

Planet Protector H2WHOA! Program: Saskatchewan Grade 3 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the Saskatchewan 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 (2011)						
(Life Science: Plant Growth and Changes) Research traditional and contemporary uses of plants or parts of plants, such as food, beverages, medicine, arts, seed banks, shade, wind breaks, erosion protection, cultural celebrations, and products like dyes, shelter, and clothing.			V	V	V	V
(Life Science: Plant Growth and Changes) Examine the importance of agriculture in Saskatchewan, including the variety of plants and plant-related products					VGA M	
(Life Science: Plant Growth and Changes) Describe ways that plants and animals depend on each other.					VG	V
(Life Science: Plant Growth and Changes) Assess the impact of natural (e.g., animal migration, fire, competition, and decay) and human activity (e.g., burning land, logging, fertilizing, soil compaction, and picking endangered plants) on the biodiversity of plant species.			V		VG	V
(Life Science: Plant Growth and Changes) Imagine a world without plants and describe the impact on animals, people, and the environment.					VG	VA
(Life Science: Plant Growth and Changes) Respond to and acknowledge the ideas of others regarding the importance of plants to self and society						A
(Earth and Space Science: Exploring Soils) Suggest ways in which individuals and communities value and use soil, including the importance of Mother Earth for First Nations and Métis peoples.					V	V
(Earth and Space Science: Exploring Soils) Relate the characteristics (e.g., composition, colour, texture, and ability to absorb water) of soils to their uses (e.g., agriculture, berms, pottery, earth shelters, road building, habitats, landscaping, and purifying water).				VG	VG	V
(Earth and Space Science: Exploring Soils) Suggest sustainable practices (e.g., composting and fertilizing) that can affect soils positively and reduce or prevent harmful effects such as compaction and contamination of soils.					VGA M	V
GRADE 3 ENGLISH LANGUAGE ARTS (2010)						
(Compose and Create) Begin to use excitement, humour, suspense, and other creative devices.						A
(Compose and Create) Communicate ideas, findings, and information pertaining to topics, problems, questions, or issues by creating easy-to-follow visual, oral, and written formats with a clear purpose.			M	M	M	
(Compose and Create) Communicate thoughts, feelings, and ideas clearly and, when appropriate, artistically.			A	A	A	A
(Compose and Create) Create a variety of narratives and poems.			A			
(Compose and Create) Create spoken, written, and other representations.			A	A	A	A
(Compose and Create) Deliver brief recitations and oral presentations (including reporting to class) about familiar experiences or interests, organized and focused on a central idea.			A	A	A	A
(Compose and Create) Demonstrate understanding of the topic, problem, question, or issue in a variety of ways.			A	A	A	A

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Compose and Create) Depict main ideas in a new form.			A	A	A	A
(Compose and Create) Experiment with a variety of resources to communicate a clear and complete message appropriate to purpose.			A	A	A	A
(Compose and Create) Plan and present, with clear diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays.			A	A		A
(Compose and Create) Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.			GAM	GAM	GM	GA
(Compose and Create) Use visual aids to enhance spoken and written products and to clarify and enhance oral presentations.				A	A	
(Compose and Create) Write descriptions that use concrete sensory details.			A			
(Comprehend and Respond) Identify and explain what peers said about a particular text or subject.			M	M	M	
(Comprehend and Respond) Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.			GAM	GAM	GM	GA
(Comprehend and Respond) View, listen to, read, and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study.			VGM	VGM	VGM	VG
GRADE 3 ART EDUCATION (2011)						
(Creative/Productive) Create and perform music that demonstrates knowledge of: form, rhythm, pitch, dynamics, texture, & tone colour.*	S		A			
(Creative/Productive) Create art works using a variety of visual art concepts, forms, and media.		B		A	A	
(Creative/Productive) Create dance phrases and sequences that demonstrate understanding of the elements of dance including: actions, body, dynamics, relationships, & space.			A			
(Creative/Productive) Create visual art works that express ideas about the natural, constructed, and imagined environments.				A	A	
(Creative/Productive) Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment as inspiration.*	S		A			
(Creative/Productive) Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment as stimuli.			A			
(Creative/Productive) Sustain roles in dramatic situations and accept/respond to others in role, using the environment as inspiration.						A
(Creative/Productive) Use imagination, a variety of drama strategies, and reflection to further the drama's development.						A
GRADE 3 SOCIAL STUDIES (2010)						
(Dynamic Relationships) Research the view of land as held by indigenous peoples in communities studied.			V	V	V	V
(Dynamic Relationships) Identify ways in which people in communities studied interact with the land.			V	V	VGA M	V
(Dynamic Relationships) Identify local environmental issues that affect life in communities studied.			V	V	VGA	V
(Dynamic Relationships) Compare environmental concerns common to both the local community and communities studied.			V	V	V	V
(Power and Authority) Respond to the following question: "Why might people be in favour or against a particular project or issue".				V	V	
(Resources and Wealth) Describe ways in which communities help ensure basic human needs are met.		B	VGA M	VGA M	VGA M	V
(Resources and Wealth) Give examples of technologies in communities studied, and categorize the influences of the application of the technology as positive or negative.			V	VGA	VGA M	VA

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
GRADE 3 MATHEMATICS (2009)						
(Number) Demonstrate understanding of addition of whole numbers with answers to 1 and their corresponding subtractions (limited to 1, 2, and 3-digit numerals) including: representing strategies for adding and subtracting concretely, pictorially, and symbolically; solving situational questions involving addition and subtraction; & estimating using personal strategies for adding and subtracting.**			M	M	M	
(Number) Demonstrate understanding of fractions concretely, pictorially, physically, and orally including: representing, observing and describing situations, comparing, & relating to quantity.			VM	VM	M	
(Shape and Space) Demonstrate understanding of first-hand data using tally marks, charts, lists, bar graphs, and line plots (abstract pictographs), through: collecting, organizing, and representing, & solving situational questions.**			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: Saskatchewan Grade 4 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the Saskatchewan 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 (2011)						
(Life Science: Habitats and Communities) Discuss stories that demonstrate the interdependence of land, water, animals, plants, and the sky in traditional worldviews.			V	V	V	V
(Life Science: Habitats and Communities) Describe how both traditional methods and modern technologies enable humans to increase their knowledge of plants and animals within habitats and communities.			V			
(Life Science: Habitats and Communities) Identify stakeholders who are likely to adopt different points of view on issues that are highlighted in the media related to habitat protection, restoration, and management.			V	V	V	V
(Life Science: Habitats and Communities) Assess intended and unintended consequences of natural and human-caused changes to specific habitats.			V	V	VG	V
(Life Science: Habitats and Communities) Relate habitat loss to the endangerment and extinction of plants and animals within habitats and communities in Saskatchewan and elsewhere.			V	V	V	V
(Life Science: Habitats and Communities) Investigate how both scientists' and traditional knowledge keepers' knowledge of plant growth and development has led to the development of agricultural methods and techniques that affect habitats and communities.			V	V	V	V
(Life Science: Habitats and Communities) Create dramatic, visual, musical, or other representations to show how personal actions can help conserve, honour, and respect natural and constructed habitats.					AM	A
GRADE 4 ENGLISH LANGUAGE ARTS (2010)						
(Compose and Create) Create spoken, written, and other representations.			A	A	A	A
(Compose and Create) Experiment with different ways of representing ideas and sharing them with others.			A	A	A	A
(Compose and Create) Make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with others to share ideas and opinions, ask for support, complete tasks, and explain concerns or problems.			GAM	GAM	GM	GA
(Compose and Create) Organize information and ideas in visual and multimedia texts that are clear, meaningful, logical, and illustrative of the topic and are properly labelled and captioned.				A		
(Compose and Create) Recite brief poems, monologues, or dramatic dialogues using clear diction, tempo, volume, and phrasing.			A			A
(Compose and Create) Use a variety of visuals to communicate essential information when making an oral presentation.				A		
(Compose and Create) Use visual aids to enhance spoken or written products.				A		
(Comprehend and Respond) Discuss visual experiences.			V	V	V	V
(Comprehend and Respond) View, listen to, and read a variety of texts related to theme or topic of study and show comprehension.			VGM	VGM	VGM	VG
GRADE 4 ART EDUCATION (2011)						
(Creative/Productive) Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.						A

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Creative/Productive) Contribute ideas, when in and out of role, and further the development of the drama by participating in consensus building, choice of strategies, and selection of dramatic alternatives.						A
(Creative/Productive) Create and perform music that demonstrates knowledge of: form, rhythm, beat, and metre, pitch, melody, and pentatonic scale, harmony and texture, & timbre.*	S		A			
(Creative/Productive) Create art works using a variety of visual art concepts, forms, and media.		B		A	A	
(Creative/Productive) Express ideas using the elements of dance including: actions, body, dynamics, relationships, & space.			A			
GRADE 4 SOCIAL STUDIES (2010)						
(Dynamic Relationships) Investigate the traditional worldviews of First Nations peoples prior to European contact regarding land as an animate object and sustaining life force.			V	V	V	V
(Dynamic Relationships) Explore how the traditional worldviews and teachings of First Nations' Elders regarding land influence the lifestyle of First Nations people today.			V	V	V	V
(Resources and Wealth) Investigate the technological evolution of farming practices in Saskatchewan, including crop variety development, pesticide and herbicide use, and soil and water conservation.					VG	V
(Resources and Wealth) Examine the environmental impact of the development of natural resources on the local community, the province, and the world.			V	VGA	VG	V
GRADE 4 MATHEMATICS (2009)						
(Number) Demonstrate an understanding of addition of whole numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by: using personal strategies for adding and subtracting, estimating sums and differences, & solving problems involving addition and subtraction.**			M	M	M	
(Patterns and Relations) Demonstrate an understanding of patterns and relations by: identifying and describing patterns and relations in a chart, table or diagram; reproducing patterns and relations in a chart, table, or diagram using manipulatives; creating charts, tables, or diagrams to represent patterns and relations; & solving problems involving patterns and relations.**			M	M	M	
(Statistics and Probability) Demonstrate an understanding of many-to-one correspondence by: comparing correspondences on graphs, comparing correspondences on graphs, justifying the use of many-to-one correspondences, interpreting data shown using a many-to-one correspondence, & creating bar graphs and pictographs using many-to-one correspondence.**			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: Saskatchewan Grade 5 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the Saskatchewan 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 (2011)						
(Physical Science: Properties and Changes of Materials) Classify materials in their environment as solids, liquids, or gases based on personal observation		B	VG	VG		V
(Physical Science: Properties and Changes of Materials) Discuss the importance of water, in all states of matter, as a sacred substance within First Nations and Métis cultures.			V	VG	V	VV
(Physical Science: Properties and Changes of Materials) Provide evidence of the six changes of state (i.e., evaporation, condensation, freezing, melting, sublimation, and deposition) of matter in the environment.		B	VG	VG		V
(Physical Science: Properties and Changes of Materials) Assess the benefits and drawbacks of manufactured materials that have been developed to improve human living conditions.					VGA M	V
(Physical Science: Properties and Changes of Materials) Assess the societal and environmental impacts of industrial and agricultural processes that change raw materials into manufactured products, taking into account different perspectives such as consumer, manufacturer, salesperson, and community leader.					VG	V
(Physical Science: Properties and Changes of Materials) Identify potentially harmful products used at home, school, and in communities, including interpreting consumer chemical hazard symbols, and describe practices that individuals can follow to ensure personal and community safety.					VGA M	
(Physical Science: Properties and Changes of Materials) Recognize the need for developing a sense of responsibility towards other people, other living things, and the environment when choosing how to use and dispose of manufactured products.				V	VGA M	
GRADE 5 ENGLISH LANGUAGE ARTS (2010)						
(Compose and Create) Create spoken, written, and other representations.			A	A	A	A
(Compose and Create) Deliver focused and coherent presentations that engage the audience with appropriate verbal cues, facial expressions, and gestures; that convey ideas clearly; and that relate to the background and interests of the audiences.			A	A	A	A
(Compose and Create) Deliver informative presentations about an important idea, issue, or event by framing questions to guide listeners, establishing a central idea or topic, and developing the topic with simple facts, details, examples, and explanations.			A	A	A	A
(Compose and Create) Deliver narrative presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases and show the listeners, through the explanations and narration, what happens.			A	A	A	A
(Compose and Create) Experiment with different forms including poems, short scripts, and journal entries to communicate and demonstrate understanding.			A			
(Compose and Create) Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry.			M	M	M	
(Compose and Create) Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.			A	A		A

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Compose and Create) Participate in a variety of oral presentations including dramatization (role play), discussion circles, introducing a visitor to the class or school, and giving directions.			AM	AM	M	A
(Compose and Create) Present information clearly and appropriately for each medium and recognize that the conventions of language and the medium are designed to help the audience understand what is said or presented.			A	A	A	A
(Comprehend and Respond) View, listen to, and read a variety of texts related to the theme or topic of study and show comprehension.			VGM	VGM	VGM	VG
GRADE 5 ART EDUCATION (2011)						
(Creative/Productive) Create art works using a variety of visual art concepts, forms, and media.		B		A	A	
(Creative/Productive) Create dance compositions inspired by pop culture.			A			
(Creative/Productive) Create sound compositions that draw inspiration from pop culture.			A			
(Creative/Productive) Demonstrate increased skills and abilities in use of the voice and one or more instruments.*	S		A			
(Creative/Productive) Express own ideas using pop dance forms and styles, and apply the elements of dance.			A			
GRADE 5 SOCIAL STUDIES (2010)						
(Resources and Wealth) Create an inventory of current non-sustainable practices.			V	V	VG	V
(Resources and Wealth) List the possible consequences of non-sustainable practices related to the use of resources.			V	V	VG	V
(Resources and Wealth) Taking one resource as an example, illustrate how resource use and the extraction process of the resource affects the environment.			V	V	VG	V
(Resources and Wealth) Give examples of policies and actions that contribute to sustainability.			V	V	VG	V
(Resources and Wealth) Speculate upon how contrasting worldviews toward the natural environment may affect the use of resources.			V	V	V	V
GRADE 5 MATHEMATICS (2009)						
(Shape and Space) Demonstrate an understanding of volume by: selecting and justifying referents for cm^3 or m^3 units, estimating volume by using referents for cm^3 or m^3 , measuring and recording volume (cm^3 or m^3), & constructing rectangular prisms for a given volume.			V			
(Statistics and Probability) Construct and interpret double bar graphs to draw conclusions.**			M	M	M	

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Prepared by:



Planet Protector H2WHOA! Program: Saskatchewan Grade 6 Curriculum Links



The following table outlines the PPA H2WHOA! activities that support the Saskatchewan 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 (2011)						
(Life Science: Diversity of Living Things) Analyze how First Nations and Métis art and storytelling highlight movement and/or behaviour of living things and reflect a worldview that values all living things.			V	V	V	V
(Life Science: Diversity of Living Things) Identify examples of science and technology-related careers and workplaces which require an understanding of the diversity of living things.			V	V	V	V
GRADE 6 ENGLISH LANGUAGE ARTS (2010)						
(Compose and Create) Contribute to structured discussion and dialogues to explore perspectives, ideas, and issues and to complete tasks.			M	M	M	
(Compose and Create) Convey key images or information inherent in those images through visual representations				A	A	
(Compose and Create) Convey understanding of topics using mime, graphics, physical movement, and pictures or photographs				A		
(Compose and Create) Create a variety of meaningful personal and impromptu communications characterized by some insight, development, and originality			A			A
(Compose and Create) Create a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to reports, articles, instructions, explanations, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, skits, or short video scripts.			A	A	A	A
(Compose and Create) Create persuasive texts on a stand or viewpoint.						A
(Compose and Create) Engage in partner, small-group, and whole-class discussion to accomplish a task.			AM	AM	M	A
(Compose and Create) Exchange ideas and concepts with teacher, peers, and adults.			GAM	GAM	GM	GA
(Compose and Create) Incorporate aids in presentations.			M	M	M	
(Compose and Create) Perform role plays and dramatizations.						A
(Compose and Create) Read aloud short poetry or process passages with expression and fluency.			A			
(Compose and Create) Represent ideas, opinions, and facts about identity, social responsibility, and efficacy for specific purposes and audiences					A	A
(Comprehend and Respond) Access, view, listen to, read, and respond to a variety of digital texts including electronic texts that have multiple links and sound, video, animation, and/or virtual reality.	S	B	VGM	VGM	VGM	VG
(Comprehend and Respond) Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts.	S	B	VGA M	VGA M	VGA M	VGA
(Comprehend and Respond) Read and comprehend a range of contemporary and traditional texts appropriate to interests and learning needs.			VGM	VGM	VGM	VG

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Comprehend and Respond) Read and demonstrate comprehension and interpretation of a range of grade-level-appropriate texts in a variety of genres and from different cultural traditions.			GM	GM	GM	G
(Comprehend and Respond) Read for a variety of purposes including to gather information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.			GM	GM	GM	G
GRADE 6 ART EDUCATION (2011)						
(Creative/Productive) Demonstrate increased skills and abilities in the use of voice and instruments.*	S		A			
(Creative/Productive) Demonstrate increased skills and problem-solving abilities in a variety of visual art media.		B		A	A	
(Creative/Productive) Initiate and develop roles in selected drama forms.						A
(Creative/Productive) Investigate and manipulate elements of dance and principles of composition including repetition and contrast.			A			
(Creative/Productive) Investigate and manipulate elements of music and principles of composition including repetition and variety.			A			
(Creative/Productive) Select and use focus, tension, conflict, and symbol to convey ideas.						A
(Creative/Productive) Shape dance compositions using various choreographic forms.			A			
GRADE 6 SOCIAL STUDIES (2010)						
(Interactions and Interdependence of Nations) Investigate the contribution of an Aboriginal Canadian toward enhancing human welfare in Canada.			V	V	V	V
(Dynamic Relationships) Describe and compare diverse approaches to natural resource and land use among First Nations and Métis peoples in Canada, among indigenous peoples in countries bordering the Atlantic Ocean, and non-indigenous peoples of these regions, and explore how these diverse approaches have come into conflict and been in harmony in various time periods and locations.			V	V	V	V
(Resources and Wealth) Investigate how individual local consumer choices may affect people elsewhere in the world.				V	V	V
(Resources and Wealth) Develop an action plan for harmonizing one's personal lifestyle with collective needs regarding social, environmental, and economic sustainability.			M	M	M	
GRADE 6 MATHEMATICS (2009)						
(Number) Demonstrate understanding of percent (limited to whole numbers to 1) concretely, pictorially, and symbolically.			V	V		
(Patterns and Relationships) Extend understanding of patterns and relationships in tables of values and graphs.**			M	M	M	
(Shape and Space) Extend and apply understanding of perimeter of polygons, area of rectangles, and volume of right rectangular prisms (concretely, pictorially, and symbolically) including: relating area to volume, comparing perimeter and area, comparing area and volume, generalizing strategies and formulae, analyzing the effect of orientation, & solving situational questions.			V			
(Statistics and Probability) Extend understanding of data analysis to include: line graphs, graphs of discrete data, data collection through questionnaires, experiments, databases, and electronic media, & interpolation and extrapolation.**			M	M	M	

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