

## HORIZONTAL AND VERTICAL PLANNER 2019-2020

### Grade Level: Primary 3

Duration						
<b>Transdisciplinary THEME</b>	<b>Who We Are</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	<b>Where we are in place and time</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	<b>How we express ourselves</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	<b>How the world works</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.	<b>How we organize ourselves</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.	<b>Sharing the planet</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
Central idea:	Our body systems are connected and contribute to our health and survival.	We can understand others by exploring their identity and personal journeys.	Signs and symbols facilitate local and global communication.	Investigating forces leads us to new understandings of everyday life.	Money is human-made system that allows economies to function.	Water and air are essential for living things to survive.
Key concepts:	function, connection, responsibility	form, change, connection	function, perspective, causation	change, connection, causation	form, function, perspective	form, responsibility, perspective
Related concepts:	Interdependence, systems, life and living	journeys, identity,	Systems, symbols, organization, communication	Forces, Movement, Application, Inventions	Systems, value, money	cycles, sustainability, properties, life and living
Lines of inquiry:	<ol style="list-style-type: none"> <li>1. Body systems and how they work.</li> <li>2. How body systems are interdependent.</li> <li>3. Impact of lifestyle choices on the body systems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Significant people and events in the past and present.</li> <li>2. How the people in the past influenced the present.</li> <li>3. Sharing our personal journeys.</li> </ol>	<ol style="list-style-type: none"> <li>1. Signs and symbols around us.</li> <li>2. How signs and symbols foster communication.</li> <li>3. How we create signs and symbols.</li> </ol>	<ol style="list-style-type: none"> <li>1. How things move.</li> <li>2. The connection between force and movement.</li> <li>3. Forces in everyday life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Origins of money.</li> <li>2. How people earn and use money.</li> <li>3. Ways to use money wisely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Properties and characteristics of water and air</li> <li>2. Sources and Uses of water and air.</li> <li>3. Steps we can do to sustain and keep the water and air clean.</li> </ol>
Discipline focus:	Science, Language, Math	Social Studies, Language, Math	Language, Math, Social Studies, Visual arts	Science, Math, Language	Math, Social Studies, Language	Science, Math, Language, Social Studies

(at least 3 subject focus i.e. math, science, language)						
Teacher questions & provocations						
Approaches to Learning (ATLs)	<u>Research skills</u> <b>Collecting data</b> <b>Presenting research findings</b> <u>Self-Management skills</u> <b>Healthy Lifestyles</b> <b>Informed choices</b>	<u>Communication skills</u> <b>Writing</b> <b>Speaking</b>  <u>Self-management skills</u> <b>Organization</b> <b>Time management</b>	<u>Research Skills:</u> <b>Recording data</b> <b>Interpreting data</b>  <u>Communication Skills:</u> <b>Non verbal</b> <b>Viewing</b> <b>Presenting</b>	<u>Thinking skills</u> <b>Acquisition of knowledge</b> <b>Analysis</b>  <u>Self-management skills</u> <b>Gross motor skills</b> <b>Spatial awareness</b>	<u>Social Skills</u> <b>Accepting responsibility</b> <b>Group decision making</b> <b>Respecting others</b>  <u>Research skills</u> <b>Planning</b>	<u>Thinking skills</u> <b>Application</b> <u>Communication skills</u> <b>Presenting</b> <b>Speaking</b> <u>Social skills</u> <b>Cooperating</b>
Learner Profile	<b>Inquirer /Curiosity Balance</b>	<b>Communicator/Confident/ Open-minded</b>	<b>Knowledgeable Reflective</b>	<b>Inquirer Thinker</b>	<b>Principled Risk-taker</b>	<b>Caring/respect Thinker/</b>
Attitudes						
Language	<u>Oral Language-</u> <b>2. Speaking to Communicate</b> 2.1 identify a variety of purposes for speaking  2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions  2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns  2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience	<b>Writing</b> 1. Developing and Organizing Content  1.1 identify the topic, purpose, audience, and form for writing  1.2 generate ideas about a potential topic, using a variety of strategies and resources  1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources  1.4 sort ideas and information for their writing in a variety of ways, with support and direction  1.5 identify and order main ideas and supporting	<u>Oral Language-</u> <u>Listening to understand</u>  1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations  2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions  <u>Oral Language-</u> 2. Speaking to Communicate  2.1 identify a variety of purposes for speaking  2.2 demonstrate an understanding of appropriate speaking	<b>Reading</b> 3. Reading With Fluency  3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts  3.2 predict the meaning of and quickly 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 texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to	<b>. Reading</b> Reading for Meaning 1.1 read some different literary texts, graphic texts, and informational texts 1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes 1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details 1.5 use stated and implied information and ideas in texts to make	<u>Oral Language-</u> <b>2. Speaking to Communicate</b> 2.1 identify a variety of purposes for speaking  2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions  2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns  2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience

	<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>2.7 use a few different visual aids, to support or enhance oral presentations</p> <p><b>Language-Reading</b> Reading for Meaning</p> <p>1.1 read some different literary texts, graphic texts, and informational texts</p> <p>1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes</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 some additional elements of texts</p> <p>1.8 express personal thoughts and feelings about what has been read</p>	<p>details, using graphic organizers and organizational patterns</p> <p>1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary</p> <p>2. Using Knowledge of Form and Style in Writing</p> <p>2.1 write short texts using several simple forms</p> <p>2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience</p> <p>2.3 use familiar words and phrases to communicate relevant details</p> <p>2.4 use a variety of sentence types</p> <p>2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic</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>2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies</p>	<p>behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p> <p>2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns and Style in Writing</p> <p>2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience</p> <p><b>Language –reading</b></p> <p>1.1 read some different literary texts, graphic texts, and informational texts</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>2.3 identify some text features and explain how they help readers understand texts</p> <p><b>Language – writing</b></p> <p>1.1 identify the topic, purpose, audience, and form for writing</p> <p>2.1 write short texts using several simple forms</p>	<p>an audience</p> <p>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p> <p>3.1 spell many high-frequency 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>3.3 confirm spellings and word meanings or word choice using a few different types of resources</p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks</p> <p>3.5 use parts of speech appropriately to communicate place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple prepositions of place and time</p> <p>3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with</p>	<p>simple inferences and reasonable predictions about them</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 some additional elements of texts</p> <p>1.8 express personal thoughts and feelings about what has been read</p> <p>1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives</p> <p>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p> <p>3.1 spell many high-frequency 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>3.3 confirm spellings and word meanings or word choice using a few different types of resources</p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation</p>	<p>1. Understanding Media Texts</p> <p>1.1 identify the purpose and intended audience of some simple media texts</p> <p>1.2 identify overt and implied messages in simple media texts</p> <p>1.3 express personal thoughts and feelings about simple media works and explain their responses</p> <p>1.4 describe how different audiences might respond to specific media texts</p> <p>1.5 identify, initially with support and direction, whose point of view is presented in a simple media text and suggest how the text might change if a different point of view were used</p> <p>1.6 identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced</p>
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	<p><b>2. Understanding Form and Style</b></p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary, and informational texts such as a "How to" book</p> <p>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</p> <p>2.3 identify some text features and explain how they help readers understand texts</p> <p>2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts</p> <p><b>2. Using Knowledge of Form and Style in Writing</b></p> <p>2.1 write short texts using several simple forms</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>2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies</p>	<p>4.3 select pieces of writing that they think show their best work and explain the reasons for their selection</p> <p>1. Listening to Understand</p> <p>1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.3 identify several listening comprehension strategies and use them 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 oral texts by retelling the story or restating the information, including the main idea and several interesting details</p> <p>1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text</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>the teacher and posted for reference</p> <p>3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</p> <p>3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations</p> <p>4.3 select pieces of writing that they think show their best work and explain the reasons for their selection</p> <p><b>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b></p> <p>3.1 spell many high-frequency words correctly</p> <p>3.2 spell unfamiliar words word structures, word meanings, and generalizations about spelling</p> <p>3.3 confirm spellings and word meanings or word choice using a few different types of resources</p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks</p>	<p>marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple prepositions of place and time</p> <p>3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference</p> <p>3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</p> <p>3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations</p>	<p>2. Understanding Media Forms, Conventions, and Techniques</p> <p>2.1 identify some of the elements and characteristics of selected media forms</p> <p>2.2 identify the conventions and techniques used in some familiar media forms</p> <p>3. Creating Media Texts</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 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>	
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	<p><b>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b></p> <p>3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</p> <p>3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations</p>	<p>1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction</p> <p>1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view</p> <p>1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience</p>		<p>at the end of a sentence; commas to mark pauses; and some uses of quotation marks</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; and past tenses; joining words; simple prepositions of place and time</p> <p>3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference</p>		<p>4. Reflecting on Media Literacy Skills and Strategies</p> <p>4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts</p>
<p>Language - Yearlong</p>	<p><b>1. Reading for Meaning</b></p> <p>1.1 read some different literary texts, graphic texts, and informational texts</p> <p>1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details</p> <p>1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them</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 some additional elements of texts</p> <p>1.8 express personal thoughts and feelings about what has been read</p> <p>1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives</p> <p><b>Reading</b></p>					

- 3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, 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 texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience
- 4.1 identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading

**Writing**

**3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively**

- 3.1 spell many high-frequency 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
- 3.3 confirm spellings and word meanings or word choice using a few different types of resources
- 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks
- 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words; simple prepositions of place and

**Listening to understand**

**1. Listening to Understand**

- 1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction (e.g., to acquire information from a presentation by a guest speaker; to exchange ideas in a small-group discussion; to enjoy and understand poetry)
- 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what \_\_\_\_\_ said about
- 1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., listen for key words and phrases that signal important ideas; retell an oral text to a partner after a presentation; ask appropriate questions in order to make predictions about an oral text)

**Language- reading**

**Analyzing Texts**

- 1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction (e.g., phrases such as I think...I feel... indicate an opinion rather than strictly factual information)
- 3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, 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 texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience
- 4.1 identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading.

**4. Reflecting on Writing Skills and Strategies**

- 4.1 identify some strategies they found helpful before, during, and after writing.

	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.					
Mathematics	<p><b>Learning Outcomes (Measurement)</b></p> <ul style="list-style-type: none"> <li>choose benchmarks – in this case, personal referents – for a centimetre and a metre to help them perform measurement tasks;</li> <li>estimate and measure length, height, and distance, using standard units and non-standard units;</li> <li>record and represent measurements of length, height, and distance in a variety of ways</li> <li>select and justify the choice of a standard unit or a non-standard unit to measure length;</li> <li>estimate, measure, and record the distance around objects, using non-standard units</li> <li>estimate, measure, and record area, through investigation using a variety of non-standard units</li> <li>estimate, measure, and record the capacity and/or mass of an object, using a variety of non-standard units</li> <li>use a standard thermometer to determine whether</li> </ul>	<p><b>Learning outcomes</b></p> <p><b>Data management and Probability</b></p> <p>-gather data to answer a question, using a simple survey with a limited number of responses</p> <p>collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed.</p> <p>read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, and describe the data using mathematical language;</p> <p>pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts</p> <p>demonstrate an understanding of data</p>	<p><b>Learning Outcomes</b></p> <p><b>Number sense and numeration</b></p> <p><b>Counting</b> count forward by 1's, 2's, 5's, 10's, and 25's to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 count backwards by 1's from 100, using number lines and hundreds charts locate whole numbers to 100 on a number line and on a partial number line locate whole numbers to 100 on a number line and on a partial number line</p> <p><b>line</b></p> <p>(Geometry and spatial sense)</p> <p>distinguish between the attributes of an object that are geometric properties and the attributes that are not geometric properties, using a variety of tools</p> <p>identify and describe various polygons and sort and classify them by their geometric properties, using concrete materials and pictorial representations; Identify and describe various three-dimensional figures and sort and classify them by their geometric properties, using concrete materials;</p>	<p><b>Learning outcomes</b></p> <p>Location and Movement (geometry and spatial sense) (Measurement)</p> <p>describe the relative locations and the movements of objects on a map;</p> <p>draw simple maps of familiar settings, and describe the relative locations of objects on the maps</p> <p>create and describe symmetrical designs using a variety of tools</p> <p><b>Patterning &amp; Algebra</b> identify and describe, through investigation, growing patterns and shrinking patterns generated by the repeated addition or subtraction of 1's, 2's, 5's, 10's, and 25's on a number line and on a hundreds chart identify, describe, and create, through investigation, growing patterns and shrinking patterns involving addition and subtraction, with and without the use of calculators identify repeating, growing, and shrinking patterns found in real-life contexts</p> <p>represent a given growing or shrinking pattern in a variety of ways create growing or shrinking patterns create a repeating pattern by combining two attributes demonstrate, through</p>	<p><b>Learning Outcomes</b> (number sense and numeration)</p> <p>represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools;</p> <p>add and subtract money amounts to 100¢, using a variety of tools and strategies.</p> <p>read and print in words whole numbers to twenty, using meaningful contexts</p> <p>compose and decompose to determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer determine, through investigation, the size of the fractional parts regroup fractional parts into wholes, using concrete materials compare fractions using concrete materials, without using standard fractional notation</p> <p>estimate, count, and represent</p> <p><b>Operational Sense</b> solve problems involving the addition and subtraction</p> <p>describe relationships between quantities by using whole-number addition and subtraction</p>	<p><b>Learning Outcomes (Measurement)</b></p> <p>estimate, measure, and record the capacity and/or mass of an object, using a variety of non-standard units;</p> <p><b>Measurement Relationships</b> compare and order a collection of objects by mass and/or capacity, using non-standard units</p> <p>Collection and Organization of Data</p> <p>demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously</p> <p>gather data to answer a question, using a simple survey with a limited number of responses</p> <p>collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed.</p> <p>Data Relationships read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and</p>

	<p>temperature is rising or falling</p> <ul style="list-style-type: none"> <li>describe, through investigation, the relationship between the size of a unit of area and the number of units needed to cover a surface</li> <li>compare and order a collection of objects by mass and/or capacity, using non-standard units</li> </ul>	<p>displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole.</p> <p><b>Measurement</b></p> <p>tell and write time to the quarter-hour, using demonstration digital and analogue clocks</p> <p>construct tools for measuring time intervals in non-standard units</p>	<p>create models and skeletons of prisms and pyramids, using concrete materials, and describe their geometric properties;</p> <p>locate the line of symmetry in a two-dimensional shape</p> <p>Geometric Relationships</p> <p>compose and describe pictures, designs, and patterns by combining two-dimensional shapes</p> <p>compose and decompose two-dimensional shapes</p> <p>cover an outline puzzle with two-dimensional shapes in more than one way;</p> <p>build a structure using three-dimensional figures, and describe the two-dimensional shapes and three-dimensional figures in the structure</p>	<p>investigation, an understanding that a pattern results from repeating an operation or making a repeated change to an attribute.</p> <p><b>Expressions and Equality</b></p> <p>demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign</p> <p>determine the missing number in equations involving addition and subtraction to 18, using a variety of tools and strategies</p> <p>identify, through investigation, and use the commutative property of addition to facilitate computation with whole numbers;</p> <p>identify, through investigation, the properties of zero in addition and subtraction.</p>	<p>represent and explain, through investigation using concrete materials and drawings, multiplication as the combining of equal groups</p> <p>represent and explain, through investigation using concrete materials and drawings, division as the sharing of a quantity equally</p> <p>solve problems involving the student-generated algorithms, and standard algorithms;</p> <p>Collection and Organization of Data</p> <p>demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously</p> <p>gather data to answer a question, using a simple survey with a limited number of responses</p> <p>collect and organize primary data that is categorical or discrete, and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed.</p> <p>Data Relationships</p> <p>read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and</p>	<p>other graphic organizers, and describe the data using mathematical language;</p> <p>pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts</p> <p>distinguish between numbers that represent data values and numbers that represent the frequency of an event;</p> <p>demonstrate an understanding of data displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole.</p> <p>Probability</p> <p>describe probability as a measure of the likelihood that an event will occur, using mathematical language;</p> <p>describe the probability that an event will occur, through investigation with simple games and probability experiments and using mathematical language</p> <p>gather data to answer a question, using a simple survey with a limited number of responses</p>	<p>addition and subtraction of two-digit numbers,</p>
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					<p>other graphic organizers, and describe the data using mathematical language;</p> <p>pose and answer questions about class-generated data in concrete graphs, pictographs, line plots, simple bar graphs, and tally charts</p> <p>distinguish between numbers that represent data values and numbers that represent the frequency of an event;</p> <p>demonstrate an understanding of data displayed in a graph, by comparing different parts of the data and by making statements about the data as a whole.</p> <p>Probability describe probability as a measure of the likelihood that an event will occur, using mathematical language;</p> <p>describe the probability that an event will occur, through investigation with simple games and probability experiments and using mathematical language.</p>	
<p>Mathematics - Yearlong</p>	<p style="text-align: center;"><b>Stand-alone</b></p> <p>read and print in words whole numbers to twenty, using meaningful contexts compose and decompose two-digit numbers in a variety of ways, using concrete materials determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts regroup fractional parts into wholes, using concrete materials compare fractions using concrete materials, without using standard fractional notation estimate, count, and represent</p> <p>Counting count forward by 1's, 2's, 5's, 10's, and 25's to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 count backwards by 1's from 50 and any number less than 50, and count backwards by 10's from 100 and any number less than 100, using number lines and hundreds charts locate whole numbers to 100 on a number line and on a partial number line</p>					

	<p>Operational Sense  solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies describe relationships between quantities by using whole-number addition and subtraction represent and explain, through investigation using concrete materials and drawings, multiplication as the combining of equal groups represent and explain, through investigation using concrete materials and drawings, division as the sharing of a quantity equally solve problems involving the addition and subtraction of two-digit numbers, with and without regrouping, using concrete material, student-generated algorithms, and standard algorithms;</p> <p>describe how changes in temperature affect everyday experiences</p> <p>determine, through investigation, the relationship between days and weeks and between months and years.</p>					
<p>Science</p>	<p><b>Understanding life systems</b></p> <ul style="list-style-type: none"> <li>• 1.1 assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial</li> <li>• 2.1 follow established safety procedures for physical activities</li> <li>• 2.2 use scientific inquiry/experimentation skills to investigate changes in body systems, as a result of physical activity</li> <li>• 2.3 design and build a model to</li> </ul>			<p>Understanding matter and energy</p> <p>3.1 identify a force as a push or a pull that causes an object to move</p> <p>3.2 identify different kinds of forces</p> <p>3.3 describe how different forces applied to an object at rest can cause the object to start, stop, attract, repel, or change direction</p> <p>3.4 explain how forces are exerted through direct contact or through interaction at a distance</p> <p>3.5 identify ways in which forces are used in their daily lives</p>		<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• 1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration, and plan a course of action to help keep the air and water in the local community clean</li> <li>• 1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible</li> <li>• 2.1 follow established safety procedures during science and technology investigations</li> <li>• 2.3 investigate, through</li> </ul>

	<p>demonstrate how organs or components of body systems in the human body work and interact with other components</p> <ul style="list-style-type: none"> <li>• 2.4 use appropriate science and technology vocabulary, in oral and written communication</li> <li>• 2.5 use a variety of forms to communicate with different audiences and for a variety of purposes</li> <li>• 3.1 identify major systems in the human body and describe their roles and interrelationships</li> <li>• 3.2 describe the basic structure and function of major organs in the respiratory, circulatory, and digestive systems</li> <li>• 3.3 identify interrelationships between body systems</li> <li>• 3.4 identify common diseases and the</li> </ul>					<p>experimentation, the characteristics of water and its uses</p> <ul style="list-style-type: none"> <li>• 2.4 investigate the stages of the water cycle, including evaporation, condensation, precipitation, and collection</li> <li>• 2.5 investigate water in the natural environment</li> <li>• 2.6 use appropriate science and technology vocabulary in oral and written communication</li> <li>• 2.7 use a variety of forms to communicate with different audiences and for a variety of purposes</li> </ul> <p>3.1 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,</p>
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	organs and/or body systems that they affect					<p>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>
Science - Yearlong						
Social Studies		<p><b>Learning Outcomes</b></p> <p>Roles, Responsibilities and Identity</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</p>	<p><b>Learning Outcomes</b></p> <p>B2.4 interpret and analyse information and data related to their investigations, using a variety of tools</p> <p>B2.6 communicate the results of their inquiries using appropriate vocabulary</p> <p>B3.4 demonstrate an understanding of the basic elements of a map when reading and constructing simple maps</p>		<p>B1.2 identify some services and service-related occupations in their community and describe how they meet people's needs, including their own needs</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>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>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>showing places that are significant to them</p> <p>B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units</p>			
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Social Studies - Yearlong						
Performing Arts						
PSPE	<b>PSPE</b>					
Visual Arts						
Mandarin						
Makerspace						