

Planet Protector Academy
BC's NEW Curriculum Connections for Grade 3

Subject	Sub Topic	Modules	Curricular Competencies
GRADE 3			
ARTS EDUCATION <i>Students will be able to use creative processes to create and respond to the arts:</i>	Exploring and creating	2.6 Power Saver Raps 3.7 Role play Water System 5.10 Role play asking parents to walk, cycle and use transit more	<ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	Reasoning and reflecting	1.9 Keep Cool Play and Pair Share Post Discussion	<ul style="list-style-type: none"> • Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
	Communicating and documenting	1.9 Keep Cool Play 2.5 Team Drawing Power Flow 2.9 Rap Performance 3.7 Role play Water System 3.8 Shower Power Posters 4.10 Draw modes of travel 5.10 Role play Active Travel Choices	<ul style="list-style-type: none"> • Express, feelings, ideas, and experiences in creative ways • Describe and respond to visual and performing art pieces and provide constructive feedback • Experience, document, perform, and share creative works in a variety of ways

LANGUAGE ARTS <i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i>	Comprehend and connect	2.9 Power Saver Raps All Game Show Questions 4.12 Create persuasive arguments for driving less	<ul style="list-style-type: none"> • Begin to use sources of information and prior knowledge to make meaning • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Exchange ideas and perspectives to build shared understanding
	Create and communicate	2.9 Power Saver Raps 3.8 Shower Power Poster Campaign	<ul style="list-style-type: none"> • Plan and create a variety of communication forms for different purposes and audiences • Communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation
SCIENCE	Evaluating	Game Show Q's 1.7 2.4 4.6 5.5	<ul style="list-style-type: none"> • Identify some simple environmental implications of their and others' actions
	Applying and innovating	All 4 Planet Protector Missions Dark Room, Shower Power, Keep Car Cool, Go Car Free 3.8 Shower Power Posters 4.12 Create persuasive arguments for driving less	<ul style="list-style-type: none"> • Contribute to care for self, others, school and neighbourhood through personal or collaborative approaches.

Planet Protector Academy
BC's NEW Curriculum Connections for Grade 4

Subject	Sub Topic	Modules	Curricular Competencies
GRADE 4			
ARTS EDUCATION <i>Students will be able to use creative processes to create and respond to the arts:</i>	Exploring and creating	2.6 Power Saver Rap development 3.7 Role play Water System 5.10 Role play getting parents to walk, cycle or use transit	<ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	Communicating and documenting	2.5 Team Drawing Power Flow 2.9 Rap Performance 3.7 Role play Water System 3.8 Shower Power Posters 4.10 Draw modes of travel 5.10 Role play getting parents to walk, cycle or use transit	<ul style="list-style-type: none"> • Express, feelings, ideas, and experiences in creative ways • Experience, document, perform, and share creative works in a variety of ways
	Reasoning and reflecting	1.9 Keep Cool Play Pair Share Post Discussion	<ul style="list-style-type: none"> • Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate

<p>LANGUAGE ARTS Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p>	<p>Comprehend and connect</p>	<p>All Game Show Questions</p> <p>1.9 Keep Cool Play Pair Share Post Discussion</p> <p>4.12 Create persuasive arguments for driving less</p> <p>5.9 Group Discussion on Active Transportation</p>	<p>Comprehend and connect</p> <ul style="list-style-type: none"> • Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding • Exchange ideas and perspectives to build shared understanding
	<p>Create and Communicate</p>	<p>2.9 Power Saver Raps</p> <p>3.8 Shower Power Poster Campaign</p>	<p>Create and communicate</p> <ul style="list-style-type: none"> • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences • Use language in creative and playful ways to develop style • Communicate in print, using letters and words and applying basic conventions of English spelling, grammar, and punctuation
<p>SCIENCE Students are expected to be able to do the following:</p>	<p>Evaluating</p>	<p>Game Show Q's 1.7 2.4 4.6 5.5</p>	<ul style="list-style-type: none"> • Identify some simple environmental implications of their and others' actions
	<p>Applying and Innovating</p>	<p>All 4 Planet Protector Missions Dark Room, Shower Power, Keep Car Cool, Go Car Free</p> <p>3.8 Shower Power Posters</p> <p>4.12 Create persuasive arguments for driving less</p>	<ul style="list-style-type: none"> • Contribute to care for self, others, school and neighbourhood through personal or collaborative approaches.

Planet Protector Academy
BC's NEW Curriculum Connections for Grade 5

Subject	Sub Topic	Modules	Curricular Competencies
GRADE 5			
ARTS EDUCATION <i>Students will be able to use creative processes to create and respond to the arts:</i>	Exploring and creating	2.6 Power Saver Rap development 3.7 Role play Water System 5.10 Role play getting parents to walk, cycle or use transit	<ul style="list-style-type: none"> Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	Reasoning and reflecting	1.9 Keep Cool Play Pair Share Post Discussion 2.6 Power Saver Rap development 3.7 Role play Water System	<ul style="list-style-type: none"> Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art
	Communicating and documenting	1.9 Keep Cool Play Post Discussion 2.5 Team Drawing Power Flow 2.9 Rap Performance 3.7 Role play Water System 3.8 Shower Power Posters 4.10 Draw modes of travel	<ul style="list-style-type: none"> Describe and respond to works of art and explore artists' intent Experience, document, perform and share creative works in a variety of ways

		5.10 Role play getting parents to walk, cycle or use transit	
LANGUAGE ARTS <i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i>	Comprehend and connect	1.9 Keep Cool Play Pair Share Post Discussion All 4 Mission Assignments (Dark Room, Shower Power, Keep Car Cool, Go Car Free) 5.10 Role play getting parents to walk, cycle or use transit	Comprehend and connect <ul style="list-style-type: none"> • Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world • Exchange ideas and perspectives to build shared understanding
	Create and Communicate	2.6 Power Saver Raps 3.8 Shower Power Poster Campaign	Create and communicate <ul style="list-style-type: none"> • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences • Use language in creative and playful ways to develop style • Communicate in print, using letters and words and applying basic conventions of English spelling, grammar, and punctuation
SCIENCE <i>Students are expected to be able to do the following:</i>	Applying and Innovating	All 4 Mission Assignments (Dark Room, Shower Power, Keep Car Cool, Go Car Free) 3.8 Shower Power Posters	Applying and Innovating <ul style="list-style-type: none"> • Contribute to care for self, others, school and neighbourhood through personal or collaborative approaches.

Planet Protector Academy
BC's NEW Curriculum Connections for Grade 6

Subject	Sub Topic	Modules	Curricular Competencies
GRADE 6			
ARTS EDUCATION <i>Students will be able to use creative processes to create and respond to the arts:</i>	Exploring and creating	2.6 Power Saver Rap development 3.7 Role play Water System 5.10 Role Play Active Travel Choices	<ul style="list-style-type: none"> • Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making • Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
	Reasoning and reflecting	1.9 Keep Cool Play and Post Discussion	<ul style="list-style-type: none"> • Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts
	Communicating and documenting	1.9 Keep Cool Play Post Discussion 2.5 Team Drawing Power Flow 2.9 Rap Performance 3.7 Role play Water System 3.8 Shower Power Posters 4.10 Draw modes of travel 5.10 Role play getting parents to walk, cycle or use transit	<ul style="list-style-type: none"> • Describe, interpret and respond to works of art and explore artists' intent • Express, feelings, ideas, and experiences through the arts • Experience, document, perform, and share creative works in a variety of ways

LANGUAGE ARTS <i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i>	Comprehend and connect	All 4 Mission Assignments (Dark Room, Shower Power, Keep Car Cool, Go Car Free) 1.9 Keep Cool Play Pair Share Post Discussion	Comprehend and connect <ul style="list-style-type: none"> Respond to text in personal, creative, and critical ways Exchange ideas and viewpoints to build shared understanding and extend thinking
	Create and Communicate	2.9 Power Saver Raps 3.8 Shower Power Poster Campaign	Create and communicate <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
SCIENCE <i>Students are expected to be able to do the following:</i>	Applying and Innovating	All 4 Mission Assignments (Dark Room, Shower Power, Keep Car Cool, Go Car Free) 3.8 Shower Power Posters	Applying and Innovating <ul style="list-style-type: none"> Contribute to care for self, others, school and community through personal or collaborative approaches.