

HORIZONTAL AND VERTICAL PLANNER 2019-2020

Grade Level: P5

Duration						
Transdisciplinary THEME	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>

Central idea:	Beliefs and values influence who we are	Ancient civilizations shape present day systems and technologies	Media has the power to influence thinking and behavior	Investigating light and sound help us understand how the world works	Physical features of the environment can affect societies' economies	Different perspectives can lead to conflict and affect peace around the world
Key concepts:	Connection Perspective Responsibility	Form Function Connection	Causation Perspective Responsibility	Form Causation Change	Connection Function Change	Change Function Causation
Related concepts:	beliefs, values, relationship	civilization, system, technologies	media, information, influence	properties, light, sound	needs, wants, disasters	society, culture, relationships
Lines of inquiry:	<ol style="list-style-type: none"> Beliefs and values contribute to who I am Respectful behaviors influence our role in society Beliefs and values impact my future 	<ol style="list-style-type: none"> Characteristics of civilizations Exploring ancient systems Contribution of technologies makes a civilization influential. 	<ol style="list-style-type: none"> Forms of media Purposes of media and it's resulting influence Creating information to influence an audience. 	<ol style="list-style-type: none"> Properties of light and sound as forms of energy. How light and sound works Manipulation of devices that use light and sound. 	<ol style="list-style-type: none"> The needs and want of societies. Economies are affected by its physical features and location Societies respond to changes that occur in the environment? 	<ol style="list-style-type: none"> What conflict is The types on conflict that exist in our planet The results that occur when conflict is resolved
Discipline focus: (at least 3 subject focus i.e. math, science, language)	Language Arts Math Social Science	Language Arts Math Science Social Studies (history)	Language Arts (Media Literacy) Math Social Studies	Language Arts Math Science (sound and light)	Language Arts Math Social Studies (economics) Science	Language Arts Math Social Studies
Teacher questions & provocations	<p>Factual Do my family's beliefs and values contribute to who I am?</p> <p>Conceptual Why is our world shaped by how we treat one another?</p> <p>Debatable Do my beliefs and cultural values impact my future?</p>	<p>Factual What did ancient civilizations look like?</p> <p>Conceptual Why did these civilizations have to be organized (systems)?</p> <p>Debatable How do ancient civilizations influence our modern day world?</p>	<p>Factual How do people express their ideas in the modern world?</p> <p>Conceptual What is the purpose of Media?</p> <p>Debatable How information influences others.</p>	<p>Factual What are the properties of sound and light?</p> <p>Conceptual How does light and sound work?</p> <p>Debatable How can we create light and sound?</p>	<p>Factual What is the needs and wants of an economy?</p> <p>Conceptual How does an economy function based on it's location?</p> <p>Debatable How does an economy change because of the environment?</p>	<p>Factual What is a conflict?</p> <p>Conceptual What types of conflict do we see in our world?</p> <p>Debatable Are changes good after conflict happens? Why/Why not?</p>

Approaches to Learning (ATLs) (Transdisciplinary Skills)	Research Organizing Data Thinking Dialectical thought Social Skills Adopting a variety of group roles Communication Reading Self-Management Healthy lifestyle	Research Interpreting Data Thinking Metacognition Social Skills Group decision making Communication Writing Self-Management Codes of behaviour	Research Presenting Research findings Thinking Evaluation Social Skills Resolving Conflict Communication Presenting Self-Management Safety	Research Organizing Data Thinking Dialectical thought Social Skills Adopting a variety of group roles Communication Reading Self-Management Healthy lifestyle	Research Interpreting Data Thinking Metacognition Social Skills Group decision making Communication Writing Self-Management Codes of behaviour	Research Presenting Research findings Thinking Evaluation Social Skills Resolving Conflict Communication Presenting Self-Management Safety
Learner Profile (reflective in all)	Open-Minded Well-Balanced	Knowledgeable Thinker	Risk-Taker Communicator	Inquirer Principled	Thinker Caring	Principled Caring
Attitudes	Empathy Curiosity	Commitment Enthusiasm	Confidence Appreciation	Independence Creativity	Integrity Appreciation	Tolerance Respect
Language	Oral Communication 1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details 1.7 analyse oral texts and explain how specific elements in them contribute to meaning 2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form Reading 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes 2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal 3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts 4.1 identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers Writing 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features 3.3 confirm spellings and word meanings or word choice using different types of	Oral Communication 1.5 make inferences using stated and implied ideas in oral texts 1.8 identify the point of view presented in oral texts and ask questions about possible bias 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions 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 Reading 1.5 make inferences about texts using stated and implied ideas from the texts as evidence 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them 2.3 identify a variety of text features and explain how they help readers understand texts 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 Writing 1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources 1.4 sort and classify ideas and information for their writing in a variety of ways 1.5 identify and order main ideas and supporting details and group them into units that could be used to	Media Literacy 1.2 use overt and implied messages to draw inferences and construct meaning in media texts 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions 2.1 identify elements and characteristics of some media forms 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning 3.1 describe in detail the topic, purpose, and audience for media texts they plan to create Writing 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary 2.1 write more complex texts using a variety of forms 2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech	Reading 1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions 2.2 recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts 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 Writing 1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources 1.4 sort and classify ideas and information for their writing in a variety of ways 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns 2.3 use specific words and phrases to create an intended impression 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions	Oral Communication 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning 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 Reading 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes 1.7 analyse texts and explain how specific elements in them contribute to meaning 1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions	Oral Communication 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, and use them appropriately and with sensitivity towards cultural differences to help communicate their meaning 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 2.7 use a variety of appropriate visual aids to support or enhance oral presentations Writing 1.1 identify the topic, purpose, and audience for a variety of writing forms 1.2 generate ideas about a potential topic using a variety of strategies and resources 1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary 3.6 proofread and correct their writing using guidelines developed with peers and the teacher

	resources appropriate for the purpose 3.6 proofread and correct their writing using guidelines developed with peers and the teacher	develop a summary, using a variety of graphic organizers and organizational patterns 3.1 spell familiar words correctly 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling				
Language - Yearlong	<p>Oral Communication</p> <p>1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details</p> <p>1.5 make inferences using stated and implied ideas in oral texts</p> <p>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>Reading</p> <p>1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts</p> <p>1.5 make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p> <p>4.1 identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers</p> <p>Writing</p> <p>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 using a variety of strategies and oral, print, and electronic sources</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways</p> <p>2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view</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>					
Mathematics	<p>Data Management and Probability</p> <p>collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements;</p> <p>collect and organize discrete primary data and display the data in charts, tables, and graphs (including stem-and-leaf plots and double bar graphs) that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools.</p> <p>read, interpret, and draw conclusions from primary data and from secondary data, presented in charts, tables, and graphs;</p> <p>demonstrate, through investigation, an understanding of median, and determine the median of a set of data;</p> <p>determine, through investigation, how the number of repetitions of a probability experiment can affect the conclusions drawn</p>	<p>Number Sense and Numeration</p> <p>represent, compare, and order whole numbers to 10 000, using a variety of tools</p> <p>demonstrate an understanding of place value in whole numbers and decimal numbers from 0.1 to 10 000, using a variety of tools and strategies</p> <p>read and print in words whole numbers to one thousand, using meaningful contexts</p> <p>round four-digit whole numbers to the nearest ten, hundred, and thousand, in problems arising from real-life situations;</p> <p>represent fractions using concrete materials, words, and standard fractional notation, and explain the meaning of the denominator as the number of the fractional parts of a whole or a set, and the numerator as the number of fractional parts being considered;</p>	<p>Geometry and Spatial Sense</p> <p>identify and compare different types of quadrilaterals and sort and classify them by their geometric properties;</p> <p>identify benchmark angles, using a reference tool, and compare other angles to these benchmarks;</p> <p>identify and describe prisms and pyramids, and classify them by their geometric properties, using concrete materials.</p> <p>construct a three-dimensional figure from a picture or model of the figure, using connecting cubes</p> <p>construct three-dimensional figures, using only congruent shapes.</p> <p>identify and describe the general location of an object using a grid system</p>	<p>Patterning and Algebra</p> <p>extend, describe, and create repeating, growing, and shrinking number patterns</p> <p>connect each term in a growing or shrinking pattern with its term number</p> <p>create a number pattern involving addition, subtraction, or multiplication, given a pattern rule expressed in words</p> <p>make predictions related to repeating geometric and numeric patterns</p> <p>determine, through investigation, the inverse relationship between multiplication and division</p>	<p>Number Sense and Numeration</p> <p>describe relationships that involve simple whole-number multiplication</p> <p>determine and explain, through investigation, the relationship between fractions and decimals to tenths, using a variety of tools and strategies;</p> <p>demonstrate an understanding of simple multiplicative relationships involving unit rates, through investigation using concrete materials and drawings</p> <p>Patterning and Algebra</p> <p>extend, describe, and create repeating, growing, and shrinking number patterns</p> <p>connect each term in a growing or shrinking pattern with its term number</p> <p>create a number pattern involving addition, subtraction, or multiplication, given a pattern rule expressed in words</p> <p>make predictions related to repeating geometric and numeric patterns</p> <p>determine, through investigation, the inverse relationship between multiplication and division</p>	<p>Measurement</p> <p>estimate, measure, and record length, height, and distance, using standard units</p> <p>estimate, measure, and record the mass of objects, using the standard units of the kilogram and the gram;</p> <p>determine, through investigation, the relationship between grams and kilograms</p> <p>determine, through investigation, the relationship between millilitres and litres</p> <p>select and justify the most appropriate standard unit to measure mass and the most appropriate standard unit to measure the capacity of a container;</p> <p>Number Sense and Numeration</p> <p>represent, compare, and order decimal numbers to tenths, using a variety of tools and using standard decimal notation;</p> <p>count forward by halves, thirds, fourths, and tenths to beyond one whole, using concrete materials and number lines</p> <p>count forward by tenths from any decimal number expressed to one decimal place, using concrete</p>

						<p>materials and number lines</p> <p>solve problems involving the addition and subtraction of four-digit numbers, using student-generated algorithms and standard algorithms</p> <p>divide two-digit whole numbers by one-digit whole numbers, using a variety of tools and student-generated algorithms;</p>
Mathematics - Yearlong	<p>Number Sense and Numeration</p> <p>solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 10 000</p> <p>multiply whole numbers by 10, 100, and 1000, and divide whole numbers by 10 and 100, using mental strategies</p> <p>use estimation when solving problems involving the addition, subtraction, and multiplication of whole numbers, to help judge the reasonableness of a solution</p> <p>compare and order fractions by considering the size and the number of fractional parts;</p> <p>compare fractions to the benchmarks of 0, 1/2, and 1</p>					
Science		<p>Understanding Structures and Mechanisms</p> <p>1.1 assess the impact of pulley systems and gear systems on daily life</p> <p>2.3 use technological problem-solving skills to design, build, and test a pulley or gear system that performs a specific task</p> <p>3.1 describe the purposes of pulley systems and gear systems</p> <p>3.3 describe how one type of motion can be transformed into another type of motion using pulleys or gears</p> <p>3.6 identify pulley systems and gear systems that are used in daily life, and explain the purpose and basic operation of each</p>	<p>Understanding Matter and Energy</p> <p>1.2 assess the impacts on society and the environment of light and/or sound energy produced by different technologies, taking different perspectives into account</p> <p>2.3 investigate the basic properties of sound and light</p> <p>2.4 use technological problem-solving skills to design, build, and test a device that makes use of the properties of light and sound</p> <p>3.6 describe how different objects and materials interact with light and sound energy</p> <p>3.8 identify devices that make use of the properties of light and sound</p>	<p>Understanding Structures and Mechanisms</p> <p>2.2 investigate, through experimentation, how various materials, and construction techniques can be used to add strengths to structures</p> <p>2.4 use technological problem-solving skills, and knowledge acquired from previous investigations, to design and build a strong and stable structure that serves a purpose</p> <p>3.1 define a structure as a supporting framework, with a definite size, shape, and purpose, that holds a load</p> <p>3.3 identify the strength of a structure as its ability to support a load</p> <p>3.5 identify properties of materials that need to be considered when building structures</p>		<p>Understanding Life Systems</p> <p>1.1 analyse 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>3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life</p> <p>3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)</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>
Science - Yearlong	2.6 use appropriate science and technology vocabulary in oral and written communication					
Social Studies	<p>Heritage and Identity</p> <p>A2.2 gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats</p> <p>A2.3 analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in early societies</p> <p>A2.4 interpret and analyse information relevant to their</p>	<p>Heritage and Identity</p> <p>A1.1 compare social organization in two or more early societies</p> <p>A1.2 compare aspects of the daily lives of different groups in an early society, and explain how differences were related to the social organizations, of that society.</p> <p>A1.4 compare two or more early societies in terms of their relationship with the environment, and describe some key similarities and differences in environmental practices between these</p>			<p>People and the Environment</p> <p>B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools</p> <p>B2.6 communicate the results of their inquiries, using appropriate vocabulary and formats</p> <p>B3.1 describe the major rights and responsibilities associated with citizenship</p> <p>B3.6 explain why different groups may have different perspectives on specific social and environmental issues</p>	

	<p>investigations, using a variety of tools</p> <p>A3.5 describe the importance of the environment for two or more early societies, including how the local environment affected the ways in which people met their physical needs</p> <p>A3.6 identify and describe some of the major scientific and technological developments in the ancient and medieval world.</p>	<p>societies and present-day</p> <p>A3.2 demonstrate the ability to extract information on daily life in early societies from visual evidence</p> <p>A3.8 describe the social organization of some different early societies and the role and status of some significant social and work-related groups in these societies</p>			<p>B3.7 describe some different ways in which citizens can take action to address social and environmental issues</p>	
Social Studies - Yearlong	<p>A1.1 compare social organization (e.g., social classes, general political structure, inherited privilege, the status of women) in a few early societies</p> <p>A1.3 describe some of the ways in which their daily life differs from the lives of young people from different backgrounds (e.g., wealthy, poor, slave, urban, rural) in a few early societies</p> <p>A2.1 formulate questions to guide investigations into ways of life and relationships with the environment in a few early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies</p> <p>A3.5 describe the importance of the environment for a few early societies, with a particular focus on how the local environment affected the ways in which people met their physical needs</p> <p>A3.6 identify and describe some of the major scientific and technological developments in the ancient and medieval world</p>					
Performing Arts						
PSPE						
Visual Arts						
Mandarin						
Makerspace						