

**HORIZONTAL AND VERTICAL PLANNER
2019-2020**

Grade Level: Primary 4

Duration						
Transdisciplinary THEME	<i>Who We Are</i> 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	<i>How we organize ourselves</i> 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.	<i>How we express ourselves</i> 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	<i>How the world works</i> 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.	<i>Where we are in place and time</i> 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	<i>Sharing the planet</i> 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:	Children worldwide face a variety of challenges and opportunities.	Social media allows new ways to access information and connect to each other.	Writing allows people to express their feelings experiences, and values.	Energy can be transformed, changed, and used in various ways.	Exploration leads to discoveries, opportunities and new understandings.	Plants and animals have specific needs to grow and adapt in the environment.
Key concepts:	perspective, form, responsibility,	form, function, responsibility	form, perspective, connection	function, form, responsibility, change	causation, connection, function	change, causation, connection
Related concepts:	rights, responsibilities, equality	Digital Media, Expression, Impression	stories, themes, structure	Transformation, sustainability, properties	exploration, survival, discovery	characteristics, needs, living things
Lines of inquiry:	1. Challenges and opportunities children face (local and global)		1. Themes and structural features of texts 2. Different perspectives within a text	1. Uses of energy	1. Reasons for exploration 2. What we learn from exploration	1. Characteristics and needs of living things. 2. Changes in the appearance and

	<p>2. Rights and responsibilities of children.</p> <p>3. How we protect children.</p>	<p>1. Different forms of social media and their purpose</p> <p>2. The ways we use social media to organize information</p> <p>3. Our responsibility online</p>	<p>3. How writing conveys our ideas, beliefs and values</p>	<p>2. Different energy sources (renewable and non-renewable)</p> <p>3. Sustainable energy practices.</p>	<p>3. Planning an expedition</p>	<p>activities of living things.</p> <p>3. Roles of people in maintaining a healthy environment for living things.</p>
<p>Discipline focus: (at least 3 subject focus i.e. math, science, language)</p>	<p>Language, Mathematics, Social Studies</p>	<p>Language, Mathematics, Social Studies</p>	<p>Language, Mathematics, Social Studies</p>	<p>Language, Mathematics, Social Studies, Science</p>	<p>Language, Mathematics, Social Studies, Science</p>	<p>Language, Mathematics, Science</p>
<p>Teacher questions & provocations</p>	<p>What are the challenges you face? What are the challenges that other children from Xi'an face? What are the risks and challenges that children from around the world face?</p>	<p>What is social media? What are the different forms of social media? How can we use social media responsibly? How do advertisements influence people?</p>	<p>What is the theme? What are some details the author uses to develop and support the theme? How is the story structured (beginning, middle, end)? What patterns do you notice in the story?</p>	<p>How do we use energy? What are the ways energy could be saved? How does the way we use energy impact us and our planet?</p>	<p>What does exploring mean? Why do people explore? What impact did explorations have on the lives of people and the places they explored?</p>	<p>What are the basic needs of plants and animals? How are these needs met? How might plants/animals adapt/change in order to survive?</p>
<p>Approaches to Learning (ATLs)</p>	<p><u>Social skills</u> Respecting others Accepting responsibility <u>Communication</u></p>	<p><u>Self management</u> Safety Informed Choices <u>Communication</u> Viewing</p>	<p><u>Communication</u> Writing <u>Thinking skills</u> Comprehension Evaluating</p>	<p><u>Thinking skills</u> Synthesis <u>Social skills</u> Adopting different roles</p>	<p><u>Research skills</u> Collecting data organizing data <u>Communication</u> Reading</p>	<p><u>Research skills</u> Interpreting data Collecting Data <u>Thinking skills</u> Analysis</p>

	Listening	Presenting		Resolving conflict	Writing	Application
Learner Profile	Caring, Open minded	Communicator, Thinker	Communicator, Reflective	Principled, Balanced	Inquirers, Risk takers	Inquirer, Principled
Attitudes						
Assessable Language	<p>Oral Language</p> <p>Listening to understand</p> <p>LISTENING SKILLS</p> <p>1.1. identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups</p> <p>Reading</p> <p>Reading for meaning</p> <p>TEXT TYPES</p> <p>1.1 read a variety of literary texts, graphic texts, and informational texts</p> <p>1.2 identify a variety of purposes for reading and</p>	<p>Oral Language</p> <p>Listening to understand</p> <p>PRESENTATION SKILLS</p> <p>1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience</p> <p>Speaking to Communicate</p> <p>2.1 identify a variety of purposes for speaking</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions</p> <p>2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</p> <p>Reading</p> <p>Reading for Meaning</p> <p>MAKING INFERENCES</p> <p>1.5 make inferences about texts using stated</p>	<p>Oral Language</p> <p>Listening to understand</p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p>1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details</p> <p>1.8 identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification</p> <p>Speaking to communicate</p> <p>2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few</p>	<p>Oral Language</p> <p>Listening to understand</p> <p>1.7 identify and explain the importance of significant ideas and information in oral texts</p> <p>Reading</p> <p>Understanding Form and Style</p> <p>2.3 identify a variety of text features and explain how they help readers understand texts</p> <p>Writing</p> <p>Developing and organizing content</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>1.4 sort ideas and information for their writing in a variety of ways</p> <p>1.5 identify and order main ideas and supporting details into units that could be used to develop a short,</p>	<p>Oral Language</p> <p>Listening to understand</p> <p>1.5 distinguish between stated and implied ideas in oral texts</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>Speaking to communicate</p> <p>2.7 use a variety of appropriate visual aids to support or enhance oral presentations</p> <p>Reading</p> <p>Reading for Meaning</p> <p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts</p> <p>1.6 extend understanding of texts</p>	<p>Reading</p> <p>Reading With Fluency</p> <p>3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: • semantic (meaning) cues; • syntactic (language structure) cues; • graphophonic (phonological and graphic) cues</p> <p>3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience</p> <p>Writing</p> <p>Developing and organizing content</p> <p>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary</p>

	<p>choose reading materials appropriate for those purposes</p> <p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p> <p>Understanding Form and Style</p> <p>FEATURES OF TEXT TYPES</p> <p>2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, and informational texts such as a nature magazine</p> <p>Writing</p> <p>Developing and Organizing Content</p> <p>1.1 identify the topic, purpose, audience, and form for writing</p> <p>1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>Using Knowledge of Form and Style in Writing</p> <p>2.1 write short texts using a variety of forms</p>	<p>and implied ideas from the texts as evidence</p> <p>1.8 express personal opinions about ideas presented in texts</p> <p>Media Literacy</p> <p>1.1 identify the purpose and intended audience of some media texts</p> <p>1.2 use overt and implied messages to draw inferences and make meaning in simple media texts</p> <p>1.3 express personal opinions about ideas presented in media texts</p> <p>1.4 describe how different audiences might respond to specific media texts</p> <p>1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used</p> <p>1.6 identify who produces selected media texts and why those texts are produced</p> <p>2.1 identify elements and characteristics of some media forms</p> <p>2.2 identify the conventions and techniques used in some familiar media forms and</p>	<p>elements of style, to communicate their meaning accurately and engage the interest of their audience</p> <p>2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, 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>Reading</p> <p>Reading for Meaning</p> <p>1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts</p> <p>1.9 identify the point of view presented in a text and suggest some possible alternative perspectives</p> <p>Writing</p>	<p>simple paragraph, using graphic organizers and organizational patterns</p> <p>Using Knowledge of Form and Style in Writing</p> <p>2.4 vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences</p> <p>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p> <p>3.1 spell familiar words correctly</p> <p>3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling</p>	<p>by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>Understanding Form and Style</p> <p>2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts</p> <p>Writing</p> <p>Using Knowledge of Form and Style in Writing</p> <p>2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features</p> <p>2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies</p> <p>2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization,</p>	<p>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p> <p>3.3 confirm spellings and word meanings or word choice using several different types of resources</p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words</p>
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		<p>explain how they help convey meaning</p> <p>3.1 identify the topic, purpose, and audience for media texts they plan to create</p> <p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create</p> <p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create</p> <p>3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p>	<p>Understanding Form and Style</p> <p>2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts</p> <p>Using Knowledge of Form and Style in Writing</p> <p>2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience</p> <p>2.3 use words and phrases that will help convey their meaning as specifically as possible</p> <p>2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view</p>		<p>style, and use of conventions</p> <p>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p> <p>3.6 proofread and correct their writing using guidelines developed with peers and the teacher</p> <p>3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</p> <p>3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies</p>	
Language - Yearlong	<p>Reflecting on Oral Communication Skills and Strategies</p> <p>3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking</p> <p>3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p> <p>Reflecting on Reading Skills and Strategies</p>					

4.1 identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and
 4.2 explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Reflecting on Media Literacy Skills and Strategies
 4.1 identify, initially with support and direction, what strategies they found most helpful in making
 4.2 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

Reflecting on Writing Skills and Strategies
 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
 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
 4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

<p>Mathematics - Reported</p>	<p>Number</p> <ul style="list-style-type: none"> • represent, compare, and order whole numbers to 1000, using a variety of tools • read and print in words whole numbers to one hundred, using meaningful contexts • identify and represent the value of a digit in a number according to its position in the number • compose and decompose three-digit numbers into hundreds, tens, and ones in a variety of ways, using concrete materials • round two-digit numbers to the nearest ten, in problems arising from real-life situations; 	<p>Patterns and Relationships</p> <ul style="list-style-type: none"> • identify, extend, and create a repeating pattern involving two attributes, using a variety of tools; • identify and describe, through investigation, number patterns involving addition, subtraction, and multiplication, represented on a number line, on a calendar, and on a hundreds chart • extend repeating, growing, and shrinking number patterns • create a number pattern involving addition or subtraction, given a pattern represented on a number line or a 	<p>Fractions and operations</p> <ul style="list-style-type: none"> • divide whole objects and sets of objects into equal parts, and identify the parts using fractional names without using numbers in standard fractional notation; • solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies • add and subtract three-digit numbers, using concrete materials, student-generated algorithms, and standard algorithms; • use estimation when solving problems involving addition and subtraction, to help judge the 	<p>Geometry</p> <ul style="list-style-type: none"> • use a reference tool to identify right angles and to describe angles as greater than, equal to, or less than a right angle; • identify and compare various polygons and sort them by their geometric properties; • compare various angles, using concrete materials and pictorial representations, and describe angles as bigger than, smaller than, or about the same as other angles • compare and sort prisms and pyramids by geometric properties, using concrete materials; • construct rectangular prisms, and describe 	<p>Location and Movement</p> <ul style="list-style-type: none"> • describe movement from one location to another using a grid map identify flips, slides, and turns, through investigation using concrete materials and physical motion, and name flips, slides, and turns as reflections, translations, and rotations • complete and describe designs and pictures of images that have a vertical, horizontal, or diagonal line of symmetry <p>Measurement</p> <ul style="list-style-type: none"> • read time using analogue clocks, to the nearest five minutes, and using 	<p>Collection and Organization of Data</p> <ul style="list-style-type: none"> • demonstrate an ability to organize objects into categories, by sorting and classifying objects using two or more attributes simultaneously • collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject; • collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar
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	<ul style="list-style-type: none"> • represent and explain, using concrete materials, the relationship among the numbers 1, 10, 100, and 1000, • count forward by 1's, 2's, 5's, 10's, and 100's to 1000 from various starting points, and by 25's to 1000 starting from multiples of 25, using a variety of tools and strategies • count backwards by 2's, 5's and 10's from 100 using multiples of 2,5, and 10 as start-ing points, and count backwards by 100's from 1000 and any number less than 1000, using a variety of tools and strategies. • represent and describe the relationships between coins and bills up to \$10 • estimate, count, and represent (using the \$ symbol) the value of a collection of coins and bills with a maximum value of \$10 	<p>pattern rule expressed in words</p> <ul style="list-style-type: none"> • represent simple geometric patterns using a number sequence, a number line, or a bar graph • demonstrate, through investigation, an understanding that a pattern results from repeating an action <p>Expressions and Equality</p> <ul style="list-style-type: none"> • determine, through investigation, the inverse relationship between addition and subtraction • determine, the missing number in equations involving addition and subtraction of one- and two-digit numbers, using a variety of tools and strategies • identify, through investigation, and use the associative property of addition to facilitate computation with whole numbers 	<p>reasonableness of a solution;</p> <ul style="list-style-type: none"> • multiplication of one-digit numbers and division by one-digit divisors to real-life situations, using a variety of tools and strategies • multiply to 7×7 and divide to $49 \div 7$, using a variety of mental strategies • solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1000 	<p>geometric properties of the prisms.</p> <p>Geometric Relationships</p> <ul style="list-style-type: none"> • solve problems requiring the greatest or least number of two-dimensional shapes needed to compose a larger shape in a variety of ways • explain the relationships between different types of quadrilaterals • identify and describe the two-dimensional shapes that can be found in a three-dimensional figure • describe and name prisms and pyramids by the shape of their base • identify congruent two-dimensional shapes by manipulating and matching concrete materials <p>Measurement</p> <ul style="list-style-type: none"> • estimate, measure, and record length, height, and distance, using standard units • draw items using a ruler, given specific lengths in centimetres 	<p>digital clocks, and represent time in 12-hour notation;</p> <ul style="list-style-type: none"> • estimate, read, and record positive temperatures to the nearest degree Celsius; • identify benchmarks for freezing, cold, cool, warm, hot, and boiling temperatures as they relate to water and for cold, cool, warm, and hot temperatures as they relate to air • choose benchmarks for a kilogram and a litre to help them perform measurement tasks • estimate, measure, and record the mass of objects; • estimate, measure, and record the capacity of containers, using the standard unit of the litre or parts of a litre. <p>Measurement Relationships</p> <ul style="list-style-type: none"> • compare and order a collection of objects, using standard units of mass and/or capacity; • solve problems involving the 	<p>graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence.</p> <p>Data Relationships</p> <ul style="list-style-type: none"> • read primary data presented in charts, tables, and graphs (including vertical and horizontal bar graphs), then describe the data using comparative language, and describe the shape of the data • interpret and draw conclusions from data presented in charts, tables, and graphs; • demonstrate an understanding of mode, and identify the mode in a set of data. <p>Probability</p> <ul style="list-style-type: none"> • predict the frequency of an outcome in a simple probability experiment or game, then perform the experiment, and compare the results with the predictions, using mathematical language;
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				<ul style="list-style-type: none"> estimate, measure, and record the perimeter of two-dimensional shapes, through investigation using standard units estimate, measure, and record area; <ul style="list-style-type: none"> Measurement Relationships compare standard units of length, and select and justify the most appropriate standard unit to measure length; compare and order objects on the basis of linear measurements in centimetres and/or metres in problem-solving contexts compare and order various shapes by area, using congruent shapes and grid paper for measuring; describe, through investigation using grid paper, the relationship between the size of a unit of area and the number of units needed to cover a surface 	relationships between minutes and hours, hours and days, days and weeks, and weeks and years, using a variety of tools.	<ul style="list-style-type: none"> demonstrate, through investigation, an understanding of fairness in a game and relate this to the occurrence of equally likely outcomes.
Taught						
Mathematics - Yearlong	<ul style="list-style-type: none"> multiplication of one-digit numbers and division by one-digit divisors to real-life situations, using a variety of tools and strategies multiply to 7×7 and divide to $49 \div 7$, using a variety of mental strategies 					

	<ul style="list-style-type: none"> identify, through investigation, the properties of zero and one in multiplication 					
Science				<p>1.1 describe their own and their family's uses of energy, identify ways in which these uses are efficient or wasteful, taking different points of view into consideration, suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices</p> <p>1.2 describe how the everyday lives of different people and other living things would be affected if electrical energy were no longer available</p> <p>3.4 identify everyday uses of various sources of energy</p> <p>3.5 demonstrate an understanding that humans get the energy resources they need from the world around them and that the supply of many of these resources is limited so care needs to be taken in how we use them</p>	<p>identify air as a gaseous substance that surrounds us and whose movement we feel as wind</p> <p>3.2 identify water as a clear, colourless, odourless, tasteless liquid that exists in three states and that is necessary for the life of most animals and plants</p> <p>3.3 describe ways in which living things, including humans, depend on air and water</p> <p>3.4 identify sources of water in the natural and built environment</p> <p>3.5 identify the three states of water in the environment, give examples of each, and show how they fit into the water cycle when the temperature of the surrounding environment changes</p> <p>3.6 state reasons why clean water is an increasingly scarce resource in many parts of the world</p>	<p>3.1 describe the basic needs of plants, including air, water, light, warmth, and space</p> <p>3.2 identify the major parts of plants, and describe how each contributes to the plant's survival within the plant's environment</p> <p>3.3 describe the changes that different plants undergo in their life cycles</p> <p>3.4 describe how most plants get energy to live directly from the sun, and how plants help other living things to get energy from the sun</p> <p>3.5 describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing</p> <p>3.6 describe ways in which plants and animals depend on each other</p> <p>3.7 describe the different ways in which plants are grown for food, and explain the advantages and disadvantages of locally</p>

						<p>grown and organically produced food, including environmental benefits</p> <p>3.8 identify examples of environmental conditions that may threaten plant and animal survival</p> <p>3.9 identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced.</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>
Science - Yearlong						
Social Studies	<p>Roles, Relationships and Respect</p> <p>A3.1 describe some of their own roles,</p>	<p>Roles, Responsibilities and Identity</p> <p>A2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people,</p>	<p>Past and Present Traditions</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</p>	<p>B1.3 demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the</p>	<p>Physical Features and Communities</p> <p>A3.1 demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around</p>	

	<p>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 behaviour that they can practise 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>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>A2.4 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>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>consequences of sustainable and/or non-sustainable actions</p>	<p>the world and that their locations can be represented in different ways</p> <p>B3.2 identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or a mapping program</p> <p>B3.3 identify cardinal directions on a map and use these directions when locating selected communities, countries, and/or continents</p> <p>B3.4 identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related</p> <p>B3.5 demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps</p> <p>B3.6 identify basic human needs ,and describe some ways in which people in communities around the world meet these needs</p>	
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Social Studies - Yearlong						
Performing Arts						
PSPE						
Visual Arts						
Mandarin						
Makerspace						