

Planet Protector H2WHOA! Program: Ontario Grade 3 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the Ontario 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
GRADE 3 SCIENCE & TECHNOLOGY (2007)						
(Earth and Space Systems: Soils in the Environment) Investigate the composition and characteristics of different soils					VG	
(Earth and Space Systems: Soils in the Environment) Assess the impact of soils on society and the environment, and of society and the environment on soils					VG	
(Earth and Space Systems: Soils in the Environment) Demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.			V		VG	
(Life Systems: Growth and Changes in Plants) Investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow			V		V	V
(Life Systems: Growth and Changes in Plants) Assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats			V		V	V
GRADE 3 LANGUAGE (2006)						
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;					A	
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	S		VGAM	VGAM	VGAM	VGA
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;			A	A		A
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	S	B	GAM	GAM	GAM	GA
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;			A	A	A	
(Writing) Generate, gather, and organize ideas and information to write for an intended purpose and audience;			A	A	A	
GRADE 3 THE ARTS (2009)						
(Dance) Creating and Presenting: apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas			A			
(Drama) Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories			A			A

Curriculum Expectations	Songs	Activity Booklet	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*	S		A			
(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		B		A	A	
GRADE 3 SOCIAL STUDIES (2018)						
(People and Environments: Living and Working in Ontario) Demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario			VGAM	VGAM	VGAM	VGA
(People and Environments: Living and Working in Ontario) Use the social studies inquiry process to investigate some of the environmental effects of different types of land and/ or resource use in Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use			GM	GAM	GAM	A
(People and Environments: Living and Working in Ontario) Describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs			V	VGA	VG	VG
GRADE 3 MATHEMATICS (2005)						
(Data Management & Probability) Collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed**			M	M	M	
(Number Sense & Numeration) Demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points**			M	M	M	
(Number Sense & Numeration) Solve problems involving addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division**			M	M	M	
GRADE 3 HEALTH & PHYSICAL EDUCATION (2019)						
(Healthy Living - Healthy Eating) Demonstrate an understanding of how the origins of food affect its nutritional value and how those factors and others can affect the environment				V	VG	

* The Planet Protector song and the H2WFOA 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. in graph form.

Prepared by:



Planet Protector H2WHOA! Program: Ontario Grade 4 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the Ontario 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
GRADE 4 SCIENCE & TECHNOLOGY (2007)						
(Matter and Energy: Properties of and Changes in Matter) Demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change.		B	VG	VG		V
GRADE 4 LANGUAGE (2006)						
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.					A	
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	S		VGAM	VGAM	VGAM	VGA
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.			A	A		A
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.	S	B	GAM	GAM	GAM	GA
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.			A	A	A	
(Writing) Generate, gather, and organize ideas and information to write for an intended purpose and audience.			A	A	A	
GRADE 4 THE ARTS (2009)						
(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			
(Drama) Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories			A			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*	S		A			
(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		B		A	A	
GRADE 4 SOCIAL STUDIES (2018)						

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(People and Environments: The Role of Government and Responsible Citizenship) Assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues			V	V	V	V
GRADE 4 HEALTH & PHYSICAL EDUCATION (2019)						
(Healthy Living - Healthy Eating) Describe how advertising, food marketing, and media affect food choices, and explain how these influences can be evaluated to help people make healthier choices					V	
GRADE 4 MATHEMATICS (2005)						
(Data Management & Probability) Collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs.**			M	M	M	
(Number Sense & Numeration) Solve problems involving addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies.**			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: Ontario Grade 5 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the Ontario 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
GRADE 5 SCIENCE (2007)						
(Matter and Energy: Properties of and Changes in Matter) Demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change.		B	VG	VG		V
GRADE 5 LANGUAGE (2006)						
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;					A	
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	S		VGAM	VGAM	VGAM	VGA
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;			A	A		A
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	S	B	GAM	GAM	GAM	GA
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;			A	A	A	
(Writing) Generate, gather, and organize ideas and information to write for an intended purpose and audience;			A	A	A	
GRADE 5 THE ARTS (2009)						
(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			
(Drama) Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories			A			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*	S		A			
(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		B		A	A	
GRADE 5 SOCIAL STUDIES (2018)						

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(People and Environments: The Role of Government and Responsible Citizenship) Assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues			V	V	V	V
GRADE 5 HEALTH & PHYSICAL EDUCATION (2019)						
(Healthy Living - Healthy Eating) Describe how advertising, food marketing, and media affect food choices, and explain how these influences can be evaluated to help people make healthier choices					V	
GRADE 5 MATHEMATICS (2005)						
(Data Management & Probability) Collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including broken line graphs**			M	M	M	
(Number Sense & Numeration) Demonstrate an understanding of proportional reasoning by investigating whole-number rates			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.

Prepared by:



Planet Protector H2WHOA! Program: Ontario Grade 6 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the Ontario 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
GRADE 6 SCIENCE AND TECHNOLOGY (2007)						
(Life Systems: Biodiversity) Assess human impacts on biodiversity, and identify ways of preserving biodiversity.					VGAM	VA
GRADE 6 LANGUAGE (2006)						
(Media Literacy) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.					A	
(Oral Communication) Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.	S		VGAM	VGAM	VGAM	VGA
(Oral Communication) Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.			A	A		A
(Reading) Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.	S	B	GAM	GAM	GAM	GA
(Writing) Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.			A	A	A	
(Writing) Generate, gather, and organize ideas and information to write for an intended purpose and audience.			A	A	A	
GRADE 6 THE ARTS (2009)						
(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			
(Drama) Creating and Presenting: apply the creative process to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives			A			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*	S		A			
(Visual Arts) Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies		B		A	A	
GRADE 6 SOCIAL STUDIES (2018)						

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Heritage and Identity: Communities in Canada, Past and Present) Assess contributions to Canadian identities made by various groups and communities, including first nations, Métis, and Inuit communities, and by various features of Canadian communities and regions			V	V	V	V
GRADE 6 MATHEMATICS (2005)						
(Data Management & Probability) Collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs.**	3			M	M	M
(Number Sense & Numeration) Demonstrate an understanding of relationship involving percent, ratio, and unit rate.	2			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.

Prepared by:

