



Curriculum Links for Alberta for Planet Protector Academy: KEEP COOL

Last updated: November 24, 2023

KINDERGARTEN

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

| Curriculum Expectations | Modules | | | | | |
|--|---------|----|----|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| KINDERGARTEN SCIENCE | | | | | | |
| Organizing Idea: Energy <ul style="list-style-type: none"> Observe and imitate how animals can move. Identify various ways that humans and other animals can move. Examine the reasons why humans and other animals move. | | | VA | V | | V |
| Organizing Idea: Earth Systems <ul style="list-style-type: none"> Ask questions about surrounding environments. Discuss the importance of protecting and respecting environments. Identify ways to protect and respect environments. Discuss connections First Nations, Métis, or Inuit have with nature. | VG | VA | G | | | V |

GRADE 1

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

| Curriculum Expectations | Modules | | | | | |
|--|---------|------|------|------|------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 1 SCIENCE | | | | | | |
| Organizing Idea: Earth Systems <ul style="list-style-type: none"> Discuss how changes in the appearance of environments, plants, and animals are related to the seasons. Share personal experiences related to sudden changes in environments. Describe how seasonal changes affect decisions about daily activities. Identify personal and group actions that demonstrate responsibility and care for nature. Discuss and reflect on First Nations, Métis, and Inuit traditional teachings that demonstrate a sense of responsibility to care for nature. | VG | VGA | VGA | G | G | |
| Organizing Idea: Scientific Methods <ul style="list-style-type: none"> Ask a question sparked by curiosity. | VG | VGAM | VGAM | VGAM | VGAM | V |

GRADE 2

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

| Curriculum Expectations | Modules | | | | | |
|---|---------|------|------|------|------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 2 SCIENCE | | | | | | |
| Organizing Idea: Earth Systems <ul style="list-style-type: none"> Discuss how the various components of Earth interact to support life. | | | | | G | |
| Organizing Idea: Living Systems <ul style="list-style-type: none"> Explain positive and negative impacts of human behaviour on plants and animals. Identify ways in which people show care for land, plants, and animals through cultural practices. | VG | VGA | VGA | | G | |
| Organizing Idea: Scientific Methods <ul style="list-style-type: none"> Develop questions for the purpose of an investigation. Compare observations and data with others. | VG | VGAM | VGAM | VGAM | VGAM | V |

GRADE 3

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

| Curriculum Expectations | Modules | | | | | |
|---|---------|----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 3 DRAMA | | | | | | |
| (Playmaking) Appreciate playmaking by others; e.g., other students or professionals | V | | | | | |
| (Dramatisation) Develop role-playing skills: – accept role playing as a positive learning experience – take on the attitude of another – assume the physical attributes of another – emphasize the situation of another – use role playing as a problem-solving tool | | A | A | | A | |
| (Group Drama) Develop the ability to make decisions in a group: – accept self as part of a group – listen to ideas of another – offer own ideas – become aware of and accept the group purpose | | A | A | | A | |
| (Group Drama) Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama | | A | A | | A | |
| GRADE 3 MUSIC | | | | | | |
| (Listening) Detect the rise and fall of melody. | V | VA | V | V | V | V |
| (Moving) Respond to music through movement in an individual manner. | V | VA | V | V | V | V |
| (Moving) Use planned body movements to illustrate rhythmic and/or melodic patterns. | V | VA | V | V | V | V |
| (Singing) Sing, in tune, many rhythmic and melodic songs, singing games and action songs. | V | VA | V | V | V | V |
| (Creating) Create melodic and/or percussion accompaniments for poems and songs | V | VA | V | V | V | V |
| (Creating) Notate and perform original compositions (does not have to be formal notation) | V | VA | V | V | V | V |
| <i>Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level</i> | | | | | | |
| GRADE 3 VISUAL ARTS | | | | | | |
| (Expression) Component 10 (i) PURPOSE 4: Students will express a feeling or a message. | A | A | A | A | | |
| (Expression) Specific messages, beliefs and interests can be interpreted visually, or symbolized. | A | A | A | A | | |
| (Expression) Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on social concerns, based on: A. Plants and animals B. Environments and places C. Manufactured or human-made things D. Fantasy E. People | A | A | A | A | | |
| (Expression) Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts. | A | A | A | A | | |

| Curriculum Expectations | Modules | | | | | |
|--|---------|-----|-----|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 3 ENGLISH LANGUAGE ARTS AND LITERATURE (2022) | | | | | | |
| Organizing Idea: Oral Language <ul style="list-style-type: none"> Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions | VA | A | A | A | | |
| Organizing Idea: Writing <ul style="list-style-type: none"> Students investigate writing and research processes that support informed written expression | VA | A | A | A | | |
| GRADE 3 SOCIAL STUDIES | | | | | | |
| (3.2 Global Citizenship) 3.2.1 appreciate elements of global citizenship: - recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) | GA | M | M | M | M | |
| (3.2 Global Citizenship) 3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry: - What are some environmental concerns that Canada and communities around the world share? (ER, GC) - In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM) | GA | M | M | M | M | |
| (Social Participation as a democratic practice) 3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as: - participate in projects that improve or meet the particular needs of their school or community | | M | M | M | M | |
| (Communication) 3.S.8 demonstrate skills of oral, written and visual literacy: - organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration - listen to others in order to understand their points of view - interact with others in a socially appropriate manner - create visual images for particular audiences and purposes | | A | A | A | A | |
| GRADE 3 SCIENCE | | | | | | |
| Organizing Idea: Matter <ul style="list-style-type: none"> Discuss examples of daily activities that include heating and cooling. Describe solid, liquid, and gas states of matter in terms of the properties of shape and volume. Discuss ways to respect water in local environments. Identify examples of changes in the state of water in local environments. Discuss how interaction with natural materials is guided by relationships with the land for First Nations, Métis, and Inuit communities. | VG | VGA | VGA | | | |
| Organizing Idea: Earth Systems <ul style="list-style-type: none"> Describe how natural events change Earth's surface. Represent how the movement of water and wind changes Earth's surface over time. Relate human activities to changes in Earth's surface. Relate activities of plants and animals to changes in Earth's surface. | VG | VGA | VGA | | | |

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|--|------|------|------|------|------|---|
| <ul style="list-style-type: none"> • Discuss the interconnectedness between human activities and responsibilities for maintaining Earth. • Reflect on and share actions that can be taken to protect plants and animals in local environments. | | | | | | |
| Organizing Idea: Living Systems <ul style="list-style-type: none"> • Discuss First Nations, Métis, and Inuit connection with environments and their knowledge of and relationships with plants and animals. | VG | VGA | | | | V |
| Organizing Idea: Scientific Methods <ul style="list-style-type: none"> • Develop new questions for further investigations. | VGAM | VGAM | VGAM | VGAM | VGAM | V |

GRADE 4

Content: V = video content

G = game show

A = Activity

M = At-Home Mission

| Curriculum Expectations | Modules | | | | | |
|---|---------|----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 4 DRAMA | | | | | | |
| (Playmaking) Appreciate playmaking by others; e.g., other students or professionals | V | | | | | |
| (Dramatisation) Develop role-playing skills: – accept role playing as a positive learning experience – take on the attitude of another – assume the physical attributes of another – emphasize the situation of another – use role playing as a problem-solving tool | | A | A | | A | |
| (Group Drama) Develop the ability to make decisions in a group: – accept self as part of a group – listen to ideas of another – offer own ideas – become aware of and accept the group purpose | | A | A | | A | |
| (Group Drama) Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama | | A | A | | A | |
| GRADE 4 MUSIC * Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level | | | | | | |
| (Listening) Detect the rise and fall of melody. | V | VA | V | V | V | V |
| (Moving) Respond to music through movement in an individual manner. | V | VA | V | V | V | V |
| (Moving) Use planned body movements to illustrate rhythmic and/or melodic patterns. | V | VA | V | V | V | V |
| (Singing) Sing, in tune, many rhythmic and melodic songs, singing games and action songs. | V | VA | V | V | V | V |
| (Creating) Create melodic and/or percussion accompaniments for poems and songs | V | VA | V | V | V | V |
| (Creating) Notate and perform original compositions (does not have to be formal notation) | V | VA | V | V | V | V |
| GRADE 4 VISUAL ARTS | | | | | | |
| (Expression) Component 10 (i) PURPOSE 4: Students will express a feeling or a message. | A | A | A | A | | |
| (Expression) Specific messages, beliefs and interests can be interpreted visually, or symbolized. | A | A | A | A | | |
| (Expression) Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on social concerns, based on: A. Plants and animals B. Environments and places C. Manufactured or human-made things D. Fantasy E. People | A | A | A | A | | |
| (Expression) Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts. | A | A | A | A | | |

| Curriculum Expectations | Modules | | | | | |
|--|---------|----|------|------|------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 4 ENGLISH LANGUAGE ARTS AND LITERATURE (2022) | | | | | | |
| Organizing Idea: Oral Language <ul style="list-style-type: none"> Students examine and demonstrate how listening and speaking support connections and clarify understandings | | | VGAM | VGAM | VGAM | VGA |
| Organizing Idea: Writing <ul style="list-style-type: none"> Students construct and organize text to share perspectives and develop creative expression | | | AM | AM | AM | A |
| GRADE 4 SOCIAL STUDIES | | | | | | |
| (4.1 Alberta: A Sense of the Land) Values and Attitude 4.1.1 value Alberta’s physical geography and natural environment: demonstrate care and concern for the environment through their choices and actions (LPP) | | M | AM | GM | GM | |
| (4.1 Alberta: A Sense of the Land) Knowledge and Understanding 4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP) | | M | AM | GM | GM | |
| (4.3 Alberta: Celebrations and Challenges) Values and Attitudes 4.3.1 appreciate the factors contributing to quality of life in Alberta: - appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP) - value and respect their relationships with the environment (C, ER, LPP) | | AM | AM | M | AM | |
| (Communication) 4.S.8 demonstrate skills of oral, written and visual literacy: - organize and present information, taking particular audiences and purposes into consideration - create visual images for particular audiences and purposes | | AM | AM | M | AM | |

GRADE 5

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| Curriculum Expectations | Modules | | | | | |
|---|---------|----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 5 DRAMA | | | | | | |
| (Playmaking) Appreciate playmaking by others; e.g., other students or professionals | V | | | | | |
| (Dramatisation) Develop role-playing skills: – accept role playing as a positive learning experience – take on the attitude of another – assume the physical attributes of another – emphasize the situation of another – use role playing as a problem-solving tool | | A | A | | A | |
| (Group Drama) Develop the ability to make decisions in a group: – accept self as part of a group – listen to ideas of another – offer own ideas – become aware of and accept the group purpose | | A | A | | A | |
| (Group Drama) Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama | | A | A | | A | |
| GRADE 5 MUSIC * Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level | | | | | | |
| (Listening) Detect the rise and fall of melody. | V | VA | V | V | V | V |
| (Moving) Respond to music through movement in an individual manner. | V | VA | V | V | V | V |
| (Moving) Use planned body movements to illustrate rhythmic and/or melodic patterns. | V | VA | V | V | V | V |
| (Singing) Sing, in tune, many rhythmic and melodic songs, singing games and action songs. | V | VA | V | V | V | V |
| (Creating) Create melodic and/or percussion accompaniments for poems and songs | V | VA | V | V | V | V |
| GRADE 5 VISUAL ARTS | | | | | | |
| (Expression) Component 10 (i) PURPOSE 4: Students will express a feeling or a message. | A | A | A | A | | |
| (Expression) Specific messages, beliefs and interests can be interpreted visually, or symbolized. | A | A | A | A | | |
| (Expression) Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on global awareness, based on: A. Plants and animals B. Environments and places C. Manufactured or human-made things D. Fantasy E. People | A | A | A | A | | |
| (Expression) Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts. | A | A | A | A | | |

| Curriculum Expectations | Modules | | | | | |
|---|---------|----|------|------|------|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 5 ENGLISH LANGUAGE ARTS AND LITERATURE (2022) | | | | | | |
| Organizing Idea: Oral Language <ul style="list-style-type: none"> Students investigate how oral language can be designed to communicate ideas and information | | | VGAM | VGAM | VGAM | VGA |
| Organizing Idea: Comprehension <ul style="list-style-type: none"> Students analyze information, contexts, and perspectives using a variety of comprehension strategies | | | GAM | GAM | GAM | GA |
| GRADE 5 SOCIAL STUDIES | | | | | | |
| (5.1 Physical Geography of Canada) Values and Attitudes 5.1.1 value Canada's physical geography and natural environment: - demonstrate care and concern for the environment through their choices and actions (GC, LPP) | | M | AM | M | M | |
| (Communication) Students will: 5.S.8 demonstrate skills of oral, written and visual literacy: - create visual images for particular audiences and purposes | | A | A | | | |
| GRADE 5 SCIENCE | | | | | | |
| TOPIC A: Electricity and Magnetism (5–5 Demonstrate safe methods for the study of magnetism and electricity, identify methods for measurement and control, and apply techniques for evaluating magnetic and electrical properties of materials.) 10. Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors. | | GA | | | | |
| TOPIC D: Weather Watch (5–9 Investigate relationships between weather phenomena and human activity.) 11. Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world. | GA | | | | | |
| TOPIC D: Weather Watch (5–9 Investigate relationships between weather phenomena and human activity.) 12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect | GA | | | | | |

GRADE 6

Content:

V = video content

G = game show

A = Activity

M = At-Home Mission

| Curriculum Expectations | Modules | | | | | |
|---|---------|----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 6 DRAMA | | | | | | |
| (Playmaking) Appreciate playmaking by others; e.g., other students or professionals | V | | | | | |
| (Dramatisation) Develop role-playing skills: – accept role playing as a positive learning experience – take on the attitude of another – assume the physical attributes of another – emphasize the situation of another – use role playing as a problem-solving tool | | A | A | | A | |
| (Group Drama) Develop the ability to make decisions in a group: – accept self as part of a group – listen to ideas of another – offer own ideas – become aware of and accept the group purpose | | A | A | | A | |
| (Group Drama) Draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama | | A | A | | A | |
| GRADE 6 MUSIC * Kids are encouraged to sing along with and dance to the Planet Protector theme song at the start of each Level | | | | | | |
| (Listening) Detect the rise and fall of melody. | V | VA | V | V | V | V |
| (Moving) Respond to music through movement in an individual manner. | V | VA | V | V | V | V |
| (Moving) Use planned body movements to illustrate rhythmic and/or melodic patterns. | V | VA | V | V | V | V |
| (Singing) Sing, in tune, many rhythmic and melodic songs, singing games and action songs. | V | VA | V | V | V | V |
| (Creating) Create melodic and/or percussion accompaniments for poems and songs | | A | | | | |
| (Creating) Notate and perform original compositions (does not have to be formal notation) | | A | | | | |
| GRADE 6 VISUAL ARTS | | | | | | |
| (Expression) Component 10 (i) PURPOSE 4: Students will express a feeling or a message. | A | A | A | A | | |
| (Expression) Specific messages, beliefs and interests can be interpreted visually, or symbolized. | A | A | A | A | | |
| (Expression) Component 10 (ii) SUBJECT MATTER: Students will develop themes, with an emphasis on global awareness, based on: A. Plants and animals B. Environments and places C. Manufactured or human-made things D. Fantasy E. People | A | A | A | A | | |
| (Expression) Component 10 (iii) MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts. | A | A | A | A | | |

| Curriculum Expectations | Modules | | | | | |
|--|---------|---|-----|-----|-----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| GRADE 6 ENGLISH LANGUAGE ARTS AND LITERATURE (2022) | | | | | | |
| Organizing Idea: Writing <ul style="list-style-type: none"> Students create texts that reflect personal voice and style through creative and critical thinking processes | | | GAM | GAM | GAM | GA |
| GRADE 6 SOCIAL STUDIES | | | | | | |
| (Communication) 6.S.8 demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates express reasons for their ideas and opinions, in oral or written form use skills of informal debate to persuasively express differing viewpoints regarding an issue listen to others to understand their perspectives | | A | | A | A | |