

HORIZONTAL AND VERTICAL PLANNER 2024-2025

Grade Level: P2

Duration	August 19- Oct 11	October 14-Nov22	November 25-Jan 24	February 10-Mar21	March 24-May 9	May 12-June 20
Transdisciplinary	Makerspace	Mandarin	PSPE	Performing Arts	Visual Arts	
Transdisciplinary Theme	<p><i>Where We are in Place and Time</i></p> <p>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>Who We Are</i></p> <p>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>How we Express Ourselves</i></p> <p>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></p> <p>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>Sharing the Planet</i></p> <p>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><i>How We Organize Ourselves</i></p> <p>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>
Central idea:	<p>Simple Machines</p> <p>People use simple machines to help improve everyday life.</p>	<p>Roles & Responsibilities</p> <p>The functioning of a community depends on people's actions.</p>	<p>Celebrations & Traditions</p> <p>Celebrations can express the traditions of a culture.</p>	<p>Properties of Matter</p> <p>Matter exists in different forms and can change.</p>	<p>Animal Growth & Survival</p> <p>Changes in the environment can affect animal growth and survival.</p>	<p>Structures & Needs</p> <p>Cities around the world create structures to meet the needs of the community.</p>

Key concepts:	<p>Function - How does it work?</p> <p>Causation - Why is it as it is?</p> <p>Change - How is it transforming?</p>	<p>Function - How does it work?)</p> <p>Responsibility - What are our obligations?</p> <p>Connection - How is it linked to other things?</p>	<p>Form – What is it like?</p> <p>Perspective - What are the points of view?</p> <p>Connection - How is it linked to other things?</p>	<p>Form - What is it like?</p> <p>Change – How is it transforming?</p> <p>Causation – Why is it like it is?</p>	<p>Change - How is it transforming?</p> <p>Causation - Why is it as it is?</p> <p>Responsibility (What are our obligations?)</p>	<p>Form - What is it like?</p> <p>Connection (How is it linked to other things)</p> <p>Perspective (What are the points of view?)</p>
Related Concepts:	Movement, Design, Technology	Community, responsibilities, consequences	Traditions, Culture, Beliefs, Values	Matter, Change, Properties	Change, survival, growth	Structures, community, organization
Lines of Inquiry:	<p>Types of simple machines and how they work.</p> <p>How we use simple machines in complex machines.</p> <p>How simple machines changed</p>	<p>1.How a community functions.</p> <p>2.The responsibilities of community members.</p> <p>3.How the actions of people affect a community.</p>	<p>1. Traditions and celebrations.</p> <p>2. Differences between celebrations and traditions around the world.</p> <p>3. Sharing our cultures and traditions to foster international mindedness.</p>	<p>1. Properties of matter.</p> <p>2. How matter can change.</p> <p>3. Using matter in different ways.</p>	<p>1.Changes in the environment that affect animals.</p> <p>2.Reasons why animals are endangered.</p> <p>3. Actions people can take to help animals.</p>	<p>1. The form of a city.</p> <p>2.Similarities and differences between cities.</p> <p>3. Cities meets the needs of the community.</p>

	the way people move.					
Discipline focus:	Language Science Math	Social Studies Language PSPE	Social Studies Language Math	Science Language Math	Science Language Math	Social Studies Math Language
Teacher questions and provocations	<p>What is a simple machine? How do machines work?</p> <p>Why do people use simple machines?</p> <p>How simple machines have changed transportation?</p>	<p>What makes a community?</p> <p>What is a community and how does a community work?</p> <p>What are the responsibilities of community members?</p> <p>What happens if people do not keep to their responsibilities?</p> <p>How do you be a good citizen?</p>	<p>What is a tradition?</p> <p>Why do people celebrate?</p> <p>What are some similarities among celebrations?</p> <p>What are some differences between celebrations?</p>	<p>What are solids, liquids and gases?</p> <p>How can materials be changed?</p> <p>What are the properties of solids, liquids and gas?</p> <p>How do the properties of matter help decide what they can be used for?</p>	<p>How do changes in the environment occur?</p> <p>How do changes in the environment affect animals?</p> <p>Why do some animals become endangered?</p> <p>What can we do to help animals?</p>	<p>What is a city?</p> <p>How are cities the same?</p> <p>How are cities different?</p> <p>What are the ways cities can give people what they need?</p>
Approaches to Learning (ATLs)	<p>C1.1.6 Listen actively and respectfully while others speak.</p> <p>SS1.2.4 Be aware of own and others' impact as a member of a learning group.</p>	<p>SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p> <p>SS1.2.5 Be aware of own and others' emotions</p>	<p>C1.2.4 Be aware of cultural differences when providing and interpreting communication.</p> <p>C2.2.5 Organize information logically.</p>	<p>R1.1.3 Ask or design relevant questions of interest that can be researched.</p> <p>SM1.7 Use time effectively and appropriately.</p> <p>T1.3.3 Draw Conclusions and generalizations</p>	<p>SM1.12 Take on and complete tasks as agreed.</p> <p>T1.1.5 Observe carefully in order to recognize problems.</p> <p>C1.3.4 Speak and express ideas clearly and</p>	<p>SS1.1.12 Take on a variety of roles in group learning.</p> <p>T1.1.8 Use models and simulations to explore complex systems and issues.</p>

	SM2.5.6 Work through change.	SM2.1.3 Use strategies to support concentration and overcome distractions.	T2.1.5 Practise “visible thinking” strategies and techniques		logically in small and large groups.	R1.4.5 Present information in a variety of formats and platforms.
Learner Profile Attributes	Principled Thinker	Risk Taker Communicator	Open minded Reflective	Knowledgeable Inquirer	Caring Communicator	Balanced Inquirer

<p>Language</p>	<p>Oral Communication: <u>Listening</u></p> <p>Oral Communication: Listening to Understand</p> <p>1.1 identify purposes for listening in a few different situations, formal and informal</p> <p>1.2 demonstrate an understanding of appropriate listening behavior by using active listening strategies in a few different situations</p> <p>1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction</p> <p>Reading</p>	<p>Oral Communication: <u>Speaking</u> Speaking to Communicate</p> <p>2.1 identify a few purposes for speaking</p> <p>2.2 demonstrate an understanding of appropriate speaking behavior in a few different situations, including paired sharing and small- and large group discussions</p> <p>Reading for Meaning</p> <p>1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction</p> <p><u>Writing</u></p> <p>Using knowledge of form and style in writing</p> <p>2.1 write short texts using a few simple forms</p> <p>2.3 use familiar words and phrases to convey a clear meaning</p>	<p><u>Reading</u> Demonstrating Understanding</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea.</p> <p>Writing</p> <p>Developing and Organizing Content</p> <p>1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction</p> <p>1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p>	<p><u>Media Literacy</u></p> <p>Understanding Media Texts</p> <p>1.1 identify the purpose and intended audience of some simple media texts.</p> <p>1.3 express personal thoughts and feelings about some simple media works</p> <p><u>Reading</u> Understanding form and style</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 (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts</p> <p>2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts</p> <p>Grammar</p>	<p>Media Literacy</p> <p>Understanding Media Forms, Conventions, and Techniques</p> <p>2.1 identify some of the elements and characteristics of a few simple media forms.</p> <p>2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms</p> <p>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</p>	<p>Oral Communication: Listening to Understand</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</p> <p>Reading with fluency</p> <p>3.1 Automatically read and understand some high frequency word, and words of personal interest or significance in a variety of reading contexts.</p> <p>3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader</p> <p><u>Writing</u></p> <p>Using knowledge of form and style in writing Voice</p> <p>2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience</p>
------------------------	---	--	--	---	--	--

	<p>1.1 read a few different types of literary texts</p> <p>1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes</p> <p>Understanding form and style</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</p> <p>Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of:</p> <p>Pronouns Verb to BE Nouns for occupations</p> <p>Capital and Lower case letter Full stop</p>	<p>2.4 write simple but complete sentences that make sense</p> <p>Punctuation</p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end</p> <p>Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of:</p> <p>Common and proper nouns Action verbs Verbs- Third person</p> <p>Full stop Finger space Capital letters</p>	<p>1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers and simple organizational patterns</p> <p>1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose</p> <p>Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of:</p> <p>Adjectives of appearance Proper adjectives Auxiliary verbs</p>	<p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of:</p> <p>Verbs Descriptive Adjectives</p> <p>Comparative and Superlatives</p> <p>Questions</p> <p>Punctuation (? ! “ ”)</p>	<p>chosen for a media text they plan to create.</p> <p>3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p>Speaking to Communicate</p> <p>2.3 communicate ideas and information orally in a clear, coherent manner</p> <p>2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience</p> <p>Descriptive Adjectives Imperatives</p>	<p>2.7 make simple revisions to improve the content, clarity and interests of their writer work using a few simple strategies.</p> <p>Producing Drafts</p> <p>2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations</p> <p>Producing Finished Works</p> <p>3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations</p> <p>Grammar</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of:</p> <p>Prepositions of place</p>
--	--	---	---	---	---	--

	Finger Space					
--	--------------	--	--	--	--	--

<p>Language - Yearlong</p>	<p>ORAL COMMUNICATION</p> <p>1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions.</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>1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction.</p> <p>1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker. 1.8 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience.</p> <p>1.9 Identify some of the presentation strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behavior in a few different situations, including paired sharing and small- and large group discussions.</p> <p>2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately 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 one or more appropriate visual aids to support or enhance oral presentations</p> <p>3. Reflecting on Oral Communication Skills and Strategies</p> <p>3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking.</p> <p>3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.</p> <p>READING</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>					

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

1.7 identify the main idea and a few elements of texts, initially with support and direction

1.8 express personal thoughts and feelings about what has been read

1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective

4. Reflecting on Reading Skills and Strategies

4.1 identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading.

4.2 explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.

WRITING

2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic.

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.

3.1 spell some high-frequency words correctly.

3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationship, word structures, and word meanings.

3.3 confirm spellings and word meanings or word choice using one or two resources.

3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference.

3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout.

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

✗ 4.3 select pieces of writing they think show their best work and explain the reasons for their selection

MEDIA LITERACY

1.2 identify overt and implied messages in simple media texts.

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.
 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.

4. Reflecting on Media Literacy Skills and Strategies

X 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts Teacher prompts: “How

X 4.2 begin to 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-Standalone

Whole Number

B1.1 read and represent whole numbers up to and including 50 and describe various ways they are used in everyday life.

B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts.

B1.3 compare and order whole numbers up to and including 50, in various contexts

B1.4 estimate the number of objects in collections of up

Addition and Subtraction

B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Multiplication

B2.5 represent and solve equal-group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings

Fractions

B1.6 use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2

	<p>to 50, and verify their estimates by counting</p> <p>B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies</p> <p>Addition and Subtraction</p> <p>B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations</p> <p>B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts</p> <p>B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50</p>		<p>B1.7 recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts</p> <p>B1.8 use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10</p>			
--	--	--	---	--	--	--

Mathematics		<p>Patterning and Algebra Patterns and Relationships</p> <p>C1.1 identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts</p> <p>C1.2 create and translate patterns using movements, sounds, objects, shapes, letters, and numbers</p> <p>C1.3 determine pattern rules and use them to</p>	<p>Measurement Time</p> <p>E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons</p>	<p>Measurement Attributes,</p> <p>E2.1 identify measurable attributes of two-dimensional shapes and three-dimensional objects, including length, area, mass, capacity, and angle</p> <p>E2.2 compare several everyday objects and order them according to length, area, mass, and capacity</p>	<p>Data Management and Probability Collection and Organization of Data</p> <p>D1.1 Sort sets of data about people or things according to one attribute, and describe rules used for sorting</p> <p>D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables</p>	<p>Geometry and Spatial sense Geometric Properties</p> <p>E1.1 sort three-dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used</p> <p>E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects</p> <p>E1.3 construct and describe two-dimensional shapes and</p>

		<p>extend patterns, make and justify predictions, and identify missing elements in patterns</p> <p>C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not</p> <p>C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts</p> <p>Coding</p> <p>C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events</p> <p>C3.2 read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes</p>		<p>Financial Literacy</p> <p>F1.1 identify the various coins up to 50¢ and bills up to 50, and compare their values</p>	<p>Data Visualization</p> <p>D1.3 display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels.</p> <p>Data analysis</p> <p>D1.4 Order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs</p> <p>D1.5 Analyze different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</p> <p>Probability</p> <p>D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make</p>	<p>three- dimensional objects that have matching halves</p> <p>Location and Movement</p> <p>E1.4 describe the relative locations of objects or people, using positional language</p> <p>E1.5 give and follow directions for moving from one location to another</p>
--	--	--	--	---	--	--

					<p>predictions and informed decisions</p> <p>D2.2 make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size</p>	
Science		<p>Understanding Structures and Mechanisms Developing investigation and communication skills</p> <p>2.2 investigate and describe different kinds of movement</p> <p>2.3 investigate the structure and function of simple machines</p> <p>2.4 use technological problem-solving skills, and knowledge and skills acquired from previous investigations, to design, build, and test a mechanism that includes one or more simple machines</p> <p>Understanding basic concepts</p> <p>3.3 identify the six basic types of simple</p>		<p>Understanding Matter and Energy Understanding basic concepts</p> <p>3.1 identify matter as everything that has mass and occupies space.</p> <p>3.2 Identify properties as solid, liquid and gas.</p> <p>Developing investigation and communication skills</p> <p>2.3 use scientific inquiry/experimentation skills to investigate changes of state and changes in matter.</p> <p>Understanding basic concepts</p> <p>3.3 describe the characteristics of liquid water and solid water, and</p>	<p>Understanding Life Systems Relating science and technology to society and the environment</p> <p>1.2 identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening</p> <p>Understanding basic Concepts</p> <p>3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life</p> <p>Understanding basic Concepts</p>	

		<p>machines – lever; inclined plane; pulley; wheel and axle, including gear; screw; and wedge – and give examples of ways in which each is used in daily life to make tasks easier</p> <p>3.5 identify simple machines used in devices that move people</p>		<p>identify the conditions that cause changes from one to the other.</p> <p>2.6 use appropriate science and technology vocabulary in oral and written communication.</p>	<p>3.10 identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced</p> <p>Relating science and technology to society and the environment</p> <p>1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans</p> <p>Developing investigation and communication skills</p> <p>2.6 use scientific inquiry/research skills, and knowledge acquired from previous investigations, to investigate the basic needs, characteristics, behavior, and adaptations of an animal of their choice</p>	
<p>Science - Yearlong</p>	<p>Developing investigation and communication skills</p> <p>2.6 use appropriate science and technology vocabulary in oral and written communication</p> <p>2.7 use a variety of forms to communicate with different audiences and for a variety of purposes</p> <p>Developing investigation and communication skills</p> <p>2.1 follow established safety procedures for working with heating appliances and hot materials</p> <p>Developing investigation and communication skills</p> <p>2.1 follow established safety procedures during science and technology investigations</p>					

<p>Social Studies</p>		<p>Heritage and Identity</p> <p>Roles and Responsibilities</p> <p>A1.1 describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times</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>Roles, Relationships and Respect</p> <p>A3.1 describe some of their own roles, relationships, and responsibilities</p> <p>A3.2 identify some of the significant people, places, and things in their life, including their life in the community and describe their</p>	<p>Heritage and Identity Past and Present Traditions</p> <p>A2.1 formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and the communities to which they belong</p> <p>A2.2 gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary and formats</p> <p>Tradition and Heritage</p> <p>A3.4 describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities</p>			<p>People and the Environment</p> <p>Local Community</p> <p>B3. Understanding Context: describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance</p> <p>Variations and Global Communities</p> <p>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</p> <p>Physical Features and Communities</p> <p>B3.6 identify basic human needs, and describe some ways in which people in communities around the world meet these needs</p> <p>Elements of the Local Community</p> <p>B3.3 describe the location of some</p>
------------------------------	--	--	--	--	--	--

		<p>purpose or the role they have</p> <p>A3.4 identify some elements of respectful behaviour that they can practise in their everyday life and/or that other people practice</p> <p>Resources</p> <p>https://jr.brainpop.com/socialstudies/communities/school/</p>	<p>A3.5 demonstrate an understanding of simple chronology by identifying and organizing chronologically some important events and people from multiple generations in their family and/or community</p>			<p>significant places in their community, using relative location</p> <p>B3.4 demonstrate an understanding of the basic elements of a map when reading and constructing</p>
Social Studies - Yearlong	<p><u>Inquiry, past and present traditions</u></p> <p>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p>					
Social-Emotional	<p>Identification and Management of Emotions*</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>Healthy Relationships*</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>	<p>Self-Awareness and Sense of Identity*</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>Stress Management and Coping*</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviors, as they participate in learning experiences, in order to support the development of personal resilience.</p>	<p>Positive Motivation and Perseverance*</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>	

--	--	--	--	--	--	--