



# Curriculum Links for Saskatchewan for Planet Protector Academy: *Zero Heroes*

## GRADE 3

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

Ministry of Education Grade 3 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
<b>GRADE 3   SCIENCE (2010)</b>						
(Life Science: Plant Growth and Changes) Investigate the growth and development of plants, including the conditions necessary for germination. <i>Composting</i>			V			
(Life Science: Plant Growth and Changes) Analyze the interdependence among plants, individuals, society, and the environment.			VG			
(Earth and Space Science: Exploring Soils) Analyze the interdependence between soil and living things, including the importance of soil for individuals, society, and all components of the environment. <i>Microorganisms</i>		VG	VG			
<b>GRADE 3   ENGLISH LANGUAGE ARTS (2010)</b>						
(CR) 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.	VGAM	VGAM		VGAM	VGAM	VGA
(CR) Identify design, layout, and other features (e.g., colour, bold typeface, and sound effects) that help to understand grade-appropriate visual and multimedia texts (including First Nations and Métis resources).				AM		
(CR) Describe perspectives or messages promoted by particular visual depictions in a film/video/DVD or magazine article.	VGM			VAM	GAM	
(CR) Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when listening.	VG	VG		VG	VG	VG
(CR) Follow simple written multi-step instructions (e.g., how to assemble a product or play a board game) and functional and instructional messages in the environment (e.g., instructions, menus, invitations, announcements).	M	M		AM	AM	A
(CC) Create spoken, written, and other representations that include:				A		
(CC) 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 (e.g., short report, explanation of a procedure).				A		
(CC) Demonstrate understanding of the topic, problem, question, or issue in a variety of ways.			A		A	
(CC) Depict main ideas in a new form.				A		

Ministry of Education Grade 3 Curriculum Outcomes	Levels					
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(CC) Use oral language to clarify and extend personal understanding, interact courteously with others, and sustain conversations by extending others' contributions.	M	M	M	M	M	
(CC) Make narrative presentations, providing a context for an incident and insight into why the selected incident is memorable, and include well-chosen details to develop character, setting, and plot.					A	
<b>GRADE 3   ARTS (2010)</b>						
(Drama) Sustain roles in dramatic situations and accept/respond to others in role, using the environment as inspiration.			A		A	
(Drama) Use imagination, a variety of drama strategies, and reflection to further the drama's development.			A		A	
(Visual Art) Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).	A			A		
(Music) Demonstrate basic skills in use of voice and a variety of sound objects and instruments (traditional and/or homemade) using the environment (e.g., natural, constructed, imagined) as inspiration.			A			
(Music) Demonstrate basic skills in use of voice and a variety of sound objects and instruments using the environment (as inspiration).	*	*	A*	*	*	*
<b>GRADE 3   MATHEMATICS (2010)</b>						
(Number) Demonstrate understanding of whole numbers to 1000.	G	A	G	A		
(Number) Demonstrate understanding of addition of whole numbers with answers to 1000 and their corresponding subtractions.	**	**	**	**	**	**
(Number) Demonstrate understanding of fractions concretely, pictorially, physically, and orally including: representing, observing and describing situations, comparing, & relating to quantity.	G		G			
(Shape and Space) Demonstrate understanding of measuring mass in g and kg by estimating mass using referents.	G					
<b>GRADE 3   SOCIAL STUDIES (2010)</b>						
(Resources and Wealth) Evaluate the ways in which technologies have impacted daily life.	VG	VG	VG	VGA	VGA	VGA

# GRADE 4

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Ministry of Education Grade 4 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
<b>GRADE 4   SCIENCE (2010)</b>						
(Life Science: Habitats and Communities) Investigate the interdependence of plants and animals, including humans, within habitats and communities.		VG	VGA			
(Life Science: Habitats and Communities) Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats.						A
(Life Science: Habitats and Communities) Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.	VGAM	VGAM		VGAM	VGAM	VG
<b>GRADE 4   ENGLISH LANGUAGE ARTS (2010)</b>						
(CR) View, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., culture, age, gender, language) including First Nations and Métis texts.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(CR) Identify the intent and appeal of particular TV and print advertisements and other visuals including First Nations and Métis art and other texts.	VGM			VAM	GAM	
(CC) Compose and communicate findings and conclusions about problems, questions, or issues in a clear visual, oral, and written format.				M		
(CC) Use inquiry to explore authentic problems, questions, and issues associated with identity, community, and social responsibility.	M		M			
(CC) Use visual aids to enhance spoken or written products.		A		A		
(CC) Experiment with different ways of representing ideas and sharing them with others.			A		A	
<b>GRADE 4   ARTS (2010)</b>						
(Drama) Assume a range of roles and strategies in drama work, using a Saskatchewan context as inspiration.			A		A	
(Drama) 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		A	
(Music) Demonstrate increased skills and abilities in the use of voice and instruments (traditional and/or homemade) and develop compositions using Saskatchewan as inspiration.			A			
(Music) Create and perform music.	*	*	A*	*	*	*
(Visual Art) Create art works using a variety of visual art concepts, forms, and media.	A			A		
<b>GRADE 4   MATHEMATICS (2010)**</b>						
(Number) Demonstrate an understanding of whole numbers to 10 000.	G	A	G	A		
(Number) Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations by providing examples of where fractions are used.	G		G			

Ministry of Education Grade 4 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
<b>GRADE 4   SOCIAL STUDIES (2010)</b>						
(Resources and Wealth) Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.	VG	VG	VG	VGA	VGA	VGA
<b>GRADE 4   HEALTH EDUCATION (2010)</b>						
(Understanding, Skills and Confidences) Examine how identity is influenced by relationships that are formed with others.	VA			V	VGAM	

# GRADE 5

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Ministry of Education Grade 5 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
<b>GRADE 5   SCIENCE (2010)</b>						
(Physical Science: Properties and Changes of Materials) Assess how the production, use, and disposal of raw materials and manufactured products affects self, society, and the environment.	V G A M	V G A M	V G A M	V G A M	V G A M	V G
<b>GRADE 5   ENGLISH LANGUAGE ARTS (2010)</b>						
(Comprehend and Respond) Analyze and respond to a variety of grade-level texts that address identity, community, and social responsibility.	V G A M	V G A M	V G A M	V G A M	V G A M	V G A
(Comprehend and Respond) View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.	V G M			V A M	G A M	
(Compose and Create) Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.				A M		
(Compose and Create) Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.				A M		
(Compose and Create) Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.			A	M	A	
(Compose and Create) Speak to express and support a range of ideas and information in formal and informal speaking situations (e.g., giving oral presentations and reports, retelling a narrative, explaining a display to others, working in groups) for particular audiences and purposes.			A	A M	A	A
<b>GRADE 5   ARTS (2010)</b>						
(Drama) Demonstrate how various roles, strategies, and elements function within a drama.			A		A	
(Drama) Create drama using pop culture as inspiration.			A		A	
(Music) Demonstrate increased skills and abilities in use of the voice and one or more instruments.			A			
(Music) Create sound compositions (vocal and instrumental) that draw inspiration from pop culture.			A			
(Visual Art) Create art works using a variety of visual art concepts, forms, and media.	A			A		
<b>GRADE 5   MATHEMATICS (2010)**</b>						
(Number) Represent, compare, and describe whole numbers to 1 000 000 within the contexts of place value and the base ten system, and quantity.	*	*	*	*	*	*
(Number) Analyze models of, develop strategies for, and carry out multiplication of whole numbers.				A		
(Number) Demonstrate, with and without concrete materials, an understanding of division and interpret remainders to solve problems.		A				

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	1	2	3	4	5	6
<b>GRADE 5   SOCIAL STUDIES (2010)</b>						
(Resources and Wealth) Explain the importance of sustainable management of the environment to Canada's future.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
<b>GRADE 5   HEALTH EDUCATION (2010)</b>						
(Understanding, Skills, and Confidences) Analyze personal eating practices.		VGAM	VGAM	VGAM		
(Understanding, Skills, and Confidences) Assess the importance of self-regulation and taking responsibility for one's actions.	VGAM	VGAM	VGAM	VGAM	VGAM	VG
(Action Planning) Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.	M			M	AM	

# GRADE 6

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Ministry of Education Grade 6 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
<b>GRADE 6   SCIENCE (2010)</b>						
(Life Science: Diversity of Living Things) Examine and describe structures and behaviours that help species of living organisms adapt to their environments in the long term.						A
(Life Science: Diversity of Living Things) Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms.			VG			
<b>GRADE 6   ENGLISH LANGUAGE ARTS (2010)</b>						
(Comprehend and Respond) View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(Comprehend and Respond) View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features.	VGAM	VGAM	VGAM	VGAM	VGAM	VGA
(Comprehend and Respond) Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.	M		AM	AM	A	A
(Comprehend and Create) Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.			A	AM	A	
(Comprehend and Create) Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.				AM		
(Comprehend and Create) Use oral language to interact appropriately with others in pairs, and small and large group situations.	GAM	GAM	GAM	GAM	GAM	GA
<b>GRADE 6   ARTS (2010)</b>						
(Drama) Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).			A		A	
(Drama) Select and use focus, tension, conflict, and symbol to convey ideas.					A	
(Drama) Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).					A	
(Music) Demonstrate increased skills and abilities in the use of voice and instruments.	*	*	A*	*	*	*
(Music) Investigate and manipulate elements of music and principles of composition including repetition and variety.			A			
(Visual Art) Investigate and use various visual art forms, images, and art-making processes to express ideas about identity.	A					
(Visual Art) Demonstrate increased skills and problem-solving abilities in a variety of visual art media.				A		

Ministry of Education Grade 6 Curriculum Outcomes	Levels					
	1	2	3	4	5	6
<b>GRADE 6   MATHEMATICS (2010)**</b>						
(Number) Demonstrate understanding of the order of operations on whole numbers with and without technology.		A		A		
(Number) Demonstrate understanding of percent concretely, pictorially, and symbolically.	G		G			
<b>GRADE 6   SOCIAL STUDIES (2010)</b>						
(Resources and Wealth) Examine and analyze factors that contribute to quality of life, including material and non-material factors.	V G	V G	V G	V G A	V G A	V G A
(Resources and Wealth) Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.	M	M	A M	A M	A M	A
<b>GRADE 6   HEALTH EDUCATION (2010)</b>						
(Understanding, Skills, and Confidences) Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision-making.	V A	V	A	V A	V A M	
(Action Planning) Design and implement two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.	A M		M	M	M	