

# HORIZONTAL AND VERTICAL PLANNER 2022-2023

**Grade Level: P5**

Transdisciplinary Coordination	Performing Arts	Visual Arts	Maker Space	PSPE		Mandarin
Duration	Aug. – Sept. (6 Weeks)	Oct. – Nov. (6 weeks)	Nov. -Jan. (7 weeks)	Jan. – Mar. (6 weeks)	Mar. – Apr. (7 weeks)	Apr. - June (6 weeks)
Transdisciplinary THEME	<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>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>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	<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>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

Central idea:	<b>Personal, Social, and Emotional Changes/Well-being</b>  Changes during adolescence can affect our behavior and emotions.	<b>Media Literacy</b>  Media has the power to influence thinking and behavior	<b>Structures</b>  Structures affect our society and environment.	<b>Energy</b>  Energy exists in various forms and performs multiple functions in our modern world.	<b>Economies</b>  An economy functions based on its resources and environment.	<b>Ancient Civilization</b>  Ancient civilizations shape present day systems
Key concepts:	Form – What is it like?  Connection – How is it linked to other things?  Perspective – What are the points of view?	Causation – Why is it like it is?  Perspective – What are the points of view?  Responsibility – What are our obligations?	Function – How does it work?  Form – What is it like?  Causation – Why is it like it is?	Form - What is it like?  Change – How is it transforming?  Causation – Why is it like it is?	Responsibility – What are our obligations?  Function – How does it work?  Connection – How is it linked to other things?	Form – What is it like?  Function – How does it work?  Connection – How is it linked to other things?
Related concepts:	Growth, Behavior, Choices, Relationship	Media, Information, Influence	Properties, Pattern, Impact	Energy, Transformation, Storage, Consumption, Conservation	Needs, Wants, Goods and Services	Civilization, System
Lines of inquiry:	1. The physical, social and emotional changes that occur during adolescence.  2. Our choices affect our relationships with others.  3. Ways we can manage stress, changes and	1. Media can be used to persuade, inform or entertain.  2. Making safe choices while using media.  3. Media can be used to have a positive impact on others.	1. The form of a structure depends on its function.  2. Structures require strength and stability.  3. Structures can impact our modern world.	1. Forms of Energy.  2. How uses of energy affects energy consumption.  3. Ways we can improve energy conservation.	1. The needs and wants of societies.  2. Connections between resources and the environment.  3. Economic choices can have positive and negative effects.	1. Characteristics of civilizations.  2. Exploring ancient systems.  3. Connections between the past and present

	challenges during adolescence.					
Discipline focus:	PSPE, Science, Language, Math	Social Studies, Math, Media Literacy, Visual Arts, PSPE	Social Studies, Science, Math, Language	Social Studies, Math, Language, PSPE	Social Studies, Math, Language	Social Studies, Mandarin, Language, Math
Teacher questions & provocations	<p><b>Factual</b> What is stress and what are its main consequences?</p> <p><b>Conceptual</b> How can we cope with changes during adolescence?</p> <p><b>Debatable</b> Is adolescence the most challenging stage of life?</p>	<p><b>Factual</b> How can we stay safe online?</p> <p><b>Conceptual</b> What are our responsibilities when using or creating media?</p> <p><b>Debatable</b> Media is ever-present in our modern world, is this good or bad? Choose a side and explain why.</p>	<p><b>Factual</b> How can materials, and construction techniques add strength to structures?</p> <p><b>Conceptual</b> What defines a structure's usefulness for a society?</p> <p><b>Debatable</b> Why is it important to build structures in a sustainable way?</p>	<p><b>Factual</b> What are the different forms of energy?</p> <p><b>Conceptual</b> What role does energy play in our lives?</p> <p><b>Debatable</b> Must we need to reduce the amount of energy we consume?</p>	<p><b>Factual</b> What are the needs and wants of a society?</p> <p><b>Conceptual</b> How can we get wealthier, while also protecting the planet?</p> <p><b>Debatable</b> What's more important, our needs or what's best for our society.</p>	<p><b>Factual</b> What did ancient civilizations look like?</p> <p><b>Conceptual</b> How do hierarchies of ancient civilizations influence our modern-day world?</p> <p><b>Debatable</b> Have civilizations become better and more advanced over time or are we still dealing with the same problems?</p>
Approaches to Learning (ATLs)  (Transdisciplinary Skills)	<p>SM2.5.6 Work through change.</p> <p>SM2.3.3 Use strategies to reduce stress and anxiety.</p> <p>SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p>	<p>R2.8 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.</p> <p>C3.1 Understand the impact of media representations and modes of presentation.</p> <p>C3.2 Make informed choices about modes of communication based on audience.</p>	<p>C4.1.7 Document information and observations in a variety of ways.</p> <p>T1.1.5 Observe carefully in order to recognize problems.</p> <p>SM1.7 Use time effectively and appropriately.</p>	<p>T1.3.5 Propose and evaluate a variety of solutions.</p> <p>R1.2.5 Use all senses to find and notice relevant details.</p> <p>C2.2.3 Record information and observations by hand and through digital technologies.</p>	<p>T2.1.5 Practise "visible thinking" strategies and techniques.</p> <p>R1.2.4 Gather information from a variety of primary and secondary sources.</p> <p>C2.2.5 Organize information logically.</p>	<p>T3.4 Inquire in different contexts to gain different perspectives.</p> <p>R1.1.3 Ask or design relevant questions of interest that can be researched.</p> <p>C2.2.2 Paraphrase accurately and concisely.</p>
Learner Profile (reflective in all)	Caring Balanced	Risk-Taker Communicator	Inquirer Principled	Open-minded Reflective	Thinker Inquirer	Knowledgeable Communicator
Language	<p><b>Reading</b> 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 <b>literary texts such as a diary or journal</b></p> <p><b>Writing</b> 1.1 identify the topic, purpose, and audience for a variety of writing forms.</p>	<p><b>Reading</b> 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts. 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.</p> <p><b>Writing</b> 1.1 identify the topic, purpose, and audience for a variety of writing forms</p>	<p><b>Reading</b> 2.3 identify a variety of text features and explain how they help readers understand texts.</p> <p><b>Writing</b> 1.2 generate ideas about a potential topic using <b>a variety of strategies and resources</b>. 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.</p>	<p><b>Reading</b> <b>Understanding form and style</b> 2.3 identify a variety of text features and explain how they help readers understand texts</p> <p><b>Oral Communication</b> <b>Speaking to communicate</b> 2.1 identify a variety of purposes for speaking. 2.7 use a variety of appropriate visual aids to support or enhance oral presentations. <b>Media Literacy</b></p>	<p><b>Reading</b> <b>Understanding form and style</b> 2.2 recognize a variety of organizational patterns in <b>texts of different types</b> and explain how the patterns help readers understand the texts.</p> <p><b>Writing</b> <b>Developing &amp; organizing content</b> 1.2 generate ideas about a potential topic using <b>a variety of strategies and resources</b>.</p>	<p><b>Reading</b> 1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.</p> <p><b>Reading Fluency</b> 3.1 automatically read and understand <b>high-frequency words, most regularly used words, and words of personal interest or significance</b> in a variety of reading contexts 3.3 read appropriate texts at a <b>sufficient rate and with sufficient expression to convey the sense</b></p>

<p>2.4 use sentences of different lengths and structures.</p> <p><b>Punctuation</b></p> <p>3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: <b>the apostrophe to indicate possession, and quotation marks to indicate direct speech.</b></p> <p><b>Speaking</b></p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p> <p>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.</p> <p><b>Listening</b></p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: <b>prepositions; and conjunctions</b></p>	<p><b>Listening</b></p> <p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts</p> <p><b>Media Literacy</b></p> <p>1.1 identify the purpose and audience for a variety of media texts.</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.</p> <p>1.4 <b>explain</b> why different audiences might respond <b>differently to specific media texts.</b></p> <p>1.6 identify who produces various media texts and the reason for their production.</p> <p>2.1 identify elements and characteristics of some media forms.</p> <p>2.2 identify the conventions and techniques used in some familiar media forms and explain how they <b>help convey meaning.</b></p> <p><b>Grammar</b></p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: <b>common and proper nouns; verbs in the present tense; adjectives and adverbs</b></p>	<p>2.3 use <b>specific words and phrases</b> to create an intended impression.</p> <p>2.7 make revisions to improve the content, clarity, and interest of their written work, using <b>several types of strategies.</b></p> <p>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.</p> <p>3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies.</p> <p><b>Grammar</b></p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: <b>regular verbs in the past tense</b></p>	<p><b>Creating Media Texts</b></p> <p>3.1 describe in detail the topic, purpose, and audience for media texts they plan to create</p> <p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create</p> <p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create</p> <p>3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p><b>Grammar</b></p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: <b>Irregular verbs in the past tense.</b></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>1.5 identify and order main ideas and supporting details and group them into units that could be used to <b>develop a summary, using a variety of graphic organizers and organizational patterns</b></p> <p>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary</p> <p><b>Grammar</b></p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: <b>verbs in the future tense.</b></p>	<p><b>of the text readily to the reader and an audience.</b></p> <p><b>Writing:</b> 1.4 sort and classify ideas and information for their writing in a variety of ways.</p> <p><b>Writing: form &amp; style</b></p> <p>2.1 write more <b>complex texts</b> using a variety of forms.</p> <p><b>Listening to Understand</b></p> <p>1.1 identify purposes for listening in a variety of situations, formal and informal, and <b>set goals related to specific listening tasks.</b></p> <p><b>Grammar</b></p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: <b>common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions</b></p>
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**ORAL COMMUNICATION**

- 1.5 make inferences using stated and implied ideas in oral texts
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.
- 1.7 analyse oral texts and explain how specific elements in them contribute to meaning.
- 1.8 identify the point of view presented in oral texts and ask questions about possible bias.
- 1.9 identify the presentation strategies used in oral texts and analyse their effect on the audience.
- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.
  
- 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.
- 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.
- 1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives.
  
- 3. Reflecting on Oral Communication Skills and Strategies**
  - ✓ 3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
  - ✓ 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
  - ✓ 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus.

**WRITING**

- 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.
- 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features.
- 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
- 3.6 proofread and correct their writing using guidelines developed with peers and the teacher
- 3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
  
- 4. Reflecting on Writing Skills and Strategies**
  - 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
  - 4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help their development as writers
  - 4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice
  
- 4. Reflecting on Reading Skills and Strategies**
  - 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
  - 4.2 explain, in conversations with the teacher and peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

**MEDIA LITERACY**

- 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, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used.
- 1.6 identify who produces various media texts and the reason for their production.
  
- 4. Reflecting on Media Literacy Skills and Strategies**
  - 4.1 identify, initially with 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 help them improve as media viewers/ listeners/producers
  - 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

Mathematics

**NUMBER SENSE AND NUMERATION (8)**

Whole Numbers

**NUMBER SENSE AND NUMERATION (7)**

**GEOMETRY AND SPATIAL AWARENESS (7)**

**DATA MANAGEMENT & PROBABILITY (9)**

D1.1 describe the difference between

**NUMBER SENSE AND NUMERATION (9)**

**GEOMETRY AND SPATIAL AWARENESS (8)**

<p><b>B1.1</b> read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life.</p> <p><b>B1.2</b> compare and order whole numbers up to and including 10 000, in various contexts.</p> <p><b>B1.3</b> round whole numbers to the nearest ten, hundred, or thousand, in various contexts</p> <p><b>ADDITION &amp; SUBTRACTION</b></p> <p><b>B2.4</b> represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 10 000 and of decimal tenths, using appropriate tools and strategies, including algorithms.</p> <p><b>PATTERNING AND ALGEBRA</b></p> <p><b>PATTERNS</b></p> <p><b>C1.1</b> identify and describe repeating and growing patterns, including patterns found in real-life contexts.</p> <p><b>C1.2</b> create and translate repeating and growing patterns using various representations, including tables of values and graphs.</p> <p><b>C1.3</b> determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating and growing patterns.</p> <p><b>C1.4</b> create and describe patterns to illustrate relationship among whole numbers and decimal tenths.</p>	<p><b>Properties &amp; Relationships</b></p> <p><b>B2.1</b> use the properties of operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations</p> <p><b>Math Facts</b></p> <p><b>B2.2</b> recall and demonstrate multiplication facts for <math>1 \times 1</math> to <math>10 \times 10</math>, and related division facts</p> <p><b>Mental Math</b></p> <p><b>B2.3</b> use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used.</p> <p><b>MULTIPLICATION &amp; DIVISION</b></p> <p><b>B2.5</b> represent and solve problems involving the multiplication of two- or three-digit whole numbers by one-digit whole numbers and by 10, 100, and 1000, using appropriate tools, including arrays</p> <p><b>B2.6</b> represent and solve problems involving the division of two- or three digit whole numbers by one-digit whole numbers, expressing any remainder as a fraction when appropriate, using appropriate tools, including arrays</p> <p><b>B2.7</b> represent the relationship between the repeated addition of a unit fraction and the multiplication of that unit fraction by a whole number, using tools, drawings, and</p>	<p><b>E1.1</b> identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry.</p> <p><b>MEASUREMENT/ SHAPES AND SPACES</b></p> <p><b>METRIC SYSTEM</b></p> <p><b>E2.1</b> explain the relationships between grams and kilograms as metric units of mass, and between litres and millilitres as metric units of capacity, and use benchmarks for these units to estimate mass and capacity</p> <p><b>E2.2</b> use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity.</p> <p><b>TIME</b></p> <p><b>E2.3</b> solve problems involving elapsed time by applying the relationships between different units of time.</p> <p><b>ANGLES</b></p> <p><b>E2.4</b> identify angles and classify them as right, straight, acute, or obtuse.</p> <p><b>AREA</b></p> <p><b>E2.5</b> use the row and column structure of an array to measure the areas of rectangles and to show that the area of any rectangle can be found by multiplying its side lengths.</p> <p><b>E2.6</b> apply the formula for the area of a rectangle to find the unknown measurement when given two of the three.</p>	<p>qualitative and quantitative data, and describe situations where each would be used.</p> <p><b>D1.2</b> collect data from different primary and secondary sources to answer questions of interest that involve comparing two or more sets of data and organize the data in frequency tables and stem-and-leaf plots.</p> <p><b>D1.3</b> select from among a variety of graphs, including multiple-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs</p> <p><b>D1.4</b> create an infographic about a data set, representing the data in appropriate ways, including in frequency tables, stem-and-leaf plots, and multiple-bar graphs, and incorporating any other relevant information that helps to tell a story about the data</p> <p><b>D1.5</b> determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data .</p> <p><b>D1.6</b> analyse different sets of data presented in various ways, including in stem-and-leaf plots and multiple-bar-graphs, by asking and answering questions about the data and drawing</p>	<p><b>Fractions</b></p> <p><b>B1.4</b> represent fractions from halves to tenths using drawings, tools, and standard fractional notation, and explain the meanings of the denominator and the numerator</p> <p><b>B1.5</b> use drawings and models to represent, compare, and order fractions representing the individual portions that result from two different fair-share scenarios involving any combination of 2, 3, 4, 5, 6, 8, and 10 sharers</p> <p><b>Fractions &amp; Decimals</b></p> <p><b>B1.6</b> count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools</p> <p><b>B1.7</b> read, represent, compare, and order decimal tenths, in various contexts</p> <p><b>B1.8</b> round decimal numbers to the nearest whole number, in various contexts</p> <p><b>B1.9</b> describe relationships and show equivalences among fractions and decimal tenths, in various contexts</p> <p><b>FINANCIAL LITERACY</b></p> <p><b>F1.1</b> identify the various methods of payment that can be used to purchase goods and services.</p> <p><b>F1.2</b> estimate and calculate the cost of transactions involving multiple items priced in whole amounts, and the amount of change needed when payment is made in cash, using mental math.</p> <p><b>Consumer awareness</b></p>	<p><b>E1.2</b> plot and read coordinates on the first quadrant of a Cartesian plane, and describe the translations that move a point from one coordinate to another.</p> <p><b>E1.3</b> describe and perform translations and reflections on a grid, and predict the results of these transformations.</p> <p><b>PATTERNING AND ALGEBRA</b></p> <p><b>CODING SKILLS</b></p> <p><b>C3.1</b> solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, repeating, and nested events.</p> <p><b>C3.2</b> read and alter existing code, including code that involves sequential, concurrent repeating and nested events, and describe how changes to the code affect the outcomes.</p> <p><b>PATTERNING AND ALGEBRA</b></p> <p><b>EQUATIONS</b></p> <p><b>C2.2</b> solve equations that involve whole numbers up to 50 in various contexts and verify solutions.</p> <p><b>C2.3</b> solve inequalities that involve addition and subtraction of whole numbers up to 20, and verify and graph the solutions.</p> <p><b>FINANCIAL LITERACY</b></p> <p><b>F1.3</b> explain the concepts of spending, saving, earning, investing, and donating, and identify key factors to consider when making basic decisions related to each.</p>
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		<p>standard fractional notation</p> <p><b>B2.8</b> show simple multiplicative relationships involving whole-number rates, using various tools and drawings.</p>		<p>conclusions, then make convincing arguments and informed decisions.</p> <p><b>D2.</b> Describe the likelihood that events will happen, and use that information to make predictions.</p> <p><b>D2.1</b> use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, represent this likelihood on a probability line, and use it to make predictions and informed decisions.</p> <p><b>D2.2</b> make and test predictions about the likelihood that the mean, median, and mode (s) of a data set will be the same for data collected from different populations.</p>	<p><b>F1.5</b> describe some ways of determining whether something is reasonably priced and therefore a good purchase.</p>	<p><b>F1.4</b> explain the relationship between spending and saving, and describe how spending and saving behaviours may differ from one person to another.</p>
<p>Mathematics - Yearlong</p>						

<p>Science</p>	<p><b>Understanding life systems</b></p> <p>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 (1)</p> <p>1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans. (2)</p>	<p><b>Understanding structures and mechanism</b></p> <p>2.6 use a variety of forms to communicate with different audiences and for a variety of purposes (3)</p> <p><b>PSPE</b></p> <p>Personal safety</p> <p>D1.2</p> <p>Identify risk associated with the use of communications technology, including internet use, texting and gaming. (2)</p> <p>D1.3 describe different types of bullying abuse, and other non-consensual behavior, including cyberbullying, and identify the impacts they can have and appropriate ways of responding. (2)</p> <p>D2.2 apply a decision-making process to assess risks and make safe decisions in a variety of situations. (2)</p>	<p><b>Understanding structures and mechanism</b></p> <p>2.2 investigate, through experimentation, how various materials, and construction techniques can be used to add strengths to structures. (3)</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. (3)</p> <p>3.1 define a structure as a supporting framework, with a definite size, shape, and purpose, that holds a load. (2)</p> <p>3.3 identify the strength of a structure as its ability to support a load (2)</p> <p>3.5 identify properties of materials that need to be considered when building structures. (1)</p> <p>3.6 describe ways in which the strength of different materials can be altered. (1)</p>			
<p>Science - Yearlong</p>						
<p>Social Studies</p>				<p><b>Roles and Responsibilities</b></p> <p>A1.4 describe the impact that people can have on each other in some different situations and some of the ways in which interactions between people can affect a person's sense of self (3)</p> <p><b>Roles, Responsibility and Identity</b></p> <p>A2.1 formulate questions to guide</p>	<p><b>Balancing Human Needs and Environmental Stewardship</b></p> <p>B2.1 formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions (1)</p> <p>B2.2</p>	<p><b>Past and Present Societies</b></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</p>

				<p>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 (3)</p> <p>A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them. (1)</p> <p>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools (1)</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 (3)</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary (2)</p>	<p>gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions (2)</p> <p>B2.5 evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship (2)</p> <p><b>Variations and Global Communities</b> B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs (3)</p> <p>B1.3 demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or unsustainable actions (2)</p>	<p>relationship with the environment, and describe some key similarities and differences in environmental practices between these societies and present-day.</p> <p><b>Characteristics of Early Societies</b> A3.1 identify the location of some different early societies on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps</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>
Social Studies - Yearlong						
PSPE/Social Emotional	<p><b>PSPE</b> Human Development and Sexual Health</p> <p>D1.5 describe the physical changes that occur at puberty and the emotional and social impacts that may result from these changes.</p>			<p><b>Positive Motivation and Perseverance*</b></p> <p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences, in order to promote a sense of optimism and hope.</p>		

	<p>D2.4 demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty.</p>			<p><b>Self-Awareness and Sense of Identity*</b></p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences, in order to support the development of a sense of identity and a sense of belonging.</p>		
<p>Social-emotional learning outcomes</p>	<p><b>Identification and Management og Emotions</b></p> <p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p><b>Stress Management and Coping*</b></p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help seeking behaviours, as they participate in learning experiences, in order to support the development of personal resilience.</p> <p><b>Healthy Relationships*</b></p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p>					