



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

Subject	Activity	General Learning Outcome	Specific Learning Outcome
<b>GRADE 6</b>			
<b>DRAMA</b>	1.9 Keep Cool Play	Playmaking	appreciate playmaking by others; e.g., other students or professionals
	2.9 Power Saver Rap Performance  3.7 Role play Water System  5.10 Role play Excuses Game	Dramatisation    Group Drama	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  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  –draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama
<b>MUSIC</b>	1.3 Keep Cool Song  All Modules Planet Protector Song	Listening  Moving   Singing	Detect the rise and fall of melody.  Respond to music through movement in an individual manner.  Use planned body movements to illustrate rhythmic and/or melodic patterns.  Sing, in tune, many rhythmic and melodic songs, singing games and action songs.
	2.9 Power Saver Rap performance	Moving	Use planned body movements to illustrate rhythmic and/or melodic patterns.

<b>MUSIC</b>	2.9 Power Saver Rap (Continued)	Creating	Create melodic and/or percussion accompaniments for poems and songs
		Creating	Notate and perform original compositions (does not have to be formal notation)
		Listening	Detect the rise and fall of melody.
		Moving	Respond to music through movement in an individual manner.
<b>VISUAL ARTS</b>	1.8 Seasons in your Region  2.5 Power Flow Chart  3.8 Show Power Posters  4.10 Modes of Transportation	Moving	Use planned body movements to illustrate rhythmic and/or melodic patterns.
		Singing	Sing, in tune, many rhythmic and melodic songs, singing games and action songs.
		Expression	Component 10 (i) PURPOSE 4: Students will express a feeling or a message.  Specific messages, beliefs and interests can be interpreted visually, or symbolized.
		Expression (Continued)	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  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.
<b>LANGUAGE ARTS</b>	1.9 Keep Cool Play  1.9 Keep Cool Online Game	2.2 Respond to Texts	Experience various text • experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances
	2.6	2.2 Respond to Texts	Experience various text

LANGUAGE ARTS	Power Saver Raps	<p>2.4 Create Original Text</p> <p>4.3 Present and Share</p> <p>5.2 Work Within a Group</p>	<ul style="list-style-type: none"> <li>• experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends</li> </ul> <p>Structure texts</p> <ul style="list-style-type: none"> <li>• express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose</li> </ul> <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> <li>• demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication</li> </ul> <p>Cooperate with others • assume a variety of roles, and share responsibilities as a group member</p>
	<p>2.5 Power Flow Chart</p> <p>3.7 Go with the Flow Group Activity</p>	<p>3.3 Organize, Record and Evaluate</p> <p>5.2 Work Within a Group</p>	<p>Organize information</p> <ul style="list-style-type: none"> <li>• organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence</li> </ul> <p>Cooperate with others</p> <ul style="list-style-type: none"> <li>• assume a variety of roles, and share responsibilities as a group member</li> </ul>
	3.8 Shower Power Posters	3.4 Share and Review	<p>Share ideas and information</p> <ul style="list-style-type: none"> <li>• select appropriate visuals, print and/or other media to inform and engage the audience</li> </ul>
	4.12 Creating persuasive arguments for driving less	5.2 Work Within a Group	<p>Cooperate with others</p> <ul style="list-style-type: none"> <li>• assume a variety of roles, and share responsibilities as a group member</li> </ul>

<b>SOCIAL STUDIES</b>	<p>2.6 Power Saver Raps</p> <p>4.12 Persuasive Argument Skills</p> <p>5.9 TravelSmart Problem Solving Group Discussion</p> <p>5.10 Excuses Game</p>	<p>Communication</p>	<p>6.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> <li>• express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates</li> <li>• express reasons for their ideas and opinions, in oral or written form</li> <li>• use skills of informal debate to persuasively express differing viewpoints regarding an issue</li> <li>• listen to others to understand their perspectives</li> </ul>
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