



# Curriculum Links for Ontario for Planet Protector Academy: H2WHOA!

Last updated: December 10, 2023

## GRADE 2

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 2   SCIENCE &amp; TECHNOLOGY</b>						
(Earth and Space Systems) Assess the importance of soils for society and the environment					VG	
(Earth and Space Systems) Assess the impact of human activity on soils, and describe ways in which humans can improve the quality of soils and/or lessen or prevent harmful effects on soils			V		VG	
(Life Systems: Growth and Changes in Plants) Assess ways in which plants are important to humans and other living things, taking different perspective into consideration, and identify ways in which humans can protect native plant species and their habitats			V		V	V
(Life Systems: Growth and Changes in Plants) Assess ways in which human activities have an impact on plants and plant habitats, and identify personal actions that they could take to minimize harmful effects and enhance positive ones			V		VAM	V
<b>GRADE 2   LANGUAGE</b>						
(Literacy Connections and Applications) Applications, Connections and Contributions - Cross-Curricular and Integrated Learning: Apply the knowledge and skills developed in this grade to support learning in various subject areas and identify some ways this learning can be used in everyday life			VAM	VM	VM	V
(Literacy Connections and Applications) Applications, Connections and Contributions - First Nations, Métis, and Inuit Perspectives and Ways of Knowing: Identify themes explored in First nations, Métis, and Inuit cultures to demonstrate and understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being and doing			V	V	V	V
(Foundations of Language) Oral and Non-Verbal Communication - Listening Strategies for Comprehension: Identify and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, and to recognize when a message is difficult to understand	S		VGAM	VGAM	VGAM	VGA
(Comprehension: Understanding and Responding to Texts) Knowledge about Texts: Apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives and experience			VA	VA	VA	V

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(Comprehension: Understanding and Responding to Texts) Knowledge and Texts - Indigenous Context of Various Text Forms: Read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations and lived experiences			V	V	V	V
<b>GRADE 2   THE ARTS</b>						
(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
(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	
<b>GRADE 2   SOCIAL STUDIES</b>						
(People and Environments: Global Communities) Application: Variations in Global Communities: Describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions			V	V	V	V
(People and Environments: Global Communities) Inquiry: Natural Environments and Ways of Life: Use the Social Studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities, including at least one contemporary First Nation, Métis, or Inuit community and the ways in which people in those communities live			VGAM	VGAM	VGAM	VGA
(People and Environments: Global Communities) Inquiry: Natural Environments and Ways of Life: Evaluate evidence and draw conclusions about some aspects of the interrelationship between communities' natural environment and the ways of life of people in those communities, including at least one contemporary First nation, Métis, or Inuit community			VGAM	VGAM	VGAM	VGA
(People and Environments: Global Communities) Inquiry: Natural Environments and Ways of Life: Identify basic human needs (e.g. for food, water, clothing, transportation, shelter) and describe some ways in which people in communities around the world meet these needs			V	VGA	VG	VG
<b>GRADE 2   MATHEMATICS</b>						
(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 and understanding of multiplication and division**			M	M	M	

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 2   HEALTH &amp; PHYSICAL EDUCATION</b>						
(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 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. in graph form.

## GRADE 3

S= Songs

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Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 3   SCIENCE &amp; TECHNOLOGY</b>						
(Earth and Space Systems) Assess the importance of soils for society and the environment					VG	
(Earth and Space Systems) Assess the impact of human activity on soils, and describe ways in which humans can improve the quality of soils and/or lessen or prevent harmful effects on soils			V		VG	
(Life Systems: Growth and Changes in Plants) Assess ways in which plants are important to humans and other living things, taking different perspective into consideration, and identify ways in which humans can protect native plant species and their habitats			V		V	V
(Life Systems: Growth and Changes in Plants) Assess ways in which human activities have an impact on plants and plant habitats, and identify personal actions that they could take to minimize harmful effects and enhance positive ones			V		VAM	V
<b>GRADE 3   LANGUAGE</b>						
(Literacy Connections and Applications) Digital Media Literacy - Research and Information Literacy: Gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning					A	
(Foundations of Language) Oral and Non-Verbal Communication: Apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	S		VGAM	VGAM	VGAM	VGA
(Comprehension: Understanding and Responding to Texts) Knowledge about Texts: Apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives and experience			VA	VA	V	VA
(Comprehension: Understanding and Responding to Texts) Indigenous Context of Various Text Forms: Read, listen to and view various forms of texts by diverse First Nations, Métis, and Inuit histories, cultures. Relationships. Communities, Groups. Nations, and lived experiences	S	B	VGAM	VGAM	VGAM	VGA
(Composition: Expressing Ideas and Creating Texts) Developing Ideas and Organizing Content: Plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media tests on a variety of topics			AM	AM	AM	
<b>GRADE 3   THE ARTS</b>						
(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			

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(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 understanding		B		A	A	
<b>GRADE 3   SOCIAL STUDIES</b>						
(People and Environments: Living and Working in Ontario) Application: Land Use and the Environment: Demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions, First Nations Communities, and/or Métis regions in Ontario			GAM	VGAM	GAM	GA
(People and Environments: Living and Working in Ontario) Inquiry: The Impact of Land and Resource Use: Use the social studies inquiry process to investigate some of the environmental effects of different types of land and/ or resource use in two or more Ontario municipal regions, First Nations communities, and/or Métis regions as well as some of the measures taken to reduce the negative impact of that use			GM	VGAM	GAM	A
(People and Environments: Living and Working in Ontario) Understanding Context: Regions and Land Use 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, including First Nations communities and/or Métis regions, addresses human needs and wants, including the need for jobs				VGA	G	G
<b>GRADE 3   MATHEMATICS</b>						
(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	
<b>GRADE 3   HEALTH &amp; PHYSICAL EDUCATION</b>						
(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.

## GRADE 4

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Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 4   SCIENCE &amp; TECHNOLOGY</b>						
(Life Systems: Habitats and Communities) Assess impacts of human activities on habitats and communities, and analyze actions for minimizing negative impacts and enhancing positive ones		B	VA	V	VGA	VGAM
(Life Systems: Habitats and Communities) Assess positive and negative impacts of human activities on habitats and communities, while taking different perspectives into account			VA	V	V	V
(Understanding Earth and Space Systems: Rocks and Minerals and Geological Processes) Assess social and environmental impacts of extracting and refining rocks and minerals and of manufacturing, recycling, and disposing of products derived from rocks and minerals, while taking various perspectives into account					VG	V
<b>GRADE 4   LANGUAGE</b>						
(Literacy Connections and Applications) Digital Media Literacy - Research and Information Literacy: Gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning					A	
(Foundations of Language) Oral and Non-Verbal Communication: Apply listening, speaking, and no-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	S		VGAM	VGAM	VGAM	VGA
(Comprehension: Understanding and Responding to Texts) Indigenous Context of Various Text Forms: Read, listen to and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences			GAMV	GAMV	GAMV	GAV
(Composition: Expressing Ideas and Creating Texts) Developing Ideas and Organizing Content: Plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	S	B	GAM	GAM	GAM	GA
<b>GRADE 4   THE ARTS</b>						
(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,		B		A	A	

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
and understandings						
<b>GRADE 4   SOCIAL STUDIES</b>						
(People and Environments: Industrial Development and the Environment) Application: Industrial Development and the Environment: Assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada			VA	VG	AGM	M
(People and Environments: Industrial Development and the Environment) Application: Industrial Development and the Environment: Describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources			VA	VGM	VAM	VGM
<b>GRADE 4   MATHEMATICS</b>						
(Data: Data Collection and Organization/Data Visualization/Data Analysis) Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life**			VM	VM	M	
(Number: Properties and Relationships/Math Facts/Mental Math/Addition and subtraction/Fractions) Use knowledge of numbers and operations to solve mathematical problems encountered in everyday life**			VM	VM	M	
(Spatial Sense: Metric System) Compare, estimate, and determine measurements in various contexts			V			

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

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## GRADE 5

S= Songs

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A = Activity

M = At-Home Mission

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 5   SCIENCE AND TECHNOLOGY</b>						
(Matter and Energy: Properties of and Changes in Matter) Assess how the use of specific materials in the manufacture of common products affects the environment, and identify actions that society and individuals can take to mitigate negative impacts		B	VG	VG	VAM	V
(Matter and Energy: Properties of and Changes in Matter) Assess the impacts on society and the environment of various processes used in the manufacture of common products				VM	VGAM	VAM
<b>GRADE 5   LANGUAGE</b>						
(Literacy Connections and Applications) Digital Media Literacy: Use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media					A	
(Literacy Connections and Applications) Applications, Connections, and Contributions: Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations			V	V	VA	VA
(Foundations of Language) Oral and Non-Verbal Communication: Apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts ad for various purposes and audiences	S		VGAM	VGAM	VGAM	VGA
(Comprehension: Understanding and Responding to Texts) Knowledge about Texts: Apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience	S	B	GAM	GAM	GAM	GA
(Composition: Expressing Ideas and Creating Texts) Developing Ideas and Organizing Content: Plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics			AM	AM	AM	
<b>GRADE 5   THE ARTS</b>						
(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			



Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
(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	
<b>GRADE 5   SOCIAL STUDIES</b>						
(People and Environments: The Role of Government and Responsible Citizenship) Application: Governments and Citizens Working Together: 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 A M	A M	
(People and Environments: The Role of Government and Responsible Citizenship) Inquiry: Differing Perspectives on Social and Environmental Issues: Use the Social Studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or Levels) of government responsible for addressing the issues			V	V		
<b>GRADE 5   HEALTH &amp; PHYSICAL EDUCATION</b>						
(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	
<b>GRADE 5   MATHEMATICS</b>						
(Data: Data Collection and Organization/Data Visualization/Data Analysis) Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life**			V M	V M	M	
(Number: Properties and Relationships/Math Facts/Mental Math/Addition and subtraction/Fractions) Use knowledge of numbers and operations to solve mathematical problems encountered in everyday life**			V M	V M	M	
(Spatial Sense: Metric System) Compare, estimate, and determine measurements in various contexts			V			

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## GRADE 6

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A = Activity

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Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 6   SCIENCE AND TECHNOLOGY</b>						
(Life Systems: Biodiversity) Analyse a local issue related to biodiversity while considering different perspectives; plan a course of action in response to the issue; and act on their plan			VM	VM	VM	VA
(Life Systems: Biodiversity) Asses the benefits of biodiversity and the consequences of the diminishing of biodiversity					VGAM	VA
<b>GRADE 6   LANGUAGE</b>						
(Literacy Connections and Applications) Digital Media Literacy: Use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media					A	
(Literacy Connections and Applications) Applications, Connections, and Contributions: Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups and nations	S		VGAM	VGAM	VGAM	VGA
(Foundations of Language) Oral and Non-Verbal Communication: Apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	S		VGAM	VGAM	VGAM	VGA
(Comprehension: Understanding and Responding to Texts) Knowledge about Texts: Apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience	S	B	GAM	GAM	GAM	GA
(Composition: Expressing Ideas and Creating Texts) Developing Ideas and Organizing Content: Plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics			AM	AM	AM	
<b>GRADE 6   THE ARTS</b>						
(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	

Curriculum Expectations	Songs	Activity Booklet	Modules			
			1	2	3	4
<b>GRADE 6   SOCIAL STUDIES</b>						
(People and Environments: Canada's Interactions with the Global Community) Application: Canada and International Cooperation: Explain the importance of international cooperation in addressing global issues, and evaluate the effectiveness of selected actions by Canada and Canadian citizens in the international arena			V	V		
(People and Environments: Canada's Interactions with the Global Community) Inquiry: Responses to Global Issues: Use the social studies inquiry process to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community, and responses to the issues			V	V	V	V
<b>GRADE 6   MATHEMATICS</b>						
(Data: Data Collection and Organization/Data Visualization/Data Analysis) Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life**			V M	V M	M	M
(Number: Properties and Relationships/Math Facts/Mental Math/Addition and Subtraction/Fractions) Use knowledge of numbers and operations to solve mathematical problems encountered in everyday life**			V M	V M	M	
(Spatial Sense: Metric System) Compare, estimate, and determine measurements in various contexts			V			

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