

## HORIZONTAL AND VERTICAL PLANNER 2019-2020

### Grade Level: 2

Duration						
	<p><b><i>Where we are in place and time</i></b> 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</p>	<p><b><i>Who We Are</i></b> 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</p>	<p><b><i>How we express ourselves</i></b> 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</p>	<p><b><i>How the world works</i></b> 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.</p>	<p><b><i>Sharing the planet</i></b> 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</p>	<p><b><i>How we organize ourselves</i></b> 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.</p>
Central idea:	People use simple machines to help improve everyday life.	The functioning of a community depends on people's actions.	Celebrations can express the traditions of a culture.	All things on Earth are either solid, liquid or gases and can be classified on the basis of their properties.	Changes in the environment can affect animal growth and survival	Cities create structures and systems to meet the needs of the community
Key concepts:	Function  Causation  change	Function  Responsibility,  Connection	Form  Connection  perspective	Form  Change  Function	Responsibility  Causation  Change	Perspective or Connection  Function  Form
Related concepts:	Design, Technology, Forces	Community, rights, responsibilities	Traditions, culture, beliefs	Matter, change, properties	Adaptation, survival, change	Structures, systems, community, organization

Lines of inquiry:	<p>The development of simple machines(Change)</p> <p>How simple machines work(Function)</p> <p>Why we use simple machines(Causation)</p>	<p>How a community functions (function)</p> <p>The rights and responsibilities of community members. (Responsibility)</p> <p>How the actions of people affect a community.</p> <p>(Connection/Perspective)</p>	<p>Why people have celebrations. (Perspective)</p> <p>Similarities and differences between celebrations around the world. (Form)</p> <p>How traditions are reflected in family celebrations. (connection)</p>	<p>Properties of matter</p> <p>How matter can change</p> <p>Why people choose materials for different purposes. (Function)</p>	<p>Changes in the environment that affect animals. (Change)</p> <p>Reasons why animals are endangered. (Causation/connection)</p> <p>Actions people can take to help animals(Responsibility)</p>	<p>What makes a city (Perspective)</p> <p>Similarities and differences between cities. (Form)</p> <p>How a city meets the needs of the community. (Connection)</p>
Discipline focus: (at least 3 subject focus i.e. math, science, language)	Language Science Math	Social Studies Language Math	Social Studies Language Math	Science Language Math	Science Language Math	Social Studies Math Language
Teacher questions & provocations	<p>What is a simple machine?</p> <p>How have machines changed?</p> <p>How do machines work?</p> <p>Why do people use simple machines?</p>	<p>What makes a community?</p> <p>What is a community and how does a community work?</p> <p>What happens if people do not keep to their responsibilities?</p> <p>How do you be a good citizen?</p> <p>What are rights and responsibilities?</p>	<p>What is a tradition?</p> <p>Why do people celebrate?</p> <p>What are some similarities among celebrations?</p> <p>What are some differences between celebrations?</p>	<p>What are solids, liquids and gases?</p> <p>How can materials be changed?</p> <p>What are the properties of solids, liquids and gas?</p> <p>How do the properties of matter help decide what they can be used for?</p>	<p>How do changes in the environment occur?</p> <p>How do changes in the environment affect animals?</p> <p>Why do some animals become endangered?</p> <p>What can we do to help animals?</p>	<p>What is a city?</p> <p>How are cities the same?</p> <p>How are cities different?</p> <p>What are the ways cities can give people what they need?</p>
Approaches to Learning (ATLs)	<p><b>Communication skills</b></p> <p>Listening</p> <p><b>Thinking skills</b></p> <p>Comprehension</p> <p>Application</p> <p>Synthesis</p> <p><b>Social skills</b></p> <p>Cooperating</p>	<p><b>Communication skills</b></p> <p>Speaking</p> <p><b>Social skills</b></p> <p>Accepting responsibility</p> <p>Resolving conflict</p> <p><b>Self-Management skills</b></p> <p>Codes of behavior</p>	<p><b>Communication skills</b></p> <p>Writing</p> <p><b>Self-Management skills</b></p> <p>Organization</p> <p>Time management</p> <p><b>Research skills</b></p> <p>Collecting data</p> <p><b>Social skills</b></p> <p>Respecting others</p> <p><b>Thinking skills</b></p> <p>Dialectical thinking</p>	<p><b>Thinking skills</b></p> <p>Acquisition of knowledge</p> <p><b>Research skills</b></p> <p>Formulating questions</p> <p>Observing</p> <p>Recording data</p> <p>Interpreting data</p>	<p><b>Self-Management skills</b></p> <p>Informed choices</p> <p><b>Communication skills</b></p> <p>Presenting</p> <p>Speaking</p> <p>Viewing</p>	<p><b>Thinking skills</b></p> <p>Analysis</p> <p>Evaluation</p> <p><b>Social skills</b></p> <p>Adopting a variety of group roles</p> <p>Group decision making</p>

Learner Profile	Risk Taker Thinker	Principled Balanced	Open minded Communicator	Knowledgeable Inquirer	Caring Communicator	Balanced Knowledgeable
Attitudes	Creativity Cooperation	Integrity Empathy	Tolerance Independence	Curiosity Enthusiasm	Respect Appreciation	Confidence Commitment
Language	<p><b>Oral Communication: Listening</b></p> <p><b>Listening to Understand</b> 1.2 demonstrate an understanding of appropriate listening behavior by using active listening strategies in a few different situations</p> <p>1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction</p> <p>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</p> <p>1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p>	<p><b>Oral Communication: Speaking</b></p> <p><b>Speaking to Communicate</b> 2.2 demonstrate an understanding of appropriate speaking behavior in a few different situations, including paired sharing and small- and large group discussions</p> <p>2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning</p> <p>2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning</p>	<p><b>Writing</b></p> <p><b>Developing and Organizing Content</b> 1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p> <p>1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose</p> <p><b>Using Knowledge of Form and Style in Writing</b> 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience</p> <p>2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers</p>	<p><b>Reading</b></p> <p><b>Reading for Meaning</b> 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>1.7 identify the main idea and a few elements of texts, initially with support and direction</p> <p>1.8 express personal thoughts and feelings about what has been read</p> <p><b>Understanding Form and Style</b> 2.3 identify some text features and explain how they help readers understand texts</p>	<p><b>Media Literacy</b></p> <p><b>Understanding Media Texts</b> 1.1 identify the purpose and intended audience of some simple media texts</p> <p>1.2 identify overt and implied messages, initially with support and direction, in simple media texts</p> <p>1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective</p> <p><b>Understanding Media Forms, Conventions, and Techniques</b> 2.1 identify some of the elements and characteristics of a few simple media forms</p> <p>2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms</p> <p><b>Creating Media Texts</b> 3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p>	<p><b>Oral communication: Speaking</b></p> <p><b>Reflecting on Oral Communication Skills and Strategies</b> 3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking</p> <p>3.2 begin to identify how their skills as viewers, representors, readers, and writers help them improve their oral communication skills</p> <p><b>Writing</b></p> <p><b>Reflecting on Writing Skills and Strategies</b> 4.1 identify some strategies they found helpful before, during, and after writing</p> <p>4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers</p> <p><b>Reading</b></p> <p><b>Reflecting on Reading Skills and Strategies</b> 4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading</p> <p>4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read</p>

Language - Yearlong	<p><b>Oral Communication- Speaking</b>  <b>Speaking to Communicate</b>  2.1 identify a few purposes for speaking  2.7 use one or more appropriate visual aids to support or enhance oral presentations</p> <p><b>Oral Communication- Listening</b>  <b>Listening to Understand</b>  1.1 identify purposes for listening in a few different situations, formal and informal  1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction  1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker  1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience</p> <p><b>Writing</b>  <b>Developing and Organizing Content</b>  1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction  1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p> <p><b>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b>  3.1 spell some high-frequency words correctly  3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings  3.3 confirm spellings and word meanings or word choice using one or two resources  3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end  3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place  3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference  3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout  3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations</p> <p><b>Using Knowledge of Form and Style in Writing</b>  2.1 write short texts using a few simple forms  2.3 use familiar words and phrases to convey a clear meaning  2.4 write simple but complete sentences that make sense  2.5 begin to identify, with support and direction, their point of view and one possible different point of view about the topic  2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies  2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations</p> <p><b>Reflecting on Writing Skills and Strategies</b>  4.3 select pieces of writing they think show their best work and explain the reasons for their selection</p> <p><b>Reading</b>  <b>Reading for Meaning</b>  1.1 read a few different types of literary texts, graphic texts, and informational texts  1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes  1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction  1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them  1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective</p> <p><b>Understanding Form and Style</b>  2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story, graphic texts such as a calendar, and informational texts such as a simple "All About ____" book  2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts  2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts</p> <p><b>Reading With Fluency</b>  3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts  3.2 predict the meaning of and solve unfamiliar words using different types of cues, including: • semantic (meaning) cues; • syntactic (language structure) cues; • graphophonic (phonological and graphic) cues  3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader</p> <p><b>Media Literacy</b>  <b>Understanding Media Texts</b>  1.3 express personal thoughts and feelings about some simple media works  1.4 describe how different audiences might respond to specific media texts  1.6 identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced</p> <p><b>Reflecting on Media Literacy Skills and Strategies</b>  4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts  4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p> <p><b>Creating Media Texts</b>  3.1 identify the topic, purpose, and audience for media texts they plan to create  3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create  3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create</p>					
Mathematics	<p><b>Measurement Attributes, Units, and Measurement Sense</b>  demonstrate an understanding of the use of non-standard units of the same size for measuring</p> <p>estimate, measure, and record lengths, heights, and distances;</p> <p>construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units</p>	<p><b>Stand Alone: Patterning and Algebra</b>  Patterns and Relationships  identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute</p> <p>identify and extend, through investigation, numeric repeating patterns</p> <p>describe numeric repeating patterns in a hundreds chart</p> <p>identify a rule for a repeating pattern</p>	<p><b>Measurement Attributes, Units, and Measurement Sense</b></p> <p>estimate, measure, and describe the passage of time, through investigation using non-standard units</p> <p>read demonstration digital and analogues clocks, and use them to identify benchmark times and to tell and write time to the hour and half-hour in everyday settings</p>	<p><b>Measurement Attributes, Units, and Measurement Sense</b></p> <p>estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units</p> <p>relate temperature to experiences of the seasons</p>	<p><b>Data Management and Probability Collection and Organization of Data</b>  demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute, and by describing informal sorting experiences</p> <p>collect and organize primary data that is categorical, and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods</p> <p><b>Data Relationships</b></p>	<p><b>Geometry and Spatial sense Geometric Properties</b>  identify and describe common two-dimensional shapes and sort and classify them by their attributes, using concrete materials and pictorial representation</p> <p>trace and identify the two-dimensional faces of three-dimensional figures, using concrete models</p> <p>Identify and describe common three-dimensional figures and sort</p>

	<p>estimate, measure, and describe area, through investigation using non-standard units;</p> <p>estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units</p> <p><b>Measurement Relationships</b> compare two or three objects using measurable attributes, and describe the objects using relative terms</p> <p>compare and order objects by their linear measurements, using the same non-standard unit</p> <p>use the metre as a benchmark for measuring length, and compare the metre with non-standard units</p> <p>describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length</p>	<p>create a repeating pattern involving one attribute</p> <p>represent a given repeating pattern in a variety of ways</p> <p><b>Expressions and Equality</b> create a set in which the number of objects is greater than, less than, or equal to the number of objects in a given set</p> <p>demonstrate examples of equality, through investigation, using a "balance" model</p> <p>determine, through investigation using a "balance" model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality</p>	<p>name the months of the year in order, and read the date on a calendar</p>		<p>read primary data presented in concrete graphs and pictographs, and describe the data using comparative language</p> <p>pose and answer questions about collected data</p> <p><b>Probability</b> describe the likelihood that everyday events will occur, using mathematical language</p>	<p>and classify them by their attributes, using concrete materials and pictorial representations</p> <p>describe similarities and differences between an everyday object and a three-dimensional figure</p> <p>locate shapes in the environment that have symmetry and describe the symmetry.</p> <p><b>Geometric Relationships</b> compose patterns, pictures, and designs, using common two-dimensional shapes</p> <p>identify and describe shapes within other shapes</p> <p>build three-dimensional structures using concrete materials, and describe the two-dimensional shapes the structures contain</p> <p>cover outline puzzles with two-dimensional shapes</p> <p><b>Location and Movement</b> describe the relative locations of objects or people using positional language</p> <p>describe the relative locations of objects on concrete maps created in the classroom</p> <p>create symmetrical designs and pictures, using concrete materials, and describe the relative locations of the parts.</p>
<p>Mathematics - Yearlong</p>	<p>STAND ALONE 1: <b>Number Sense and Numeration</b> <b>Quantity Relationships</b> represent, compare, and order whole numbers to 50, using a variety of tools and contexts read and print in words whole numbers to ten, using meaningful contexts demonstrate, using concrete materials, the concept of conservation of number relate numbers to the anchors of 5 and 10 identify and describe various coins, using coin manipulatives or drawings, and state their value represent money amounts to 20¢, through investigation using coin manipulatives; estimate the number of objects in a set, and check by counting compose and decompose numbers up to 20 in a variety of ways, using concrete materials divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names</p> <p><b>Counting</b> demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting; count forward by 1's, 2's, 5's, and 10's to 100, using a variety of tools and strategies count backwards by 1's from 20 and any number less than 20, with and without the use of concrete materials and number lines; count backwards from 20 by 2's and 5's, using a variety of tools use ordinal numbers to thirty-first in meaningful contexts</p> <p><b>Operational Sense</b> solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and drawings solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental strategies add and subtract money amounts to 10¢, using coin manipulatives and drawings.</p>					

<p>Science</p>	<p><b>Understanding Structures and Mechanisms</b>  <b>Relating science and technology to society and the environment</b></p> <p>1.1 assess the impact on society and the environment of simple machines that allow movement</p> <p><b>Developing investigation and communication skills</b>  2.1 follow established safety procedures during science and technology investigations</p> <p>2.2 investigate and describe different kinds of movement</p> <p>2.3 investigate the structure and function of simple machines</p> <p>2.4 use technological problem-solving skills, and knowledge and skills acquired from previous investigations, to design, build, and test a mechanism that includes one or more simple machines</p> <p><b>Understanding basic concepts</b>  3.1 describe different ways in which objects move</p> <p>3.2 identify ways in which the position of an object can be changed</p> <p>3.3 identify the six basic types of simple machines – lever; inclined plane; pulley; wheel and axle, including gear; screw; and wedge – and give examples of ways in which each is used in daily life to make tasks easier</p> <p>3.4 describe how each type of simple machine allows humans to move objects with less force than otherwise would be needed</p> <p>3.5 identify simple machines used in devices that move people</p>			<p><b>Understanding Matter and Energy</b>  <b>Developing investigation and communication skills</b></p> <p>2.2 measure temperature and mass, using appropriate instruments</p> <p>2.3 use scientific inquiry/experimentation skills to investigate changes of state and changes in matter</p> <p>2.4 use scientific inquiry/experimentation skills to determine how the physical properties of materials make them useful for particular tasks</p> <p><b>Understanding basic concepts</b>  3.1 identify matter as everything that has mass and occupies space</p> <p>3.2 identify properties of solids, liquids, and gases</p> <p>3.3 explain changes of state in matter and give examples of each</p> <p>3.4 describe physical changes in matter as changes that are reversible</p> <p>3.5 describe chemical changes in matter as changes that are irreversible</p> <p>3.6 explain how changes of state involve the release of heat</p> <p>3.7 identify indicators of a chemical change</p> <p>3.8 distinguish between a physical change and a chemical change</p> <p><b>Developing investigation and communication skills</b>  2.2 investigate the properties of liquids and solids</p> <p>2.3 investigate, through experimentation, interactions that occur as a result of mixing and/or dissolving liquids and solids, liquids and liquids and solids and solids</p> <p>2.4 use scientific inquiry/experimentation skills to investigate liquids and solids in terms of their capacity for buoyancy</p> <p>2.5 use technological problem-solving skills, and knowledge acquired from previous investigations, to design, build, and test a structure that involves interactions between liquids and solids</p>	<p><b>Understanding Life Systems</b>  <b>Relating science and technology to society and the environment</b></p> <p>1.1 analyze the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account, and evaluate ways of minimizing the negative impacts on features of their habitat to meet important needs</p> <p>1.2 identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening</p> <p><b>Understanding basic concepts</b>  3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life</p> <p>3.3 identify factors that affect the ability of plants and animals to survive in a specific habitat</p> <p>3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat</p> <p>3.7 describe structural adaptations that allow plants and animals to survive in specific habitats</p> <p>3.8 explain why changes in the environment have a greater impact on specialized species than on generalized.</p> <p><b>Understanding basic concepts</b>  3.8 identify examples of environmental conditions that may threaten plant and animal survival</p> <p>3.10 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</p> <p><b>Relating science and technology to society and the environment</b>  1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</p>	

				<p><b>Understanding basic concepts</b></p> <p>3.1 identify objects in the natural and built environment as solids or liquids</p> <p>3.2 describe the properties of solids and liquids</p> <p>3.3 describe the characteristics of liquid water and solid water, and identify the conditions that cause changes from one to the other</p> <p>3.4 identify conditions in which the states of liquids and solids remain constant, and conditions that can cause their states to change</p>		
Science - Yearlong	<p><b>Developing investigation and communication skills</b></p> <p>2.6 use appropriate science and technology vocabulary in oral and written communication</p> <p>2.7 use a variety of forms to communicate with different audiences and for a variety of purposes</p> <p><b>Developing investigation and communication skills</b></p> <p>2.1 follow established safety procedures for working with heating appliances and hot materials</p>					
Social Studies		<p><b>Heritage and Identity</b> <b>Roles and Responsibilities</b></p> <p>A1.1 describe how and why a person's roles, relationships, and responsibilities may change in different places or situations and at different times</p> <p>A1.2 describe how some significant events in their lives led to changes in their roles, relationships, and/or responsibilities</p> <p>A1.4 describe the impact that people can have on each other in some different situations and some of the ways in which interactions between people can affect a person's sense of self</p> <p><b>Roles, Responsibilities and Identity</b></p> <p>A2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p> <p>A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them</p> <p>A2.3 analyse and construct simple maps as part of their investigations into places that are significant to them or to their family</p>	<p><b>Heritage and Identity</b> <b>Past and Present Traditions</b></p> <p>A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong</p> <p>A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them</p> <p>A2.3 analyse and construct simple maps as part of their investigations into past and present traditions and celebrations in their local community</p> <p>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools.</p> <p>A2.5 evaluate evidence and draw conclusions about past and present traditions and celebrations in their own families and the communities to which they belong</p> <p><b>Tradition and Heritage</b></p> <p>A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities</p>			<p><b>People and the Environment</b> <b>Differing perspective on social and environmental issues</b></p> <p>B3.3 describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues</p> <p><b>Variations and Global Communities</b></p> <p>B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs</p> <p>Physical features and communities</p> <p>B3.6 identify basic human needs, and describe some ways in which people in communities around the world meet these needs</p> <p>B3.8 describe similarities and differences between their community and a community in a different region in the world</p> <p><b>Interrelationships within the Community</b></p> <p>B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist</p> <p>B1.2 identify some services and service-related occupations in their community and describe how they</p>

		<p>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p> <p>A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p> <p><b>Roles, Relationships and Respect</b> A3.1 describe some of their own roles, relationships, and responsibilities</p> <p>A3.2 identify some of the significant people, places, and things in their life, including their life in the community and describe their purpose or the role they have</p> <p>A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience</p> <p>A3.4 identify some elements of respectful behavior that they can practice in their everyday life and/or that other people practice</p> <p>A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect</p>	<p>A3.5 demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community</p> <p>A3.6 identify some ways in which heritage is passed on through various community celebrations and events is passed on through various community celebrations and events</p> <p>A3.7 identify some ways in which heritage is passed on through various family celebrations and practices</p>			<p>meet people's needs, including their own needs</p> <p><b>The Elements of the Local Community</b> B3.1 identify some of the natural and built features of their community</p> <p>B3.2 identify some distinct areas in the local community, and describe some of the characteristics of these areas</p> <p>B3.3 describe the location of some significant places in their community, using relative location</p> <p>B3.7 identify some of the services in the community for which the government is responsible, and describe key responsibilities of people in the community in relation to those services</p>
Social Studies - Yearlong						
Performing Arts			Performing Arts			
PSPE		PSPE				
Visual Arts					Visual Arts	
Mandarin						Mandarin
Makerspace	Makerspace					