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<p>Transdisciplinary THEME</p>	<p><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</p>	<p><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</p>	<p><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</p>	<p><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.</p>	<p><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.</p>	<p><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</p>
<p>CENTRAL IDEA</p>	<p>By balancing lifestyle, people</p>	<p>Stories of migration builds</p>	<p>EXHIBITION</p>	<p>Advances in technology shape the way</p>	<p>Government systems determine the</p>	<p>Biological processes support</p>

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	contribute to their well - being.	understanding of people's challenges and opportunities.		the world perceives development.	different communities in the society.	adaptation and interconnectedness in the ecosystems.
KEY CONCEPTS	Form Connection Function	perspective, causation, responsibility		Change, Connection, Responsibility	Causation, connection, perspective	Form, function, change
RELATED CONCEPTS	health, interaction, puberty	Interpretation, contribution, settlement		Invention, advances, ingenuity	Citizenship, systems, leadership	interdependence, habitat, sustainability
LINES OF INQUIRY	1. Factors that affect our personal, physical, emotional and social well - being. 2. Physical and emotional changes affect social interactions.	1. The reasons why people migrate. 2. Migration throughout history. 3. Personal and social contributions of migration on communities		1. What leads to technological advances. 2. How people use technology. 3. How ingenuity can help solve problems.	1. How government systems function 2. Impact of leadership on society 3. How citizens can contribute and monitor actions of their government.	1. Elements of ecosystems. 2. Factors that affect the balance of ecosystems. 3. Our responsibility in sustaining our ecosystems.

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	3. Strategies for coping with change.	and cultures.				
TEACHER S QUESTIONS	<p>What are the factors that affect you the most physically and emotionally? (factual)</p> <p>Do you feel the factors mentioned above will continue to be of equal importance in a different time in your life or at a different place? (conceptual)</p> <p>How would you define "Responsible</p>	<p>Why do people leave their homes? (factual)</p> <p>What are some strategies used to resolve conflicts arising in a diverse setting? (conceptual)</p> <p>Does migration result in truly multi-cultural third -culture kids/ adults? (debatable)</p>		<p>How does technology help to expand our scientific understanding? (Conceptual)</p> <p>What are some latest advances in scientific knowledge? (Factual)</p> <p>What are the effects of technology on people and environment? (debatable)</p>	<p>How do structures work in a society? (Conceptual)</p> <p>What are some structures that we can identify in the society? (factual)</p> <p>What are the most important skills which help creating a system in any society? (debatable)</p>	<p>What are the things that you relate to when you think of interdependence ? (factual)</p> <p>How do environmental changes affect you? (Conceptual)</p> <p>What effects does human development have on environment? (Debatable)</p>

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	choices" keeping in mind your own body and mind? (debatable)					
DISCIPLINE FOCUS	Science PSPE, Language and Mathematics	Social Studies, Language, Mathematics, Library		Science, Language, Math, Visual Arts, Performing Arts	Social Studies, Mandarin, Language, Mathematics	Science, Mathematics, Makerspace
LEARNER PROFILE ATTRIBUTES	Balanced Caring	Principled Knowledgeable		Inquirer Risk taker	Open minded Reflective	Thinker Communicator
ATL	Self- management skills: Healthy lifestyle, informed choices, safety	Social skills: cooperating, adopting a variety of roles, resolving conflict		Research skills Communication skills	Thinking skills: analysis, synthesis, dialectical thought, metacognition	Research skills Communication skills
SCIENCE	assess the effects of social and environmental factors on human health, and propose			- analyse the impact of human activities and technological innovations on humans;		analyse the effects of human activities on habitats and communities;

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	<p>ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial</p> <p>Use scientific inquiry/experimentation skills to investigate changes in body systems, as a result of physical activity</p> <p>identify interrelationships between body systems</p> <p><u>PSPE</u> identify people and supportive services that</p>			<ul style="list-style-type: none"> - use appropriate science and technology vocabulary, in oral and written communication - use a variety of forms to communicate with different audiences and for a variety of purposes - follow established safety procedures during science and technology investigations - assess the importance of form, function, strength, and stability in 		<p>investigate the interdependence of plants and animals within specific habitats and communities;</p> <p>demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.</p> <p>assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats;</p>
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	<p>can assist with injury prevention, emergencies, bullying, and abusive and violent situations</p> <p>demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction</p> <p>explain how a person's actions can affect the</p>			<p>structures through time; - use technological problem-solving skills to design, build, and test a frame structure that will withstand the application of an external force or a mechanical system that performs a specific function</p>		<p>assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live;</p> <p style="text-align: center;"><u>Visual ARTS</u></p> <p>use elements of design in art works to communicate ideas, messages, and understandings</p> <p>identify and explain their strengths, their interests, and areas for</p>
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	feelings, self-concept, emotional well-being, and reputation of themselves and others					<p>improvement as creators, interpreters, and viewers of art</p> <p>interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.</p> <p>explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding</p>
SOCIAL STUDIES		identify some different groups in their community, and			assess the effectiveness of actions taken by one or more levels of government to	

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		<p>describe some of the ways in which they contribute to diversity</p> <p>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>evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles,</p>			<p>address an issue of national, provincial/territorial, and/or local significance</p> <p>create a plan of action to address a social issue of local, provincial/territorial, and/or national significance, specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens</p> <p>create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance</p> <p>demonstrate an understanding of the roles and key responsibilities of</p>	
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		<p>relationships, responsibilities, and identity/sense of self</p> <p>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>demonstrate an understanding</p>			<p>citizens and of the different levels of government</p> <p>describe the major rights and responsibilities associated with citizenship</p>	
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		that it is important to treat other people and the environment with respect Performing Arts				
MATHEMATICS Transdisciplinary	<u>Strand:</u> <u>Number Sense and Numeration:</u> Learning Outcomes 1. read and print in words whole numbers to ten thousand, using meaningful contexts 2. round four-digit whole numbers to the nearest ten, hundred, and thousand, in problems	<u>Strand:</u> <u>Number Sense and Numeration:</u> Learning Outcomes 1. read, represent, compare, and order whole numbers to 100000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers;	<u>Strand:</u> <u>Geometry and Spatial Sense</u> Learning Outcomes: 1. distinguish among prisms, right prisms, pyramids, and other three-dimensional figures; 2. identify prisms and pyramids from their nets; 3. construct nets of prisms and pyramids,	<u>Strand:</u> <u>Geometry and Spatial Sense</u> Learning Outcomes: 1. distinguish among polygons, regular polygons, and other two-dimensional shapes; 2. identify triangles, and classify them according to angle and side properties;	<u>Strand:</u> <u>Data Management</u> Learning Outcomes 1. distinguish between discrete data and continuous data 2. collect data by conducting a survey 3. collect and organize discrete or continuous primary data and secondary data and display the	<u>Strand:</u> <u>Pattern and Algebra:</u> Learning Outcomes 1. create, identify, and extend numeric and geometric patterns, using a variety of tools 2. make predictions related to growing and shrinking geometric and numeric patterns

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<p>arising from real-life situations 3.represent, compare, and order fractional amounts with like denominators, including proper and improper fractions and mixed numbers, using a variety of tools and using standard fractional notation; 4.compare fractions to the benchmarks of 0, 1/2, and 1 5.count forward by halves, thirds,</p>	<p>2.demonstrate an understanding of magnitude by counting forward and backwards by 0.01 3.multiply two-digit whole numbers by two-digit whole numbers, using estimation, student-generated algorithms, and standard algorithms 4..describe multiplicative relationships between quantities by using simple</p>	<p>using a variety of tools 4..identify and classify acute, right, obtuse, and straight angles; 5.measure and construct angles up to 90o, using a protractor; <u>Measurement</u> 1. determine, through investigation, the relationship between capacity and volume, by comparing the volume of an object with the amount of liquid it can contain or displace</p>	<p>3.construct triangles, using a variety of tools, given acute or right angles and side measurement 4.locate an object using the cardinal directions and a coordinate system 5.compare grid systems commonly used on maps 6.create and analyse designs by translating and/ or reflecting a shape, or shapes, using a variety of tools <u>Measurement</u></p>	<p>data in charts, tables, and graphs (including broken-line graphs) that have appropriate titles, labels , and scales that suit the range and distribution of the data, using a variety of tools 4.demonstrate an understanding that sets of data can be samples of larger populations 5.describe, through investigation, how a set of data is collected and explain whether the collection method is appropriate.</p>	<p>3.demonstrate, through investigation, an understanding of variables as changing quantities, given equations with letters or other symbols that describe relationships involving simple rates $\frac{L}{SEP}$ 4. extend, describe, and create repeating, growing, and shrinking number patterns 5. connect each term in a growing or shrinking pattern with its term number and record the patterns in a table of values</p>
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<p>fourths, and tenths to beyond one whole, using concrete materials and number lines</p> <p>6.solve problems involving the addition, subtraction, and multiplication of whole numbers, using a variety of mental strategies;</p> <p>6.select and justify the most appropriate standard unit to measure mass ^[L]_[SEP]</p>	<p>fractions and decimals ^[L]_[SEP]</p> <p>5.multiply decimal numbers by 10, 100, 1000, and 10 000, and divide decimal numbers by 10 and 100, using mental strategies</p>	<p>2. determine, through investigation using stacked congruent rectangular layers of concrete materials, the relationship between the height, the area of the base, and the volume of a rectangular prism, and generalize to develop the formula</p> <p>3.solve problems requiring the estimation and calculation of perimeters and areas of rectangles</p>	<p>1.estimate, measure, and represent time intervals to the nearest second</p> <p>2. estimate and measure the perimeter and area of regular and irregular polygons, using a variety of tools and strategies.</p> <p>determine, through investigation using a variety of tools and strategies, the relationships between the length and width of a rectangle and its area and perimeter</p> <p>3. create, through investigation</p>	<p>6.read, interpret, and draw conclusions from primary data and from secondary data presented in charts, tables, and graphs (including broken-line graphs);</p> <p>7.compare similarities and differences between two related sets of data, using a variety of strategies</p> <p>8.pose and solve simple probability problems, and solve them by conducting probability experiments and selecting</p>	<p>that shows the term number and the term;</p> <p>6. create a number pattern involving addition, subtraction, or multiplication, given a pattern rule expressed in words</p> <p>7.demonstrate, through investigation, an understanding of variables as unknown quantities represented by a letter or other symbol</p> <p>8. determine the missing number in equations involving addition, subtraction, multiplication, or division and one-</p>
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	<p>7. read and write money amounts to \$1000 solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 100 000 <small>[L] [SEP]</small> 8. count forward by hundredths from any decimal number expressed to two decimal places, using concrete materials and number lines 9. add and subtract decimal numbers to</p>		<p>4. estimate and determine elapsed time, with and without using a time line, given the durations of events expressed in minutes, hours, days, weeks, months, or years 5. measure and record temperatures to determine and represent temperature changes over time 6. select and justify the most appropriate standard unit to measure length, height, width, and</p>	<p>using a variety of and strategies, two-dimensional shapes with the same perimeter or the same area</p>	<p>appropriate methods of recording the results (e.g., tally chart, line plot, bar graph).</p>	<p>or two digit numbers, using a variety of tools and strategies</p>
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	hundredths, including money amounts, using concrete materials, estimation, and algorithms		distance, and to measure the perimeter of various polygons; 7.solve problems requiring conversion from meters to centimeters and from kilometers to meters 8.solve problems involving the relationship between a 12-hour clock and a 24-hour clock			
LITERACY Transdisciplinary	1.3 gather information to support ideas for writing in a variety of ways	1.3 identify a few reading comprehension strategies and use them		gather information to support ideas for writing, using a variety	1.5 make inferences about oral texts using stated and implied	2.1 write longer and more complex texts using a variety of forms

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	<p>and/or from a variety of sources</p> <p>1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p>	<p>before, during, and after reading to understand texts, initially with support and direction</p> <p>1.3 identify a few reading c derstand texts, initially with support and direction</p> <p>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</p>		<p>of strategies and a range of print and electronic resources</p> <p>1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p> <p>2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice</p> <p>1.6 determine whether the</p>	<p>ideas in the texts <small>SEP</small> as evidence</p> <p>2.1 identify a variety of purposes for speaking</p> <p>2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience</p>	<p>2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences</p> <p>2.3 use some vivid and/or figurative language and innovative expressions to add interest</p> <p>4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers</p>
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	<p>2.3 use familiar words and phrases to communicate relevant details</p> <p>1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers and organizational patterns</p>	<p>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</p> <p>2.4 use a variety of sentence types</p>		<p>ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary</p> <p>2.3 use words and phrases that will help convey their meaning as specifically as possible</p>	<p>1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>1.8 express personal thoughts and feelings about what has been read</p>	<p>4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers</p>
<p>MEDIA LITERACY (language learning)</p>	<p>1.1 identify the purpose and audience for a variety of media texts</p>	<p>3.1 describe in detail the topic, purpose, and audience for media texts</p>		<p>1.2 use overt and implied messages to draw inferences and construct</p>	<p>1.1 identify the purpose and audience for a variety of media texts</p>	<p>1.6 identify who produces various media texts, the reason for their production, how</p>

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<p>outcomes/ skills)</p>	<p>1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions 1.4 explain why different audiences might respond differently to the same media text</p>	<p>they plan to create 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques</p>		<p>meaning in media texts 1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented 2.1 describe in detail the main elements of some media forms 2.2 identify the conventions and techniques used in some familiar media forms and</p>	<p>1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions 1.4 explain why different audiences might respond differently to the same media text 4.1 identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can</p>	<p>they are produced, and how they are funded 1.2 use overt and implied messages to draw inferences and construct meaning in media texts 1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented 2.1 describe in detail the main</p>
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		<p>to help communicate their message 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques</p>		<p>explain how they help convey meaning and influence or engage the audience</p>	<p>help them improve as media viewers/listeners/producers 4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p>	<p>elements of some media forms 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience</p>
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