

**Planet Protector Academy**  
**Ontario Curriculum Connections for Grade 3**

Subject	Modules	Sub Topic	Learning Outcome
<b>GRADE 3</b>	<b>Activity</b>		
<b>Language Arts</b> Listening to Understand	All Modules	Active Listening Strategies	1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations
	1.9 Keep Cool Video Post Play Discussion	Demonstrate Understanding  Extension Activity: In a pair-share, tell your partner what your favourite part of the show was and why. What was one of the important messages of the show?  As a class, retell the story one sentence at a time. Afterward, review and discuss the BIG IDEAS of the play.	1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details (e.g., restate a partner's reflections after a think-pair share activity; identify the important ideas in a group presentation; carry on a sustained conversation on a topic)
<b>Language Arts</b> Speaking to Communicate	All Modules	Clarity and Coherence	2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns
	2.9 Power Saver Raps	Vocal Skills and Strategies	2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning (e.g., adjust volume to suit the purpose for speaking and the size and type of audience)
<b>Media Literacy</b>	3.8 Shower Power Poster	Creating Media Texts	Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
<b>Science</b> Understanding Matter and Energy Forces in Movement	1.4-1.7 Climate Change Video Questions  1.8 Team Drawing: Each team draws a	Relating Science and Technology to Society and the Environment  Extension Questions: -What are some of the impacts of Climate Change on people? -What are some of the impacts of Climate Change on houses and cities? -What are the impacts of Climate	1.1 assess the effects of the action of forces in nature (natural phenomena) on the natural and built environment, and identify ways in which human activities can reduce or enhance this impact.

	<p>positive action to help slow climate change.</p> <p><i>Examples:</i>  <i>Water team:</i>  <i>Turn off the tap when brushing your teeth!</i>  <i>Save Water!</i></p> <p><i>Earth Team:</i>  <i>Erosion: Plant more trees to help keep soil in place!</i></p> <p><i>Fire Team:</i>  <i>Make a Rain Barrel!</i></p> <p><i>Wind Team: In a Windstorm be prepared with an emergency kit! (Draw candles, water, first aid kit, 3 days worth of non-perishable food, garbage bags, flashlight</i></p>	<p>Change on natural environments like forests and oceans?          -What action can humans take to help prevent climate change?</p> <p><i>Answers: Extreme weather, flooding, windstorms, drought, food production, ocean warming, Turn off lights, eat less meat, walk and cycle more, use cars less,</i></p>	
<b>Drama</b>	<p>3.7 Water Flow Role Play</p> <p>5.10 Excuses Game Role Play</p>	<p>Creating and Presenting</p>	<p>B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places</p> <p>B1.3 plan and shape the direction of a role play by building on their own and others' ideas, both in and out of role.</p>
	<p>1.9 Keep Cool Play</p>	<p>Reflecting, Responding, and Analysing</p> <p>Extension Activity:          In a pair-share, tell your partner what your favourite part of the show was and why. What was one of the important messages of the show?</p>	<p>B2.1 express thoughts, feelings, and ideas about a variety of drama experiences and performances (e.g., in a journal response, in a think-pair-share activity, in class discussion, by writing in role, in a four corners activity, in a small group improvisation or drawing)</p>

		As a class, retell the story one sentence at a time. Afterward, review and discuss the BIG IDEAS of the play.	
<b>Music</b>	All Modules Keep Cool Song  2.6 & 2.9 Power Saver Raps	Creating and Performing	C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods (e.g., sing or play an instrument accompanied by body percussion or found sounds  C1.3 create compositions for a specific purpose and a familiar audience (e.g., create musical accompaniments for poems, stories, or dances they have created)
<b>Visual Arts</b>	2.5 Power Flow Team Drawing  3.8 Shower Power Posters  4.10 Modes of Transport Illustration	Creating and Presenting	D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
<b>Social Studies</b>	3.7 Water Flow Role Play	Map, Globe and Graphic Skills  Extension Activity: Water is just one of the resources from nature Create and draw a bubble map of all the ways we use natural resources in our lives.  Water: Hydroelectricity, bathing, growing food, drinking, washing the dishes, brushing your teeth, cleaning the house, cleaning the car, cleaning your hands  Oil and Gas: Heating buildings (house, school, grocery stores) Fueling the car, buses, airplanes, boats  Trees: Paper, building supplies,	– describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food, drawing on nature for water and energy)

		pencils, furniture, flooring Sunlight: Growing food, generating electricity, providing daylight.	
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**Planet Protector Academy**  
**Ontario Curriculum Connections for Grade 4**

Subject	Modules	Sub Topic	Learning Outcome
<b>GRADE 4</b>	<b>Activity</b>		
<b>DRAMA</b>	3.7 Role play Water System  5.10 Role play getting parents to walk, cycle or use transit	B1. Creating and Presenting	B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places (e.g., use role play to explore the hierarchical structure of medieval society; use “inner and outer circle” to examine moments of conflict and power imbalance in group improvisations on a common theme)  B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama (e.g., time and place; relationship; focus and emphasis) to build belief in a role and establish its dramatic context  B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role (e.g., In role: improvise possible solutions to a problem; Out of role: help select a drama form to represent the group’s idea)
	1.9 Keep Cool Play Pair Share Post Discussion	B2. Reflecting, Responding, and Analysing  Extension Activity: Tell a partner what your favourite part of the show was and why. What character would you have wanted to be in the show and why? What were the BIG IDEAS or main messages of the show? What new action can you take to be more of a planet protector? Can you describe something that you learned that you didn’t know before?	B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others’ drama works
<b>MUSIC</b>	2.6 and 2.9 Power Saver Raps	C1. Creating and Performing	C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect (e.g., compose pieces using different expressive controls, such as staccato/legato or crescendo/decrescendo, to create contrasts and changes in mood)

<b>VISUAL ARTS</b>	<p>2.5 Team Drawing Power Flow</p> <p>3.8 Shower Power Posters</p> <p>4.10 Draw modes of travel</p>	D1. Creating and Presenting	D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., create a poster using colour and cropping of space to propose a solution to climate change)
<b>LANGUAGE ARTS</b> <b>Oral Communication</b> 1. Listening to Understand	1.9 Keep Cool Play Pair Share Post Discussion	Demonstrate Understanding	1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details
	1.9 Keep Cool Play Post Discussion  4.11 Rate modes of travel  5.9 Group Discussion on Active Transportation	Extending Understanding  <i>Extension Questions:</i> <i>How did you get to school today? What are the most sustainable modes of transportation?</i> <i>What gets in the way of you walking or biking to school?</i> <i>Where could your family take one less car trip a week?</i>	1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., relate the topic of an oral presentation to prior knowledge and information from personal experiences, articles, movies, stories, or television shows; ask questions about relevant stated and implied details; use role play and drama to connect the themes and emotions depicted in an oral text to real-life situations)
	Modules 1-6 Game Show responses	Clarity and Coherence	2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information
	2.9 Power Saver Raps	Vocal Skills and Strategies	2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning
	1.9 Keep Cool Play Pair Share Post Discussion  4.12 Create persuasive	Interactive Strategies	2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions

	arguments for driving less  5.9 Group Discussion on Active Transportation		
<b>LANGUAGE ARTS</b> Oral Communication  2. Speaking to Communicate	2.6 Power Saver Raps	Purpose and Audience	1.1 identify the topic, purpose, and audience for a variety of writing forms
<b>LANGUAGE ARTS</b> Writing  1. Developing and Organizing Content	3.8 Save Water Poster Campaign	Form	3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a poster advertising a school science fair; a flyer to encourage students to participate in the fair) Teacher prompt: "Why is a poster better to advertise the fair and a flyer better to tell students how to participate?"
<b>LANGUAGE ARTS</b> Media Literacy  3. Creating Media Texts	3.8 Shower Power Poster Campaign	Producing Media Texts	3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
	1.8 Climate Region Posters	Inquiry/Research and Communication Skills  Extension Activity: Our growing seasons are changing. Compare growing seasons of 100 years ago to today. What are the benefits of the warming trend? What are dangers of a warming climate?	– use media works, oral presentations, written notes and descriptions, drawings, tables, and graphs to identify and communicate key information about the regions, provinces, and territories
<b>SCIENCE</b> Understanding Life Systems: Habitats and Communities	2.9 Power Saver Raps  2.10 Mission Dark Room	3. Understanding Basic Concepts	3.10 describe ways in which humans are dependent on natural habitats and communities (e.g., for water, medicine, flood control in wetlands, leisure activities) and evaluate ways of minimizing the negative impacts

<b>SCIENCE</b> Understanding Matter and Energy: Light and Sound	Climate Change Questions 1.4 1.7	3. Understanding Basic Concepts	3.1 identify a variety of natural light sources (e.g., the sun, a firefly) and artificial light sources (e.g., a candle, fireworks, a light bulb)
	Electricity and Keep Car Cool Activities 2.2 2.3 2.4 5.5 5.6	1. Relating Science and Technology to Society and the Environment	1.2 analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account (e.g., the perspectives of mine owners, the families of the miners, Aboriginal communities, the refinery workers, manufacturers of items who need the refined rocks and minerals to make their products, residents who live in communities located near refineries and manufacturing facilities and who are concerned about the environment)

**Planet Protector Academy**  
**Ontario Curriculum Connections for Grade 5**

<b>Subject</b>	<b>Modules</b>	<b>Sub Topic</b>	<b>Learning Outcome</b>
<b>GRADE 5</b>			
<b>LANGUAGE ARTS</b> Listening to Understand	1.9 Keep Cool Play Post Discussion	Demonstrate Understanding	1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details (e.g., summarize an episode of a favourite television program for a small group)
	2.9 Power Saving Rap Performance	Vocal Skills and Strategies	2.5 identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning (e.g., use a formal or informal tone as required by the context)
<b>LANGUAGE ARTS</b> <b>Writing</b>	2.9 Power Saving Rap Performance	Using Knowledge of Form and Style in Writing	2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences
<b>DRAMA</b>	3.7 Role Play Water System  5.10 Role Play Persuasive Conversation with Parents	Creating and Presenting	B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (e.g., ... use role play to explore social issues related to topics such as the environment, immigration, bullying, treaties, the rights and responsibilities of the child)
<b>MUSIC</b>	2.9 Rap Performance	Creating and Performing	C1.3 create musical compositions for specific purposes and audiences (e.g., compose an accompaniment for a story, poem, or drama presentation to address an environmental issue such as water conservation, recycling, or planting trees; ... use body percussion, found sounds, voice, and non-pitched percussion instruments to vary the timbres in their work)

<b>VISUAL ARTS</b>	<p>2.5 Team Drawing of Power Flow Chart</p> <p>3.8 Shower Power Posters</p> <p>4.10 Draw Modes of Transportation</p>	Creating and Presenting	D1.2 demonstrate an understanding of composition, using selected principles of design to art works on a theme or topic
<b>SOCIAL STUDIES</b>	<p>4.12 Persuasive Arguments for Driving Less</p> <p>5.9 Group Discussion on Active Transportation</p>	Understanding Context: Roles and Responsibilities of Government and Citizens	B3.7 describe some different ways in which citizens can take action to address social and environmental issues
<b>SCIENCE</b>	<p>4.12 Persuasive Arguments for Driving Less</p> <p>5.9 Group Discussion on Active Transportation</p>	Understanding Life Systems: Human Organ Systems	<p>1.0 analyse the impact of human activities and technological innovations on human health</p> <p>1.1 assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial</p>
	<p>2.10 Operation Dark Room</p> <p>3.8 Shower Power Mission</p> <p>4.12 Persuasive Arguments for Driving Less</p>	Understanding Earth and Space Systems: Conservation of Energy and Resources	<p>1.0 analyse the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources</p> <p>1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts (e.g., turning off the faucet while brushing teeth or washing and rinsing dishes conserves water; reusing or recycling products, or using fewer products, conserves natural resources and energy)</p>

**Planet Protector Academy**  
**Ontario Curriculum Connections for Grade 6**

<b>Subject</b>	<b>Modules</b>	<b>Sub Topic</b>	<b>Learning Outcome</b>
<b>GRADE 6</b>			
<b>DRAMA</b>	3.7 Role play Water System  5.10 Role play sustainable travel choices	B.1 Creating and Presenting	B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places
<b>VISUAL ARTS</b>	2.5 Team Drawing Power Flow Chart  3.8 Show Power Posters  4.10 Draw modes of Transportation	D.1 Creating and Presenting	D1.3 use elements of design in art works to communicate ideas, messages, and understandings
<b>LANGUAGE ARTS</b> <b>Listening to</b> <b>Understand</b>	All Modules	Active Listening Strategies	1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
<b>LANGUAGE ARTS</b> <b>Media Literacy</b>	3.8 Shower Power Posters  2.6 Power Saver Raps (Poetry)	Understanding Media Forms, Conventions, and Techniques	Producing Media Texts 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques
<b>LANGUAGE ARTS</b> <b>Speaking to</b> <b>Communicate</b>	3.7 Go with the Flow Water Role Play  5.10	Interactive Strategies	2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate

	Role Play Excuses		their meaning (e.g., create different-sounding “voices” for characters in a dramatization of a story)
<b>SOCIAL STUDIES</b> <b>People and Environments:</b> <b>Canada’s interaction with the Global Community</b>	1.5 1.6 1.7 Climate Change Q’s  1.8 Climate and Season Region Posters  Module 4 Module 5	B1. Application: Canada and International Cooperation	B1.3 explain why some environmental issues are of international importance and require the participation of other regions of the world, along with that of Canada, if they are to be effectively addressed  (e.g., issues such as global warming, carbon dioxide and sulphur dioxide emissions, ownership and availability of fresh water, deforestation, overfishing, invasive species, habitat protection of migrating species, or disposal of electronic waste)
<b>SCIENCE</b> <b>Understanding Matter and Energy</b> <b>Electricity and Electrical Devices</b>	2.2 2.3 2.4 Electricity Questions  2.10 Mission OPERATIOM DARKROOM  2.5 Power Flow Chart	1. Relating Science and Technology to Society and the Environment	1.1 assess the short- and long-term environmental effects of the different ways in which electricity is generated in Canada (e.g., hydro, thermal, nuclear, wind, solar), including the effect of each method on natural resources and living things in the environment  1.2 assess opportunities for reducing electricity consumption at home or at school that could affect the use of non-renewable resources in a positive way or reduce the impact of electricity generation on the environment  3.5 identify ways in which electrical energy is transformed into other forms of energy (e.g., electrical energy is transformed into heat energy in a toaster, light and sound energy in a television, mechanical energy in a blender)