V	V	V
(Skills - Active Democratic Citizenship) Make decisions that reflect care, concern, and responsibility for environment.			M	M	M	

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 4   MATHEMATICS (2013)</b>						
(Number) Demonstrate an understanding of addition of numbers and their corresponding subtractions, concretely, pictorially, and symbolically, by, using personal strategies, using the standard algorithms, estimating sums and differences, solving problems**			M	M	M	
(Number) Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to, name and record fractions for the parts of a whole or a set, compare and order fractions, model and explain that for different wholes, two identical fractions may not represent the same quantity, provide examples of where fractions are used.**			V	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. Teachers may choose to ask students to graph the results.

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



The following table outlines the PPA H2WHOA! activities that support the Manitoba 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 (1999)</b>						
(Design Process - Initiating) Identify practical problems to solve.			M	M	AM	
(Design Process - Reflecting on Science and Technology) Describe hobbies and careers related to science and technology.			V	V	V	V
(Design Process - Reflecting on Science and Technology) Recognize that technology is a way of solving problems in response to human needs.		B	V	VGA	VG	V
(Essential Science Knowledge) Understand essential life structures and processes pertaining to a wide variety of organisms, including humans.			V	V	V	V
(Essential Science Knowledge) Understand the composition of the earth's atmosphere, hydrosphere, and lithosphere, as well as the processes involved within and among them.		B	VG	VG	VG	VG
(Essential Science Knowledge) Understand the properties and structures of matter as well as various common manifestations and applications of the actions and interactions of matter.			VG	VG	VG	V
(Essential Science Knowledge) Understand various biotic and abiotic components of ecosystems, as well as their interaction and interdependence within ecosystems and within the biosphere as a whole.			VG	VG	VG	V
(Maintaining A Healthy Body) Explain how human health may be affected by lifestyle choices and natural- and human-caused environmental factors.			V	V	V	V
(Nature of Science and Technology) Identify and appreciate contributions made by women and men from many societies and cultural backgrounds towards increasing our understanding of the world and in bringing about technological innovations.			V	V	V	V
(Properties of and Changes in Substances) Identify potentially harmful chemical products used at home, and describe practices to ensure personal safety.					VGAM	
(Properties of and Changes in Substances) Identify properties of the three states of matter.		B	VV	VG		V
(Science, Technology, Society, and the Environment) Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally..			V	V	V	V
(Science, Technology, Society, and the Environment) Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.			VGAM	VGA M	VGAM	VGA
(Scientific Inquiry - Analysing and Interpreting) Construct graphs to display data, and interpret and evaluate these and other graphs.			M	M	M	
(Scientific Inquiry - Demonstrating Scientific and Technological Attitudes) Be sensitive to and develop a sense of responsibility for the welfare of other humans, other living things, and the environment.			VGAM	VGM	VGAM	VA

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Scientific Inquiry - Demonstrating Scientific and Technological Attitudes) Show interest in the activities of individuals working in scientific and technological fields.			V	V	V	V
(Scientific Inquiry - Observing, Measuring, Recording) Make observations that are relevant to a specific question.			M	M	M	
(Scientific Inquiry - Reflecting on Science and Technology) Describe positive and negative effects of scientific and technological endeavours.			V	VGA	VGM	V
(Scientific Inquiry - Reflecting on Science and Technology) Identify examples of scientific knowledge that have developed as a result of the gradual accumulation of evidence.			V	V	V	V
(Unifying Concepts) Describe and appreciate how the natural and constructed world is made up of systems and how interactions take place within and among these systems.			VGA	VGA	VG	VG
<b>GRADE 5   ENGLISH LANGUAGE ARTS (2019)</b>						
(Language as Exploration and Design) Interpret and integrate information and ideas from multiple texts and sources.				A		A
(Language as Exploration and Design) Invent, take risks, and reflect to create possibilities.			A	A	A	A
(Language as Power and Agency) Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives.			A	A		A
(Language as Power and Agency) Investigate complex moral and ethical issues and conflicts.			VGAM	VGA M	VGAM	VGA
(Language as Sense Making) Access, use, build, and refine schema.			VGAM	VGA M	VGAM	VGA
(Language as System) Learners are choosing and using multiple styles of communication for clarity and effect.			A	A	A	A
(Language as System) Learners' automaticity with printed text is becoming secure and consistent			GAM	GAM	GAM	GA
<b>GRADE 5   THE ARTS (2011)</b>						
(Dance - Dance Language and Performance Skills) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing dance for a variety of purposes and audiences.			A			
(Drama - Creative Expression in Drama) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing drama for a variety of purposes and audiences.						A
(Visual Arts - Creative Expression in Art) Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.		B		A	A	
(Music - Creative Expression in Music) Students collaboratively and individually generate, develop, and communicate ideas in creating original and interpretive music for a variety of purposes and audiences.*	S		A			
<b>GRADE 5   SOCIAL STUDIES (2003)</b>						
(First Peoples) Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.			V	V	V	V
(First Peoples) Value oral tradition as an important source of knowledge about First Peoples.			V	V	V	V
(Skills - Active Democratic Citizenship) Collaborate with others to establish and carry out group goals and responsibilities.			M	M	M	
(Skills - Active Democratic Citizenship) Make decisions that reflect care, concern, and responsibility for the environment.			M	M	M	



Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 5   PHYSICAL EDUCATION (2016)</b>						
(Personal and Social Management) Demonstrate functional use of interpersonal skills or getting along with others in making group decisions while participating in class activities			A	A		A
(Personal and Social Management) Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.			M	M	AM	A
(Personal and Social Management) Describe the importance of self- regulation and taking responsibility for one's own actions for personal success			M	M	M	
<b>GRADE 5   MATHEMATICS (2013)</b>						
(Number) Demonstrate an understanding of fractions by using concrete and pictorial representations to, create sets of equivalent fractions, compare fractions with like and unlike denominators.			V	V		
(Statistics and Probability) Differentiate between first-hand and second-hand data.**			M	M	M	

\* 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. Teachers may choose to ask students to graph the results.

Prepared by:



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



The following table outlines the PPA H2WHOA! activities that support the Manitoba 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 6   SCIENCE (1999)</b>						
(Design Process - Analysing and Interpreting) Evaluate the strengths and weaknesses of a consumer product, based on predetermined criteria.				V		
(Design Process - Demonstrating Scientific and Technological Attitudes) Be sensitive to and develop a sense of responsibility for the welfare of other humans, other living things, and the environment.			VM	VGM	VGAM	VA
(Design Process - Initiating) Identify practical problems to solve.			M	M	AM	
(Design Process - Initiating) Identify various methods to solve a practical problem, and select and justify one to implement.					A	
(Diversity of Living Things) Identify and describe contributions of scientists and naturalists who have increased our understanding of the diversity of living things.			V	V	V	V
(Essential Science Knowledge) Understand essential life structures and processes pertaining to a wide variety of organisms, including humans.			V	V	V	V
(Essential Science Knowledge) Understand the composition of the earth's atmosphere, hydrosphere, and lithosphere, as well as the processes involved within and among them.		B	VG	VG	VG	VG
(Essential Science Knowledge) Understand the properties and structures of matter as well as various common manifestations and applications of the actions and interactions of matter.			VG	VG	VG	V
(Essential Science Knowledge) Understand various biotic and abiotic components of ecosystems, as well as their interaction and interdependence within ecosystems and within the biosphere as a whole.			VG	VG	VG	V
(Nature of Science and Technology) Identify and appreciate contributions made by women and men from many societies and cultural backgrounds towards increasing our understanding of the world and in bringing about technological innovations.			V	V	V	V
(Science, Technology, Society, and the Environment) Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally.			V	V	V	V
(Science, Technology, Society, and the Environment) Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.			VGAM	VGAM	VGAM	VGA
(Scientific Inquiry - Analysing and Interpreting) Construct graphs to display data, and interpret and evaluate these and other graphs.			M	M	M	

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Scientific Inquiry - Demonstrating Scientific and Technological Attitudes) Be sensitive to and develop a sense of responsibility for the welfare of other humans, other living things, and the environment.			VGAM	VGM	VGAM	VA
(Scientific Inquiry - Observing, Measuring, Recording) Make observations that are relevant to a specific question.			M			
(Scientific Inquiry - Observing, Measuring, Recording) Select and use tools and instruments to observe, measure, and construct.			M	M	M	
(Scientific Inquiry - Reflecting on Science and Technology) Describe positive and negative effects of scientific and technological endeavours.			V	VGA	VGM	V
(Scientific Inquiry - Reflecting on Science and Technology) Identify examples of scientific knowledge that have developed as a result of the gradual accumulation of evidence.			V	V	V	V
(Unifying Concepts) Describe and appreciate how the natural and constructed world is made up of systems and how interactions take place within and among these systems.			VGA	VGA	VG	VG
<b>GRADE 6   ENGLISH LANGUAGE ARTS (2019)</b>						
(Language as Exploration and Design) Interpret and integrate information and ideas from multiple texts and sources.				A		A
(Language as Power and Agency) Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives.			A	A		A
(Language as Power and Agency) Investigate complex moral and ethical issues and conflicts.			VGAM	VGAM	VGAM	VGA
(Language as Sense Making) Access, use, build, and refine schema.			VGAM	VGAM	VGAM	VGA
(Language as System) Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.			A			
(Language as System) Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.			A	A	A	A
<b>GRADE 6   SOCIAL STUDIES (2003)</b>						
(Canada Today: Democracy, Diversity, and the Influence of the Past) Respect the spiritual dimension of nature.			V	V	V	V
(Democracy, Diversity, and the Influence of the Past) Describe the influence of the land on their First Nation, Inuit, or Métis identity.			V	V	V	V
(Democracy, Diversity, and the Influence of the Past) Describe the influence of the natural environment on life in Canada.			V	V	V	V
(Skills - Active Democratic Citizenship) Collaborate with others to establish and carry out group goals and responsibilities.			M	M	M	
(Skills - Active Democratic Citizenship) Make decisions that reflect care, concern, and responsibility for the environment.			M	M	M	
<b>GRADE 6   ARTS (2011)</b>						
(Dance - Dance Language and Performance Skills ) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing dance for a variety of purposes and audiences.			A			

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Drama - Creative Expression in Drama) Students collaboratively and individually generate, develop, and communicate ideas in creating and performing drama for a variety of purposes and audiences.						A
(Visual Arts - Creative Expression in Art) Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.		B		A	A	
(Music - Creative Expression in Music) Students collaboratively and individually generate, develop, and communicate ideas in creating original and interpretive music for a variety of purposes and audiences. *	S		A			
<b>GRADE 6   MATHEMATICS (2013)</b>						
(Statistics and Probability) Create, label, and interpret line graphs to draw conclusions.**			M	M	M	
(Number) Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially, and symbolically. **			V	V		
(Number) Demonstrate an understanding of ratio, concretely, pictorially, and symbolically. **			VM	VM	M	
(Statistics and Probability) Graph collected data and analyze the graph to solve problems. **			M	M	M	
(Statistics and Probability) Select, justify, and use appropriate methods of collecting data, including questionnaires, experiments, databases, electronic media. **			M	M	M	

\* 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. Teachers may choose to ask students to graph the results.

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