



Planet Protector Academy
Alberta Curriculum Connections for Grade 5

Subject	Activity	General Learning Outcome	Specific Learning Outcome
GRADE 5			
DRAMA	1.9 Keep Cool Play	Playmaking	appreciate playmaking by others; e.g., other students or professionals
	2.9 Power Saver Rap Performance	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
	3.7 Role play Water System	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
	5.10 Role play Excuses Game		–draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama
MUSIC	1.3 Keep Cool Song	Listening	Detect the rise and fall of melody.
		Moving	Respond to music through movement in an individual manner.
		Moving	Use planned body movements to illustrate rhythmic and/or melodic patterns.
	All Modules Planet Protector Song	Singing	Sing, in tune, many rhythmic and melodic songs, singing games and action songs.
	2.9 Power Saver Rap	Moving	Use planned body movement to illustrate planned and/or melodic patterns.
	2.9 Power Saver Rap	Creating	Create melodic and/or percussion accompaniments for poems and songs

VISUAL ARTS	<p>1.8 Seasons in your Region</p> <p>2.5 Power Flow Chart</p> <p>3.8 Show Power Posters</p> <p>4.10 Modes of Transportation</p>	Expression	<p>Component 10 (i) PURPOSE 4: Students will express a feeling or a message.</p> <p>Specific messages, beliefs and interests can be interpreted visually, or symbolized.</p> <p>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</p> <p>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.</p>
LANGUAGE ARTS	<p>1.9 Keep Cool Video</p> <p>1.9 Keep Cool Online Game</p>	2.2 Respond to Texts	<ul style="list-style-type: none"> describe and discuss new places, times, characters and events encountered in oral, print and other media texts
	2.6 Power Saver Raps	<p>2.2 Respond to Texts</p> <p>2.4 Create Original Text</p> <p>4.3 Present and Share</p>	<p>Experience various text</p> <ul style="list-style-type: none"> experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers <p>Structure texts</p> <ul style="list-style-type: none"> use structures encountered in texts to organize and present ideas in own oral, print and other media texts <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> adjust volume, tone of voice and gestures to engage the audience;

LANGUAGE ARTS		<p>4.3 Present and Share</p> <p>5.2 Work Within a Group</p>	<p>arrange presentation space to focus audience attention</p> <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • show respect for the presenter's opinions by listening politely and providing thoughtful feedback <p>Cooperate with others</p> <ul style="list-style-type: none"> • accept and take responsibility for fulfilling own role as a group member <ul style="list-style-type: none"> • discuss and decide whether to work individually or collaboratively to achieve specific goals
	2.5 Power Flow Chart	3.3 Organize, Record and Evaluate	<p>Organize information</p> <ul style="list-style-type: none"> • use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding
	<p>3.8 Shower Power Posters</p> <p>3.8 Shower Power Posters</p>	<p>3.4 Share and Review</p> <p>4.1 Enhance and Improve</p>	<p>Share ideas and information</p> <ul style="list-style-type: none"> • communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues <p>Enhance artistry</p> <ul style="list-style-type: none"> • experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis
	4.12 Creating persuasive arguments for driving less	4.3 Present and Share	<p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> • show respect for the presenter's opinions by listening politely and providing thoughtful feedback
SOCIAL STUDIES	<p>All Mission Assignments</p> <p>3.8 Shower Power Posters</p>	5.1 Physical Geography of Canada	<p>Values and Attitudes</p> <p>5.1.1 value Canada's physical geography and natural environment:</p> <ul style="list-style-type: none"> • demonstrate care and concern for the environment through their choices and actions (GC, LPP)

SOCIAL STUDIES	2.6 Power Saver Raps 3.8 Shower Power Posters	Communication	Students will: 5.S.8 demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> • create visual images for particular audiences and purposes
SCIENCE Topic A: Electricity and Magnetism Topic D: Weather Watch	2.5 PowerFlow Chart Electricity Q's 2.2 2.3 Weather and Climate Game Show Q's 1.4 1.5 1.6 1.7 1.8 Climate Region Posters	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. 5–9 Investigate relationships between weather phenomena and human activity.	10. Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors. 11. Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world. 12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect

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