

HORIZONTAL AND VERTICAL PLANNER
2024 – 2025

Grade Level: Primary 4

	Recount		Rese Rep	Pers	sc re	
Duration	19 th Aug.-11 th Oct.	12th May-20th June	25 th Nov.-24 th Jan.	10 th Febr.-21 st Mar.	24 th Mar.-9 th May	14th Oct.-22nd Nov.
	informational text	science experiment report Informational text	persuasive writing	energy audit report/case study	narrative-biography	science report/instructional writing-planting a seed
Transdisciplinary	VA	MS		PSPE	PA	MAN
Transdisciplinary Theme	Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human	Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution
Central Idea:	Rights & Responsibilities Children worldwide have rights and responsibilities that should be protected.	Light and Sound Light and sound help us experience our world.	Media Literacy We use media to connect and communicate with others.	Energy Energy can be changed, and used in various ways.	Writing We can express our feelings, beliefs, and values through writing.	Needs & Characteristics of Plants & Animals Plants and animals have specific adaptations to help them survive in their environment.

Key Concepts:	<p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</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>	<p>Form – What is it like?</p> <p>Responsibility- What are our obligations?</p> <p>Function – How does it work?</p>	<p>Form – What is it like?</p> <p>Change – How is it transforming?</p> <p>Responsibility – What are our obligations?</p>	<p>Form – What is it like?</p> <p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p>	<p>Causation – Why is it like it is?</p> <p>Change – How is it transforming?</p> <p>Responsibility – What are our obligations?</p>
Related Concepts:	Rights, Responsibilities, Equality	Properties Manipulation Waves	Social Media Expression, Conventions, Techniques	Sustainability, Properties	Voice, Text Structure, Conventions	Characteristics, Needs, Living things
Lines of Inquiry:	<p>1. Rights and responsibilities of children.</p> <p>2. Children's roles in their community.</p> <p>3. How we protect ourselves.</p>	<p>1. Properties of light and sound</p> <p>2. How light and sound works</p> <p>3. Using light and sound to help others.</p>	<p>1. Media forms and techniques.</p> <p>2. Responsible use of social media.</p> <p>3. Use media techniques to communicate.</p>	<p>1. Different energy sources. (Renewable and non-renewable)</p> <p>2. Uses of energy.</p> <p>3. Sustainable energy practices.</p>	<p>1. Structural features of texts.</p> <p>2. Purposes of different texts.</p> <p>3. Sharing our experiences through writing.</p>	<p>1. Characteristics of plants and animals.</p> <p>2. How plants adapt to suit their environment.</p> <p>3. What can be done to help plants and animals survive.</p>
Discipline focus:	SS Lang Math	Science Math Lang Man	Media Lit SS Math	Si PSPE MS Lang	Lang SS PA	Scie Lang Math VA
Teacher questions & provocations	<p>What are your roles at XLIS, at home, etc.?</p> <p>What are your responsibilities at XLIS, at home?</p> <p>What rights do you have as a child at home, a student at school?</p> <p>Who keeps you safe and how?</p>	<p>What is light and sound?</p> <p>What are the properties of light and sound?</p> <p>How does light and sound work?</p> <p>How can light and sound help others?</p>	<p>What is media?</p> <p>What are the different forms of media?</p> <p>What techniques we use in media to communicate?</p>	<p>How do we use energy?</p> <p>What are the ways energy could be saved?</p> <p>How does the way we use energy impact us and our planet?</p>	<p>Why did the author choose this type of story ? What are some details the author uses to develop and support the story?</p> <p>How is the story structured (beginning, middle, end)? What patterns do you notice in the story?</p>	<p>What are the basic needs of plants and animals?</p> <p>How are these needs met?</p> <p>How might plants/animals adapt/change in order to survive?</p>

Approaches to Learning (ATLs)	<p>Social Skills SS1.1.5 Be respectful to others. SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.</p> <p>Communication Skills C1.1.6 Listen actively and respectfully while others speak.</p>	<p>Research Skills R1.2.4 Gather information from a variety of primary and secondary sources. R1.3.3 Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams.</p> <p>Communication Skills C2.1.2 Read critically and for comprehension.</p>	<p>Self-Management Skills SM2.3.2 Use strategies to prevent and eliminate bullying.</p> <p>SM2.3.4 Manage anger and resolve conflict.</p> <p>Communication Skills C1.2.2 Understand the ways in which images and language interact to convey ideas.</p>	<p>Thinking Skills T3.7 Combine knowledge, conceptual understandings and skills to create products or solutions.</p> <p>Social Skills SS1.1.9 Build consensus and negotiate effectively.</p> <p>SS1.1.12 Take on a variety of roles in group learning.</p>	<p>Communication Skills C2.2.1 Use appropriate forms of writing for different purposes and audiences.</p> <p>C2.2.5 Organize information logically.</p> <p>Thinking Skills T2.2.7 Consider multiple alternatives, including those that might be unlikely or impossible.</p>	<p>Research Skills R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p>R1.4.4 Draw conclusions from relationships and patterns that emerge from data.</p> <p>Thinking Skills T3.6 Transfer conceptual understandings across transdisciplinary themes and subjects.</p>
Learner Profile Attributes	Caring, Open minded	Thinker, Risk takers	Communicator, Reflective	Principled, Balanced	Communicator, Reflective	Inquirer, Knowledgeable
Assessable Language	<p>ORAL COMMUNICATION READING</p> <p>1.1 read a variety of literary texts, graphic texts, and informational texts. 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes.</p> <p>3.1 automatically read and understand most high-frequency</p>	<p>ORAL COMMUNICATION</p> <p>1. Listening to Understand 1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks.</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by using</p>	<p>ORAL COMMUNICATION</p> <p>2.1 identify a variety of purposes for speaking.</p> <p>2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence.</p> <p>Media Literacy</p>	<p>ORAL COMMUNICATION</p> <p>2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience.</p> <p>2.7 use a variety of appropriate visual aids</p>	<p>ORAL COMMUNICATION</p> <p>READING</p> <p>2. Understanding Form and Style</p> <p>2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story, graphic texts such as a comic book, and informational texts</p>	<p>ORAL COMMUNICATION</p> <p>READING</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>1.4 demonstrate understanding of a variety of texts by identifying important</p>

	<p>words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts.</p> <p>3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: • semantic (meaning) cues; • syntactic (language structure) cues; • graphophonic (phonological and graphic) cues.</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles, the possessive pronouns my, mine, your, yours, his, her, hers, its.</p> <p>WRITING</p> <p>1.5 identify and order main ideas</p>	<p>active listening strategies in</p> <p>order to contribute meaningfully and work constructively in groups.</p> <p>1.3 identify a variety of listening comprehension strategies and use them appropriately 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 a variety of oral texts by identifying important information or ideas and some supporting details.</p> <p>READING</p> <p>3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience.</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a</p>	<p>1. Understanding Media Texts</p> <p>1.1 identify the purpose and intended audience of some media texts.</p> <p>1.3 express personal opinions about ideas presented in media texts.</p> <p>1.4 describe how different audiences might respond to specific media texts.</p> <p>2. Understanding Media Forms, Conventions, and Techniques</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 help convey meaning.</p>	<p>to support or enhance oral presentations.</p> <p>READING</p> <p>2.2 recognize a few organizational patterns in texts of different types and explain how the patterns help readers understand the texts.</p> <p>2.3 identify a variety of text features and explain how they help readers understand texts.</p> <p>2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: adjectives</p> <p>WRITING</p> <p>2.2 establish a personal voice in their</p>	<p>such as a nature magazine.</p> <p>WRITING</p> <p>1.1 identify the topic, purpose, audience, and form for writing.</p> <p>1.2 generate ideas about a potential topic, using a variety of strategies and resources.</p> <p>1.3 gather information to support ideas for writing 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.</p> <p>2.1 write short texts using a variety of forms,</p> <p>2.4 vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences.</p>	<p>ideas and some supporting details.</p> <p>WRITING</p> <p>2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies.</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>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: verbs in the present tense.</p>
--	---	--	--	---	---	--

	<p>and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers and organizational patterns.</p> <p>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary.</p>	<p>focus on the use of: simple past tense.</p> <p>WRITING</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>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 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>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: question words.</p>	<p>writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience.</p> <p>2.3 use words and phrases that will help convey their meaning as specifically as possible.</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: adjectives.</p>	<p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences.</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: adverbs. (we can do adjectives- for narrative writing students will use a lot of adjectives for characters traits)</p>	
--	--	--	--	---	---	--

Language - Yearlong						
Mathematics - Reported	<p>Financial Literacy</p> <p>F1.1 estimate and calculate the change required for various simple cash transactions involving whole amounts and amounts of less than one</p>	<p>Properties and Relationships</p> <p>B2.1 use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations.</p> <p>B2.2 recall and demonstrate multiplication facts of 2,5, and 10, and related division facts .</p> <p>Properties and Relationships</p> <p>B2.6 represent multiplication of numbers up to 10x10 and division up to 100/10, using a variety of tools and drawings, including arrays</p> <p>B2.7 represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third,</p>	<p>Data Collection and Organization</p> <p>D1.1 sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, Including Venn, Carroll, and tree diagrams, as appropriate</p> <p>D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables</p> <p>Data Visualization</p> <p>D1.3 display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales</p> <p>Data Analysis</p>	<p>Geometry</p> <p>E1.1 sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles</p> <p>E1.2 compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain</p> <p>E1.3 identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent</p> <p>Measurement (Area)</p> <p>E2.7 compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and</p>	<p>Measurement</p> <p>E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter</p> <p>E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths</p> <p>E2.3 use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy</p> <p>E2.4 compare, estimate, and measure the mass of various objects, using a pan balance and nonstandard units.</p> <p>E2.5 use various units of different sizes to</p>	<p>Probability</p> <p>C1.1 identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts</p> <p>C1.2 create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values</p> <p>C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations</p> <p>C1.4 create and describe patterns to illustrate relationships among whole numbers up to 1000</p>

		using tools and drawings	<p>D1.4 determine the mean 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>D1.5 analyse different data sets presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</p> <p>Location and Movement</p> <p>E1.4 give and follow multistep instructions involving movement from one location to another, including distances and half- and quarter-turns</p>	<p>demonstrate that different shapes can have the same area</p> <p>E2.8 use appropriate nonstandard units to measure area, and explain the effect that gaps and overlaps have on accuracy</p> <p>E2.9 use square centimetres (cm²) and square metres (m²) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides</p> <p>Variables</p> <p>C2.1 describe how variables are used, and use them in various contexts as appropriate</p>	<p>measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same</p> <p>E2.6 use analog and digital clocks and timers to tell time in hours, minutes, and seconds</p> <p>B2.9 use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems (haven't been taught)</p>	<p>D2.1 use mathematical language, including the terms "impossible", "unlikely", "equally likely", "likely", and "certain", to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions</p> <p>D2.2 make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations</p>
Math Stand-alone	Number (SA) B1.1 read, represent, compose, and decompose whole numbers up to	Fractions and operations (SA) B1.6 use drawings to represent, solve, and	Equalities and Inequalities C2.2 determine whether			

	<p>and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life.</p> <p>B1.2 compare and order whole numbers up to and including 1000, in various contexts</p> <p>B1.4 count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies</p> <p>B1.5 use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials</p> <p>B2.4 demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract</p> <p>B2.5 represent and solve problems involving the</p>	<p>compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6, 8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts</p> <p>B1.7 represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths.</p> <p>B2.8 represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings and standard fractional notation.</p>	<p>given sets of addition, subtraction, multiplication, and division expressions are equivalent or not</p> <p>C2.3 identify and use equivalent relationships for whole numbers up to 1000, in various contexts</p>			
--	--	---	--	--	--	--

	addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms					
Mathematics - Yearlong						
Science		<p>Specific expectations: Relating science and technology to society and the environment:</p> <p>1.1 assess the impacts on personal safety of devices that apply the properties of light and/or sound, and propose ways of using these devices to make our daily activities safer</p> <p>1.2 assess the impacts on society and the environment of light and/or sound energy produced by different technologies, taking different perspectives into account</p> <p>Developing investigation and communication skills:</p>		<p>1.1 describe their own and their family's uses of energy, identify ways in which these uses are efficient or wasteful, taking different points of view into consideration, suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices</p> <p>1.2 describe how the everyday lives of different people and other living things would be affected if electrical energy were no longer available</p> <p>3.4 identify everyday uses of various sources of energy</p> <p>3.5 demonstrate an understanding that humans get the energy resources they</p>		<p>3.1 describe the basic needs of plants, including air, water, light, warmth, and space</p> <p>3.2 identify the major parts of plants, and describe how each contributes to the plant's survival within the plant's environment.</p> <p>3.3 describe the changes that different plants undergo in their life cycles</p> <p>3.4 describe how most plants get energy to live directly from the sun, and how plants help other living things to get energy from the sun.</p> <p>3.6 describe ways in which plants and animals depend on each other</p>

		<p>2.1 follow established safety procedures for protecting eyes and ears</p> <p>2.2 investigate the basic properties of light</p> <p>2.3 investigate the basic properties of sound</p> <p>2.4 use technological problem-solving skills to design, build, and test a device that makes use of the properties of light or sound</p> <p>2.5 use scientific inquiry/research skills to investigate applications of the properties of light or sound</p> <p>2.6 use appropriate science and technology vocabulary in oral and written communication</p> <p>Understanding basic concepts:</p> <p>3.1 identify a variety of natural light sources</p>		<p>need from the world around them and that the supply of many of these resources is limited so care needs to be taken in how we use them</p>		<p>3.8 identify examples of environmental conditions that may threaten plant and animal survival.</p> <p>3.9 identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced.</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>and artificial light sources</p> <p>3.2 distinguish between objects that emit their own light and those that reflect light from other sources</p> <p>3.3 describe properties of light, including the following: light travels in a straight path; light can be absorbed, reflected, and refracted</p> <p>3.4 describe properties of sound, including the following: sound travels; sound can be absorbed or reflected and can be modified</p> <p>3.5 explain how vibrations cause sound</p> <p>3.6 describe how different objects and materials interact with light and sound energy</p> <p>3.7 distinguish between sources of light that give off both light and heat and those that give off light but little or no heat</p> <p>3.8 identify devices that make use of the</p>				
--	--	--	--	--	--	--

		properties of light and sound				
Science - Yearlong						
Social Studies	<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 purpose or the role they have</p> <p>A3.3 demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience</p> <p>A3.4 identify some elements of respectful behavior that they can</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 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>	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 non-sustainable actions	<p>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>practice in their everyday life and/or that other people practice</p> <p>A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect</p>		<p>A2.4 interpret and analyze 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>			
Social Studies - Yearlong						
Social-emotional learning skills	<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</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>	<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 behaviours, as they participate in learning experiences, in order to support the</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>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>development of personal resilience.</p>		
--	--	--	--	--	--	--