

HORIZONTAL AND VERTICAL PLANNER  
2021 – 2022

Grade Level: Primary 4

Duration	Aug. – Sept.	Oct. – Nov.	Nov. – Jan.	Jan. – Mar.	March – April	May – June
Transdisciplinary			<b>Makerspace</b>	<b>Mandarin/Performing Arts</b>		<b>Visual Arts &amp; PSPE</b>
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>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 the world works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<b>How we 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 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.
Central Idea:	<b>Rights &amp; Responsibilities</b>  Children worldwide face a variety of challenges and opportunities.	<b>Exploration</b>  Exploration leads to discoveries, opportunities and new understandings.	<b>Energy</b>  Energy can be transformed, changed, and used in various ways.	<b>Writing</b>  Writing allows people to express their feelings, experiences, and values.	<b>Needs &amp; Characteristics of Plants &amp; Animals</b>  Plants and animals have specific adaptations to help them survive in their environment.	<b>Media</b>  We use media to connect and communicate with others.
Key Concepts:	Perspective – What are the points of view? Form – What is it like? Responsibility – What are our obligations?	Causation – Why is it like it is? Connection – How it is linked to other things? Function – How does it work?	Change – How is it transforming? Form – What is it like? Responsibility – What are our obligations?	Form – What is it like? Perspective – What are the points of view? Connection – How is it linked to other things?	Change – How is it transforming? Causation – Why is it like it is? Connection – How is it linked to other things?	Form – What is it like? Function – How does it work? Responsibility – What are our obligations?
Related Concepts:	Rights, Responsibilities, Equality	Exploration, Survival, Discovery	Transformation, Sustainability, Properties	Stories, Themes, Structure	Characteristics, Needs, Living things	Digital Media, Expression, Impression
Lines of Inquiry:	1. Challenges and opportunities children face (local and global)  2. Rights and responsibilities of children.  3. How we protect children.	1. Reasons for exploration  2. What we learn from exploration  3. Planning an expedition	1. Uses of energy.  2. Different energy sources. (Renewable and non-renewable)  3. Sustainable energy practices.	1. Themes and structural features of texts.  2. Different perspectives within a text.  3. How writing conveys our ideas, beliefs and	1. Adaptations of plants and animals.  2. How animals and plants adapt to suit their environment.  3. What can be done to help plants and animals survive.	1. Media forms and techniques.  2. How media influences us.  3. How we produce media for specific purposes

				values.		
Discipline focus:	Language, Mathematics, Social Studies, Visual Art	Language, Mathematics, Social Studies, Science, PSPE	Language, Mathematics, Social Studies, Science, Maker Space	Language, Mathematics, Social Studies, Performing Arts	Language, Mathematics, Science, Mandarin	Language, Mathematics, Social Studies
Teacher questions & provocations	What are the challenges you face? What are the challenges that other children from Xi'an face? What are the risks and challenges that children from around the world face?	What does exploring mean? Why do people explore? What impact did explorations have on the lives of people and the places they explored?	How do we use energy? What are the ways energy could be saved? How does the way we use energy impact us and our planet?	What is the theme? What are some details the author uses to develop and support the theme? How is the story structured (beginning, middle, end)? What patterns do you notice in the story?	What are the basic needs of plants and animals? How are these needs met? How might plants/animals adapt/change in order to survive?	What is media? What are the different forms of media? How do advertisements influence people?
Approaches to Learning (ATLs)	<b>Social skills</b> Respecting others Accepting responsibility <b>Communication</b> Listening	<b>Research skills</b> Collecting data organizing data <b>Communication</b> Reading Writing	<b>Thinking skills</b> Synthesis <b>Social skills</b> Adopting different roles Resolving conflict	<b>Communication</b> Writing <b>Thinking skills</b> Comprehension Evaluating	<b>Research skills</b> Interpreting data Collecting Data <b>Thinking skills</b> Analysis Application	<b>Self management</b> Safety Informed Choices <b>Communication</b> Viewing Presenting
Learner Profile Attributes	Caring, Open minded	Inquirers, Risk takers	Principled, Balanced	Communicator, Reflective	Inquirer, Knowledgeable	Communicator, Thinker
Assessable Language	<b>Oral Language</b>  <b>Listening to understand</b>  <b>Listening skills</b>  1.1. identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks  1.2 demonstrate an understanding of appropriate listening behavior by using active listening strategies in order to contribute meaningfully and work constructively in groups  <b>Reading</b>	<b>Oral Language</b> <b>Listening to understand</b>  1.5 distinguish between stated and implied ideas in oral texts  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  <b>Speaking to communicate</b>  2.7 use a variety of appropriate visual aids to support or enhance oral presentations  <b>Reading</b> <b>Reading for Meaning</b>	<b>Oral Language</b> <b>Listening to understand</b>  1.7 identify and explain the importance of significant ideas and information in oral texts  <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  <b>Writing</b> <b>Developing and organizing content</b>  1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources	<b>Oral Language</b> <b>Listening to understand</b>  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  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  1.8 identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts	<b>Reading</b> <b>Reading With Fluency</b>  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  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  <b>Writing</b> <b>Developing and organizing content</b>	<b>Oral Language</b> <b>Listening to understand</b> <b>Presentation skills</b>  1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience  <b>Speaking to Communicate</b>  2.1 identify a variety of purposes for speaking  2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions  2.3 communicate orally in a clear, coherent manner,

	<p><b>Reading for meaning Text Types</b></p> <p>1.1 read a variety of literary texts, graphic texts, and informational texts</p> <p>1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</p> <p><b>Understanding Form and Style Features of Text Types</b></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 such as a nature magazine</p> <p><b>Writing 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>Using Knowledge of Form and Style in Writing</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>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>Understanding Form and Style</b></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><b>Writing Using Knowledge of Form and Style in Writing</b></p> <p>2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features</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,</p>	<p>1.4 sort ideas and information for their writing in a variety of ways</p> <p>1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers and organizational patterns</p> <p><b>Using Knowledge of Form and Style in Writing</b></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><b>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b></p> <p>3.1 spell familiar 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>that confirm their identification</p> <p><b>Speaking to communicate</b></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>2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their meaning</p> <p>2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning</p> <p><b>Reading Reading for Meaning</b></p> <p>1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts</p> <p>1.9 identify the point of view presented in a text and suggest some</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><b>Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b></p> <p>3.3 confirm spellings and word meanings or word choice using several different types of resources</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: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words</p>	<p>presenting ideas, opinions, and information in a logical sequence</p> <p><b>Reading Reading for Meaning Making inferences</b></p> <p>1.5 make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>1.8 express personal opinions about ideas presented in texts</p> <p><b>Media Literacy</b></p> <p>1.1 identify the purpose and intended audience of some media texts</p> <p>1.2 use overt and implied messages to draw inferences and make meaning in simple 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>1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used</p> <p>1.6 identify who produces selected media texts and why those texts are produced</p> <p>2.1 identify elements and characteristics of some media forms</p>
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<p>Language - Yearlong</p>	<p>Reflecting on Oral Communication Skills and Strategies</p> <p>3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking</p> <p>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</p> <p>Reflecting on Reading Skills and Strategies</p> <p>4.1 identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading and how they can use these and</p> <p>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</p> <p>Reflecting on Media Literacy Skills and Strategies</p> <p>4.1 identify, initially with support and direction, what strategies they found most helpful in making</p> <p>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</p>					

	<p>Reflecting on Writing Skills and Strategies</p> <p>4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers</p> <p>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</p> <p>4.3 select pieces of writing that they think show their best work and explain the reasons for their selection</p> <p>1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>2.1 write short texts using a variety of forms</p> <p>3.1 spell familiar words correctly</p> <p>3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling</p> <p>3.6 proofread and correct their writing using guidelines developed with peers and the teacher</p> <p>3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</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>3.3 confirm spellings and word meanings or word choice using several different types of resources</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: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words</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>Mathematics - Reported</p>	<p><b>Number</b></p> <p>B1.1 read, represent, compose, and decompose whole numbers up to 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</p>	<p><b>Location and Movement</b></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><b>Measurement</b></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</p>	<p><b>Geometry</b></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><b>Measurement (Area)</b></p> <p>E2.7 compare the areas of two-dimensional shapes by matching, covering,</p>	<p><b>Fractions and operations</b></p> <p>B1.6 use drawings to represent, solve, and 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><b>Properties and Relationships</b></p> <p>B2.1 use the properties of operations, and the relationships between</p>	<p><b>Data Collection and Organization</b></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><b>Data Visualization</b></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><b>Patterns</b></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>

	<p>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 addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms</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>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 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>or decomposing and recomposing the shapes, and 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 (cm<sup>2</sup>) and square metres (m<sup>2</sup>) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides</p>	<p>multiplication and division, to solve problems and check calculations</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, using tools and drawings</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>B2.9 use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems</p>	<p><b>Data Analysis</b></p> <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><b>Probability</b></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>	<p><b>Variables</b></p> <p>C2.1 describe how variables are used, and use them in various contexts as appropriate</p> <p><b>Equalities and Inequalities</b></p> <p>C2.2 determine whether 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>
<p>Mathematics - Yearlong</p>	<p><b>B2.2</b> recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts</p> <p><b>B2.3</b> use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 1000, and explain the strategies used</p> <p><b>B2.4</b> 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><b>B2.5</b> represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms</p>					

	<p><b>C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, and repeating events</b></p> <p>C3.2 read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes</p>					
Science	<p>3.1 identify air as a gaseous substance that surrounds us and whose movement we feel as wind</p> <p>3.2 identify water as a clear, colourless, odourless, tasteless liquid that exists in three states and that is necessary for the life of most animals and plants (did in p3)</p> <p>3.3 describe ways in which living things, including humans, depend on air and water</p> <p>3.4 identify sources of water in the natural and built environment</p> <p>3.5 identify the three states of water in the environment, give examples of each, and show how they fit into the water cycle when the temperature of the surrounding environment changes</p> <p>3.6 state reasons why clean water is an increasingly scarce resource in many parts of the world</p>		<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 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>3.1 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>3.5 describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing</p> <p>3.6 describe ways in which plants and animals depend on each other</p> <p>3.7 describe the different ways in which plants are grown for food, and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits</p> <p>3.8 identify examples of environmental conditions</p>	

					<p>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>	
Science - Yearlong						
Social Studies	<p><b>Roles, Relationships and Respect</b></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</p>	<p><b>Physical Features and Communities</b></p> <p>B3.1 demonstrate an understanding that there are a variety of countries, continents, physical features, and bodies of water around the world and that their locations can be represented in different ways</p> <p>B3.2 identify continents, significant bodies of water, the equator, poles, and hemispheres, using a globe, print, digital, or interactive maps, and/or a mapping program</p> <p>B3.3 identify cardinal directions on a map and use these directions when locating selected communities, countries, and/or continents</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 non-sustainable actions</p>	<p><b>Past and Present Traditions</b></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><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>behaviour that they can practise 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>B3.4 identify the location of selected countries, cities, and/or towns around the world, and describe how their location and climate are related</p> <p>B3.5 demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital, and/or interactive maps</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>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p> <p>A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p>
Social Studies - Yearlong						
Social-emotional learning skills	<p><b>A1.2</b> 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>A1.4</b> 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><b>A1.5</b> apply skills that help them develop self-awareness and self-confidence as they</p>	<p><b>A1.3</b> 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><b>A1.1</b> 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>		

	participate in learning experiences, in order to support the development of a sense of identity and a sense of belonging.					
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