

## HORIZONTAL AND VERTICAL PLANNER 2021-2022

**Grade Level: P3**

Duration	Aug 23 – Sept 30	Oct 11 – Nov 19	Nov 22 – Jan 14	Jan 17 – March 11	March 14 – April 29	May 3 – June 10
Transdisciplinary		<b>Makerspace</b>		<b>Mandarin &amp; Performing Arts</b>		<b>PSPE &amp; Visual Arts</b>
Transdisciplinary Theme	<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>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>Where we are in place and time</b>  An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How we express ourselves</b>  An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>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 relationship within and between them; access to equal opportunities; peace and conflict resolution	<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.
Central Idea:	<b>Money</b>  Money is human-made system that allows economies to function.	<b>Forces &amp; Movement</b>  Investigating forces and movement leads us to new understandings of everyday life.	<b>Personal histories &amp; Journeys</b>  We can understand others by exploring their identity and personal journeys.	<b>Signs &amp; Symbols</b>  Signs and symbols facilitate local and global communication.	<b>Water &amp; Air</b>  Water and air are essential for living things to survive.	<b>Body Systems</b>  Our body systems are connected and contribute to our health and survival.
Key Concepts:	Form – What is it like?  Function – How does it work?  Perspective – What are the points of view?	Change – How is it transforming?  Connection – How is it linked to other things?  Causation – Why is it like it is?	Form – What is it like?  Change – How is it transforming?  Connection – How is it linked to other things?	Function – How does it work?  Perspective – What are the points of view?  Causation – Why is it like it is?	Form – What is it like?  Responsibility – What are our obligations?  Function – How does it work?	Function – How does it work?  Connection – How is it linked to other things?  Responsibility – What are our obligations?
Related Concepts:	Systems, Value, Money	Forces, Movement, Inventions	Journeys, Identity, History	Symbols, Organization, Communication	Cycles, Sustainability, Properties	Interdependence, Systems, Life and Living
Lines of Inquiry:	1. Global currencies.	1. Forces change objects.	1. Significant people and events in the past and present.  2. How the people in the past influence the present.	1. Signs and symbols around us.	1. Properties and characteristics of water and air.  2. Sources and uses of water and air.	1. Body systems and how they work.  2. How body systems are interdependent.

	2. Different ways to earn money.  3. Ways to use money wisely.	2. The connection between force and movement.  3. Forces in everyday life.	3. Sharing our personal journeys.	2. Signs and symbols foster communication.  3. How we create signs and symbols.	3. Actions to sustain and keep the water and air clean.	3. Impact of lifestyle choices on the body systems.
Discipline focus:	Social Studies Language Math	Science Math Language	Social Studies Math Language	Social Studies Language Math	Science Math Language	Science Math Language
Teacher questions and provocations	What is money?  How people earn money?  How do we use money in everyday life?  How do we use money wisely?	What is movement?  Why people express their feeling?  How can we show our emotion through movement?  What is the connection between movement and emotion?	Who are the significant people in the past and present?  What makes people significant?  Who are the people that influenced you?	What is a sign/symbol?  What does it look like?  How does this sign/symbol work?  What are other ways that we can communicate without words?	What are the properties of water and air?  What are the characteristics of water and air?  What are sources of water?  How can we save and keep the water clean?	What is a body system?  How does this body system work?  What happens if you damage one part of a body system?  How do lifestyle choices impact your body?
Approaches to Learning (ATLs)	<b>Social Skills</b> Accepting responsibility: Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.  Respecting others: Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.	<b>Thinking Skills</b> Acquisition of knowledge: Gaining specific facts, ideas, vocabulary; remembering in a similar form.  Analysis: Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.  <b>Self-management Skills</b> Spatial awareness: Displaying a sensitivity to the position of objects in relation to oneself or each other.  Time management: Using time effectively and appropriately.	<b>Communication Skills</b> Speaking: Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.  Writing: Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.  <b>Self-management Skills</b> Organization: Planning and carrying out activities effectively.  Time management: Using time effectively and appropriately.	<b>Social Skills</b> Accepting responsibility: Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.  Cooperating: Working cooperatively in a group; being courteous to others; sharing materials; taking turns.  <b>Research Skills</b> Planning: Developing a course of action; writing an outline; devising ways of finding out necessary information.  Presenting research findings: Effectively communicating what has been learned; choosing appropriate media.	<b>Communication Skills</b> Speaking: Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.  Presenting: Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.  <b>Social Skills</b> Cooperating: Working cooperatively in a group; being courteous to others; sharing materials; taking turns.	<b>Research Skills</b> Collecting data: Gathering information from a variety of first- and second-hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.  Presenting research findings: Effectively communicating what has been learned; choosing appropriate media.  <b>Self-management Skills</b> Healthy lifestyle: Making informed choices to achieve a balance in nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.

	<p>Group decision-making: Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.</p> <p><b>Research Skills</b> Planning: Developing a course of action; writing an outline; devising ways of finding out necessary information.</p>				<p><b>Thinking Skills</b> Application: Making use of previously acquired knowledge in practical or new ways.</p>	<p>Informed choices: Selecting an appropriate course of action or behaviour based on fact or opinion.</p>
Learner Profile Attributes	Principled Risk Taker	Inquirers Thinkers	Communicators Open-Minded	Communicators Open-Minded	Thinkers Caring	Inquirers Balanced
Language	<p><b>Reading:</b></p> <p><b>1. Reading for Meaning</b></p> <p>1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p>1.8 express personal thoughts and feelings about what has been read</p> <p><b>Writing:</b></p> <p><b>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b></p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks</p> <p>3.7 use some appropriate elements of</p>	<p><b>Oral Communication</b></p> <p><b>1. Listening to Understand</b></p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details</p> <p><b>Reading:</b></p> <p><b>1. Reading for Meaning</b></p> <p>1.7 identify the main idea and some additional elements of texts</p> <p>1.8 express personal thoughts and feelings about what has been read</p> <p><b>Writing:</b></p> <p><b>1. Developing and Organizing Content</b></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><b>Writing</b></p> <p><b>1. Developing and Organizing Content</b></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><b>Reading</b></p> <p><b>1. Reading for Meaning</b></p> <p>1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.8 express personal thoughts and feelings about what has been read</p> <p><b>Oral Communication</b></p> <p><b>1. Listening to Understand</b></p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details</p>	<p><b>Oral Communication</b></p> <p><b>2. Speaking to Communicate</b></p> <p>2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</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><b>Reading:</b></p> <p><b>1. Reading for Meaning</b></p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p><b>2. Understanding Form and Style</b></p> <p>2.3 identify some text features and explain how they help readers understand texts</p> <p><b>Writing:</b></p>	<p><b>Media Literacy</b></p> <p><b>1. Understanding Media Texts</b></p> <p>1.1 identify the purpose and intended audience of some simple media texts</p> <p>1.2 identify overt and implied messages in simple media texts</p> <p>1.3 express personal thoughts and feelings about simple media works and explain their responses</p> <p><b>3. Creating Media Texts</b></p> <p>3.1 identify the topic, purpose, and audience for media texts 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>Oral Communication</b></p> <p><b>1. Listening to Understand</b></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><b>Reading</b></p> <p><b>2. Understanding Form and Style</b></p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary, and informational texts such as a “How to” book</p> <p><b>3. Reading with Fluency</b></p> <p>3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience</p> <p><b>1. Reading for Meaning</b></p>

	<p>effective presentation in the finished product, including print, different fonts, graphics, and layout</p> <p><b>Oral Communication</b></p> <p><b>1. Listening to Understand</b></p> <p>1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience</p>	<p>1.4 sort ideas and information for their writing in a variety of ways, with support and direction</p>		<p><b>2. Using Knowledge of Form and Style in Writing</b></p> <p>2.1 write short texts using several simple forms</p>		<p>1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p><b>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b></p> <p>3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout</p>
Language - Yearlong					<p><b>1. Reading for Meaning</b></p> <p>1.1 read some different literary texts, graphic texts, and informational texts</p> <p>3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts</p>	

				<p>3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience</p> <p>Writing:</p> <p>3.1 spell many high-frequency words correctly</p> <p>3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling</p> <p>1. Listening to Understand</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what _____ said about</p> <p>1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts (e.g., listen for key words and phrases that signal important ideas; retell an oral text to a partner after a presentation; ask appropriate questions in order to make predictions about an oral text)</p>
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Mathematics	<p><b>Financial Literacy:</b></p> <p>F1.1 identify different ways of representing the same amount of money up to 200 using various combinations of coins, and up to 200 using various combinations of 1 and 2 coins and 5, 10, 20, 50, and 100 bills</p> <p><b>Numbers:</b></p> <p><b>Number sense and numeration:</b></p> <p>B1.1 read, represent, compose, and decompose whole numbers up to and including 200, using a variety of tools and strategies, and describe</p>	<p><b>Geometry and Spatial Sense:</b></p> <p><b>Location and Movement:</b></p> <p>E1.5 describe the relative positions of several objects and the movements needed to get from one object to another</p> <p><b>Measurement:</b></p> <p>E2.1 choose and use non-standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed</p> <p>E2.2 explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths</p> <p>E2.3 measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the impact of</p>	<p><b>Measurement:</b></p> <p>2.4 use units of time, including seconds, minutes, hours, and non-standard units, to describe the duration of various events</p> <p><b>Patterning and Algebra:</b></p> <p><b>Equalities and inequalities:</b></p> <p>C2.2 determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent</p> <p>C2.3 identify and use equivalent relationships for whole numbers up to 100, in various contexts</p> <p><b>Data Management:</b></p> <p><b>Probability:</b></p> <p>D2.1 use mathematical language, including the terms</p>	<p><b>Geometry and Spatial Sense:</b></p> <p><b>Geometric Reasoning:</b></p> <p>E1.1 sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry</p> <p>E1.2 compose and decompose two-dimensional shapes, and show that the area of a shape remains constant regardless of how its parts are rearranged</p> <p>E1.3 identify congruent lengths and angles in two-dimensional shapes by mentally and physically matching them, and determine if the shapes are congruent</p>	<p><b>Data Management and Probability:</b></p> <p><b>Data Collection and Organization:</b></p> <p>D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams</p> <p>D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on two pieces of information, and organize the data in two-way tally tables</p> <p><b>Data Visualization:</b></p> <p>D1.3 display sets of data, using one-to-one correspondence, in concrete graphs, pictographs, line plots, and bar graphs with proper sources, titles, and labels</p>	<p><b>Geometry and spatial sense:</b></p> <p><b>Location and Movement:</b></p> <p>E1.4 create and interpret simple maps of familiar places</p> <p><b>Multiplication and Division:</b></p> <p>B2.5 represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings</p> <p>B2.6 represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings</p> <p><b>Fractions:</b></p> <p>B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 6 sharers,</p>
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	<p>various ways they are used in everyday life</p> <p>B1.2 compare and order whole numbers up to and including 200, in various contexts.</p> <p>B1.4 count to 200, including by 20s, 25s, and 50s, using a variety of tools and strategies</p> <p>B1.5 describe what makes a number even or odd</p>	<p>starting at points other than zero</p> <p><b>Numbers:</b></p> <p><b>Addition and Subtraction:</b></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 100</p>	<p>“impossible”, “possible”, and “certain”, to describe the likelihood of complementary 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 mode(s) of a data set from one population will be the same for data collected from a different population</p>	<p><b>Patterning and algebra:</b></p> <p><b>Patterns:</b></p> <p>C1.1 identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts</p> <p>C1.2 create and translate patterns using various representations, including shapes and numbers</p>	<p><b>Data Analysis:</b></p> <p>D1.4 identify the mode(s), if any, for various data sets presented in concrete graphs, pictographs, line plots, bar graphs, and tables, and explain what this measure indicates about the data</p> <p>D1.5 analyse different sets of data presented in various ways, including in logic diagrams, line plots, and bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</p>	<p>including problems that result in whole numbers, mixed numbers, and fractional amounts</p> <p>B1.7 recognize that one third and two sixths of the same whole are equal, in fair- sharing contexts</p>
Science		<p><b>Understanding Matter and Energy</b></p> <p><b>Understanding basic concepts</b></p> <p>3.1 identify a force as a push or a pull that causes an object to move</p> <p>3.2 identify different kinds of forces</p> <p>3.3 describe how different forces applied to an object at rest can cause the object to start, stop, attract, repel, or change direction</p> <p>3.4 explain how forces are exerted through direct contact or through interaction at a distance</p>			<p><b>Understanding Earth and Space System</b></p> <p><b>Relating science and technology to society and the environment</b></p> <p>1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration, and plan a course of action to help keep the air and water in the local community clean</p> <p>1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible</p> <p><b>Developing investigation and communication skills</b></p>	<p><b>Understanding Life Systems</b></p> <p><b>Developing investigation and communication skills</b></p> <p>2.2 use scientific inquiry/experimentation skills to investigate changes in body systems, as a result of physical activity</p> <p>2.3 design and build a model to demonstrate how organs or components of body systems in the human body work and interact with other components</p> <p>2.4 use appropriate science and technology vocabulary, in oral and written communication</p> <p><b>Understanding basic concepts</b></p> <p>3.2 describe the basic structure and function of major organs in</p>

		3.5 identify ways in which forces are used in their daily lives.			2.4 investigate the stages of the water cycle, including evaporation, condensation, precipitation, and collection  <b>Understanding basic concepts</b>  3.1 identify air as a gaseous substance that surrounds us and whose movement we feel as wind  3.2 identify water as a clear, colourless, odourless, tasteless liquid that exists in three states and that is necessary for the life of most animals and plants	the respiratory, circulatory, and digestive systems  3.3 identify interrelationships between body systems
Social Studies	<p><b>People and the Environment</b></p> <p><b>Interrelationships within the Community</b></p> <p>B1.2 identify some services and service-related occupations in their community and describe how they meet people's needs, including their own needs</p> <p>B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist</p> <p><b>Balancing Human Needs and Environmental Stewardship</b></p>		<p><b>Heritage and Identity</b></p> <p><b>Roles, Responsibilities and Identity</b></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> <p>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p>	<p><b>Interrelationships and their Impact</b></p> <p>B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools</p> <p>B2.6 communicate the results of their inquiries using appropriate vocabulary and formats</p> <p>B2.3 analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community</p> <p><b>The Elements of the Local Community</b></p> <p>B3.4 demonstrate an understanding of the basic elements of a map when reading and constructing</p>		

	<p>B2.6 communicate the results of their inquiries using appropriate vocabulary</p> <p><b>Variations and Global Communities</b></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><b>Physical Features and Communities</b></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>A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p>	<p>simple maps showing places that are significant to them</p> <p>B3.6 demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units</p>		
Social/Emotional	<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>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>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>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>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>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>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>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>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>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>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>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>



