

**HORIZONTAL AND VERTICAL PLANNER
2019-2020**

Grade Level: 1

Duration						
Transdisciplinary THEME	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Central idea:	Making daily balanced choices promotes a healthy lifestyle.		Stories are a means for expressing the beliefs and values of a culture.	All living things go through a process of change	Many products go through a process of change before they are consumed or used.	People can make choices to support the sustainability of the Earth's resources.
Key concepts:	connection, causation, responsibility		form, perspective, function	causation, change, perspective	form, change, function	form, connection, responsibility
Related concepts:	Choice, Lifestyle, Health		Interpretation, messages, stories, theme.	Patterns, life cycles, life and living.	product origins, process	lifestyle, resources, waste
Lines of inquiry:	<ol style="list-style-type: none"> 1. Healthy habits and routines (mental, social, physical) 2. What a balanced lifestyle looks like 3. Consequences of choices 		<ol style="list-style-type: none"> 1. Elements of stories. 2. Feelings and emotions that stories evoke. 3. How stories are created and shared. 	<ol style="list-style-type: none"> 1. Patterns of life cycles 2. How living things change over their life time. 3. Factors that can influence life cycles. 	<ol style="list-style-type: none"> 1. Origins of products 2. Changes products go through 3. How can we use a process to create a product. 	<ol style="list-style-type: none"> 1. Earth's finite and infinite resources 2. The impact of people's choices on the environment 3. Ways people can do to sustain the earth's resources.

Discipline focus: (at least 3 subject focus i.e. math, science, language)	Literacy Math PSPE		Literacy Math Arts	Literacy Math Science	Literacy Math Science	Literacy Math Social
Teacher questions & provocations	How do our bodies function? How do the choices we make affect our health? What does a balanced lifestyle look like?			What are patterns of growth? How do living things change over their lifetime? What factors can influence life cycles?	Where do products come from? How do products change? Where do products go? How do people choose the products they use?	What is a resource? How do our choices affect the environment? How can we balance our needs with limited resources?
Approaches to Learning (ATLs)	Self-management Gross motor skills Spatial awareness Healthy lifestyles Communication skills Listening Speaking Presenting			Thinking skills Analysis Synthesis Metacognition Self-management skills Informed choices	Research skills Observing Formulating questions Communication skills Non-verbal communication	
Learner Profile	Principled balanced		Inquirers Reflective	Reflective Open-minded	Knowledgeable Caring	Risk-taker Thinker
Attitudes	Cooperation Commitment Enthusiasm		Commitment Tolerance	Curiosity Respect Appreciation	Confidence Independence Commitment	Creativity Empathy Tolerance
Language	1.1 explore sounds, rhythms, and language structures, with guidance and on their own. 1.2 listen and respond to others, both verbally and non-verbally for a variety of purposes and in a variety of contexts.		1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems. 1.7 use specialized vocabulary for a variety of purposes. 1.8 ask questions for a variety of purposes and in different contexts. 1.9 describe personal experiences, using vocabulary and details	11.9 retell, orally or with non-verbal communication, familiar experiences or stories in proper sequence. 11.10 retell information from non-fiction materials that have been read by and with the educator team in a variety of contexts, using pictures and/or props. 12.1 respond critically to animated works.	1.3 use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond. 9.1 use reading behaviours to make sense of familiar and unfamiliar texts in print. 10.2 demonstrate an awareness that text can convey ideas or messages.	3.1 act and talk with peers and adults by expressing and accepting positive messages 5.2 talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural background of others. 9.1 use reading behaviours to make

	<p>1.6 use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems.</p> <p>10.3 write simple messages using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words.</p> <p>11.4 respond to a variety of materials that have been read aloud to them.</p> <p>11.8 demonstrate knowledge of most letters of the alphabet in different contexts.</p>		<p>appropriate to the situation.</p> <p>1.10 retell experiences, events, and familiar stories in proper sequence.</p> <p>1.11 demonstrate an awareness that words can rhyme, can begin or end with the same sound and are composed of phonemes that can be manipulated to create new words.</p> <p>3.1 act and talk with peers and adults by expressing and accepting positive messages</p> <p>10.1 demonstrate an interest in writing and choose to write in a variety of contexts.</p> <p>10.4 use classroom resources to support their writing</p> <p>10.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts.</p> <p>10.6 communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing.</p>	<p>12.2 communicate their ideas, verbally and non-verbally, about a variety of media materials.</p> <p>14.1 ask questions about and describe some natural occurrences, using their own observations and representations.</p> <p>29.2 describe what would happen if something in the local environment changed.</p>	<p>11.1 demonstrate an interest in reading</p> <p>11.2 identify personal preferences in reading materials in different contexts.</p>	<p>sense of familiar and unfamiliar texts in print.</p> <p>10.2 demonstrate an awareness that text can convey ideas or messages.</p> <p>11.1 demonstrate an interest in reading</p> <p>11.2 identify personal preferences in reading materials in different contexts.</p> <p>11.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print.</p> <p>11.5 make predictions regarding an unfamiliar text that is read by and with the educator team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them.</p> <p>11.6 use prior knowledge to make connections to help them understand a diverse range of materials read by and with the educator team.</p> <p>28.2 recognize places and buildings within their community, both natural and human-made and talk about their</p>
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			11.7 use illustrations to support comprehension of texts that are read by and with the educators.			functions.
Language - Yearlong						
Mathematics	<p>15.7 explore and communicate the function/ purpose of numbers in a variety of contexts.</p> <p>20.1 demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation.</p> <ul style="list-style-type: none"> • 20.2 use, read, and represent whole numbers to 10 in a variety of meaningful contexts 		<p>15.1 investigate the idea that a number's position in the counting sequence determines its magnitude.</p> <p>15.2 investigate some concepts of quantity and equality through identifying and comparing sets with more, fewer, or the same number of objects.</p> <p>15.3 make use of one-to-one correspondence in counting objects and matching groups of objects.</p> <p>15.4 demonstrate an understanding of the counting concepts of stable order and of order of irrelevance.</p>	<p>15.9 compose and decompose quantities to 10</p> <p>16.1 select an attribute to measure, determine an appropriate non-standard unit of measure, and measure and compare two or more objects.</p> <p>15.10 investigate addition and subtraction in everyday experiences and routines through the use of modelling strategies and manipulatives and counting strategies.</p> <p>18.1 identify</p>	<p>16.2 investigate strategies and materials used when measuring with non-standard units of measure.</p> <p>17.1 explore, sort, and compare the attributes and the properties of traditional and non-traditional two-dimensional shapes and three-dimensional figures when sorting and comparing a variety of triangles.</p> <p>17.3 investigate and explain the relationship</p>	<p>15.5 subitize quantities to 5 without having to count using a variety of materials and strategies.</p> <p>15.6 use information to estimate the number in a small set.</p> <p>18.3 identify the smallest unit (the core) of a pattern and describe why it is important.</p> <p>18.4 create and translate patterns</p> <p>20.5 investigate and describe how objects can be collected, grouped, and organized according to similarities and differences.</p> <p>20.6 use mathematical language, in informal discussions to describe probability in familiar, everyday situations.</p> <p style="text-align: center;">ccc</p>

				and describe informally the repeating nature of patterns in everyday contexts using appropriate terminology and gestures. explore and extend patterns using a variety of materials	between two-dimensional shapes and three-dimensional figures in objects they have made 20.4 build three-dimensional structures using a variety of materials and identify the three-dimensional figures their structure contains	
Mathematics - Yearlong						
Science				24.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. 24.2 state problems and pose questions as	24.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices. 24.2 state problems and pose	

				<p>part of the process of creating and designing.</p> <p>24.3 make predictions and observations as part of the process of creating and designing</p> <p>24.4 select and use tools, equipment, and materials to construct things.</p> <p>24.5 communicate and record results and findings either individually or in groups.</p>	<p>questions as part of the process of creating and designing.</p> <p>24.3 make predictions and observations as part of the process of creating and designing</p> <p>24.4 select and use tools, equipment, and materials to construct things.</p> <p>24.5 communicate and record results and findings either individually or in groups.</p>	
Science - Yearlong						
Social Studies	<p>6. demonstrate an awareness of their own health and well-being</p> <p>13. use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating).</p>		<p>2.4 demonstrate self-control and adapt behavior to different contexts within the school environment</p> <p>2.5 develop empathy for others, and acknowledge and respond to each other's feelings</p>			<p>23.1 use problem-solving skills and their imagination to create drama and dance.</p> <p>23.2 use problem-solving skills and their imagination to create visual art forms.</p> <p>23.3 use problem-solving skills and their imagination to create music.</p> <p>23.4 communicate their understanding of something by representing their ideas and feelings through the arts</p>

	<p>1.2 listen and respond to others, both verbally and non-verbally for a variety of purposes and in a variety of contexts.</p> <ul style="list-style-type: none"> • 1.4 sustain interactions in different contexts • 4.1 use a variety of strategies to solve problems, including problems arising in social situation. <p>2.3 demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks</p> <ul style="list-style-type: none"> • 6.1 demonstrate an understanding of the effects of healthy, active living on the mind and body • 6.2. investigate the benefits of nutritious foods and explore ways to ensuring healthy eating • 6.3 practice and discuss appropriate personal hygiene that promotes personal, family, and community health 		<p>3.2 demonstrate the ability to take turns during activity and discussions</p> <p>5.1 demonstrate respect and consideration for individual differences and alternative points of view</p> <p>21.1 express their responses to drama and dance</p> <p>21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities</p> <p>21.3 express their responses to music by moving, by making connections to their own experiences, or by talking about musical form</p> <p>21.1 express their responses to drama and dance</p> <p>21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities</p> <p>21.3 express their responses to music by moving, by making connections to their own experiences, or by talking about musical form</p>			<p>27.2 think critically about fair/unfair and biased behaviours towards both themselves and others, and act with compassion and kindness.</p> <p>3.3 demonstrate an awareness of ways of making and keeping friends</p> <p>4.1 use a variety of strategies to solve problems, including problems arising in social situations</p>
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	<ul style="list-style-type: none"> • 6.4 discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations • 13.2 make predictions and observations before and during investigations <p>25.1 recognize personal interests, strengths, and accomplishments</p> <p>25.2 identify and talk about their own interests and preferences</p> <p>27.1 develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort and self-acceptance of others.</p>		<p>21.1 express their responses to drama and dance</p> <p>21.2 dramatize rhymes, stories, legends, and folk tales from various cultures and communities</p> <p>21.3 express their responses to music by moving, by making connections to their own experiences, or by talking about musical form</p> <p>21.4 respond to music from various cultures and communities</p> <p>21.5 express their responses to visual art forms by making connections to their own experiences or by talking about the form</p> <p>21.6 respond to a variety of visual art forms from various cultures and communities</p> <p>22. 1 communicate their ideas about something through music, drama, dance, and/or the visual arts.</p> <p>25.3 express their thoughts and share experiences</p>			
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Social Studies - Yearlong						
Performing Arts						
PSPE						
Visual Arts						
Mandarin						
Makerspace						