

HORIZONTAL AND VERTICAL PLANNER 2021-2022

Grade Level: P5

Duration	Aug. – Sept. (6 Weeks)	Oct. – Nov. (6 weeks)	Nov. -Jan. (7 weeks)	Jan. – Mar. (6 weeks)	Mar. – Apr. (7 weeks)	Apr. - June (6 weeks)
Transdisciplinary Unit	Performing Arts	Visual Arts		PSPE		Mandarin
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	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	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.	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	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.	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

Central idea:	Personal, Social, and Emotional Changes/Well-being Changes people experience at different stages of their lives shape their identity.	Media Literacy Media has the power to influence thinking and behavior	Structures Structures affect our society and environment.	Resolving Conflict Resolving conflicts can lead to a better quality of human life.	Economies An economy functions based on its resources and environment.	Ancient Civilization Ancient civilizations shape present day systems.
Key Concepts:	Form – What is it like? Connection – How is it linked to other things? Perspective – What are the points of view?	Causation – Why is it like it is? Perspective – What are the points of view? Responsibility – What are our obligations?	Function – How does it work? Form – What is it like? Causation – Why is it like it is?	Change – How is it transforming? Function – How does it work? Causation – Why is it like it is?	Responsibility – What are our obligations? Function – How does it work? Connection – How is it linked to other things?	Form – What is it like? Function – How does it work? Connection – How is it linked to other things?
Related Concepts:	Growth, Behavior, Choices, Relationship	Media, Information, Influence	Properties, Pattern, Impact	Society, Culture, Relationships	Needs, Wants, Goods and Services	Civilization, System
Lines of Inquiry:	1. The physical, social and emotional changes that occur throughout life. 2. Our choices affect our relationships with others. 3. Ways we can manage stress, changes and challenges.	1. Media can be used to persuade, inform or entertain. 2. Making safe choices while using media. 3. Media can be used to have a positive impact on others	1. The form of a structure depends on its function. 2. Structures can create strength and stability. 3. Structures can impact our modern world.	1. The causes and effects of conflicts. 2. Strategies for resolving conflicts. 3. Resolving conflict brings change to a society.	1. The needs and wants of societies. 2. Connections between resources and the environment. 3. Economic choices can have positive and negative effects.	1. Characteristics of civilizations. 2. Exploring ancient systems. 3. Connections between the past and present

Discipline focus:	PSPE, Science, Language, Math	Social Studies, Math, Media Literacy, Visual Arts, PSPE	Social Studies, Science, Math, Language	Social Studies, Math, Language, PSPE	Social Studies, Math, Language	Social Studies, Mandarin, Language, Math
Teacher questions & provocations	<p>Factual What is stress and what are its main consequences?</p> <p>Conceptual How can negative experiences help us grow stronger and become better human beings</p> <p>Debatable Are our identities shaped by our decisions in life or by the people around us?</p>	<p>Factual How can we stay safe online?</p> <p>Conceptual What are our responsibilities when using or creating media?</p> <p>Debatable Media is ever-present in our modern world, is this good or bad? Choose a side and explain why.</p>	<p>Factual How can materials, and construction techniques add strength to structures?</p> <p>Conceptual What defines a structure's usefulness for a society?</p> <p>Debatable Does organization lead to less creativity?</p>	<p>Factual What are some causes of global conflicts</p> <p>Conceptual What role does culture play in conflict?</p> <p>Debatable Is there more chance for conflict if people have different perspectives?</p>	<p>Factual What are the needs and wants of a society?</p> <p>Conceptual How can we get wealthier, while also protecting the planet?</p> <p>Debatable What's more important, our needs or what's best for our society.</p>	<p>Factual What did ancient civilizations look like?</p> <p>Conceptual How do hierarchies of ancient civilizations influence our modern-day world?</p> <p>Debatable Have civilizations become better and more advanced over time or are we still dealing with the same problems?</p>
Approaches to Learning (ATLs) (Transdisciplinary Skills)	<p>Thinking Dialectical thought</p> <p>Social Skills Cooperating</p> <p>Self-Management Healthy Lifestyle</p> <p>Communication Skills Speaking</p>	<p>Self-Management Informed choices</p> <p>Social Skills Group decision making</p> <p>Research Skills Presenting research findings</p>	<p>Self-Management Informed choices</p> <p>Research Planning</p> <p>Communication Writing</p>	<p>Thinking Skills Dialectical thought</p> <p>Social Skills Resolving Conflict Respecting Others</p>	<p>Research Formulating questions</p> <p>Thinking Synthesis</p> <p>Communication Writing</p>	<p>Research Collecting data Organizing data</p> <p>Communication Writing</p> <p>Self-Management Codes of behaviour</p>
Learner Profile Attributes (reflective in all)	Caring Balanced	Risk-Taker Communicator	Inquirer Principled	Principled Perspective	Thinker Inquirer	Knowledgeable Communicator
Language	<p>Reading</p> <p>1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p> <p>1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives</p> <p>2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal</p> <p>3.1 automatically read and understand high-frequency words, most regularly</p>	<p>Media Literacy</p> <p>1.1 identify the purpose and audience for a variety of media texts</p> <p>1.6 identify who produces various media texts and the reason for their production</p> <p>2.1 identify elements and characteristics of some media forms.</p> <p>2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning</p> <p>3.1 describe in detail the topic, purpose, and audience for media texts they plan to create</p> <p>1.2 express opinions about ideas, issues,</p>	<p>Writing</p> <p>1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources.</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways.</p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns.</p> <p>2.4 use sentences of different lengths and structures.</p> <p>2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers,</p>	<p>Oral Communication</p> <p>2.7 use a variety of appropriate visual aids to support or enhance oral presentations.</p> <p>2.5 identify some vocal effects, including tone, pace, pitch, volume, and a range of sound effects, 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>Reading</p> <p>1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts.</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 summarizing important ideas and citing supporting details</p> <p>Writing</p> <p>2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view.</p>	<p>Reading</p> <p>1.7 analyze texts and explain how specific elements in them contribute to meaning.</p> <p>2.3 identify a variety of text features and explain how they help readers understand texts.</p> <p>2.4 identify various elements of style-including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures -and explain how they help communicate meaning.</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>Listening</p>

	<p>used words, and words of personal interest or significance in a variety of reading contexts</p> <p>Listening</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>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>1.8 identify the point of view presented in oral texts and ask questions about possible bias</p> <p>Speaking</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p> <p>2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.</p>	<p>and/or experiences presented in media texts, and give evidence from the texts to support their opinions</p> <p>1.4 explain why different audiences might respond differently to specific media texts</p> <p>1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions</p> <p>Writing</p> <p>1.1 identify the topic, purpose, and audience for a variety of writing forms</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>2.3 use specific words and phrases to create an intended impression.</p>	<p>with a focus on specific features.</p> <p>3.1 spell unfamiliar words correctly</p> <p>3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings or word choice using different types of resources appropriate for the purpose.</p> <p>Reading</p> <p>2.2 recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts.</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>1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details</p> <p>Writing</p> <p>1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary.</p> <p>Reading</p> <p>1.5 make inferences about texts using stated and implied ideas from the texts as evidence.</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Listening</p> <p>1.9 identify the presentation strategies used in oral texts and analyse their effect on the audience.</p> <p>1.7 analyse oral texts and explain how specific elements in them contribute to meaning.</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>Media Literacy</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>4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers</p>	<p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.</p> <p>Writing</p> <p>2.1 write more complex texts using a variety of forms.</p> <p>2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement.</p> <p>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>
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Language - Yearlong	<p>3. 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 and what steps they can take to improve their oral communication skills</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>3.5 use parts of speech appropriately to communicate</p> <p>3.4 use punctuation appropriately to help communicate their intended meaning, with a focus</p> <p>4. Reflecting on Reading Skills and Strategies</p> <p>4.1 identify, in conversations with the teacher and peers or in a reader's notebook, what strategies they found most helpful before, during, and after reading and how they can use these and other strategies to improve as readers</p> <p>4.2 explain, in conversations with the teacher and peers or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read</p> <p>4. 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 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 reflect their growth and competence as writers and explain the reasons for their choice</p> <p>4. 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 sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/ listeners/producers</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>					
Mathematics	<p>Number Sense and Numeration Whole Numbers</p> <p>B1.1 read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life.</p> <p>B1.2 compare and order whole numbers up to and including 10 000, in various contexts</p> <p>B1.3 round whole numbers to the nearest ten, hundred, or thousand, in various contexts</p> <p>Addition and Subtraction</p> <p>B2.4 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 10 000 and of decimal tenths, using appropriate tools and strategies, including algorithms.</p> <p>Patterning & Algebra</p> <p>Patterns</p> <p>C1.1 identify and describe repeating and growing patterns, including patterns found in real-life contexts.</p>	<p>Number Sense and Numeration Properties & Relationships</p> <p>B2.1 use the properties of operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations</p> <p>Math Facts</p> <p>B2.2 recall and demonstrate multiplication facts for 1×1 to 10×10, and related division facts</p> <p>Mental Math</p> <p>B2.3 use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used.</p> <p>Multiplication & Division</p> <p>B2.5 represent and solve problems involving the multiplication of two- or three-digit whole numbers by one-digit whole</p>	<p>Geometry and Spatial Awareness</p> <p>E1.1 identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry.</p> <p>Measurement/ Shapes and Spaces Metric System</p> <p>E2.1 explain the relationships between grams and kilograms as metric units of mass, and between litres and millilitres as metric units of capacity, and use benchmarks for these units to estimate mass and capacity</p> <p>E2.2 use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity.</p> <p>Time</p> <p>E2.3 solve problems involving elapsed time by applying the</p>	<p>Data Management and Probability</p> <p>D1.1 describe the difference between qualitative and quantitative data, and describe situations where each would be used.</p> <p>D1.2 collect data from different primary and secondary sources to answer questions of interest that involve comparing two or more sets of data, and organize the data in frequency tables and stem-and-leaf plots.</p> <p>D1.3 select from among a variety of graphs, including multiple-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs</p> <p>D1.4 create an infographic about a data set, representing the data in appropriate ways, including in frequency tables, stem-and-leaf plots, and multiple-bar graphs, and</p>	<p>Number Sense and Numeration Fractions</p> <p>B1.4 represent fractions from halves to tenths using drawings, tools, and standard fractional notation, and explain the meanings of the denominator and the numerator</p> <p>B1.5 use drawings and models to represent, compare, and order fractions representing the individual portions that result from two different fair-share scenarios involving any combination of 2, 3, 4, 5, 6, 8, and 10 sharers</p> <p>Fractions & Decimals</p> <p>B1.6 count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools</p> <p>B1.7 read, represent, compare, and order decimal tenths, in various contexts</p> <p>B1.8 round decimal numbers to the nearest whole number, in various contexts</p> <p>B1.9 describe relationships and</p>	<p>Geometry and Spatial Awareness</p> <p>E1.2 plot and read coordinates on the first quadrant of a Cartesian plane, and describe the translations that move a point from one coordinate to another.</p> <p>E1.3 describe and perform translations and reflections on a grid, and predict the results of these transformations.</p> <p>Patterning & Algebra Coding Skills</p> <p>C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, repeating, and nested events.</p> <p>C3.2 read and alter existing code, including code that involves sequential, concurrent repeating and nested events, and describe how changes to the code affect the outcomes.</p>

	<p>C1.2 create and translate repeating and growing patterns using various representations, including tables of values and graphs.</p> <p>C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating and growing patterns.</p>	<p>numbers and by 10, 100, and 1000, using appropriate tools, including arrays</p> <p>B2.6 represent and solve problems involving the division of two- or threedigit whole numbers by one-digit whole numbers, expressing any remainder as a fraction when appropriate, using appropriate tools, including arrays</p> <p>B2.7 represent the relationship between the repeated addition of a unit fraction and the multiplication of that unit fraction by a whole number, using tools, drawings, and standard fractional notation</p> <p>B2.8 show simple multiplicative relationships involving whole-number rates, using various tools and drawings.</p>	<p>relationships between different units of time.</p> <p>Angles</p> <p>E2.4 identify angles and classify them as right, straight, acute, or obtuse.</p> <p>Area</p> <p>E2.5 use the row and column structure of an array to measure the areas of rectangles and to show that the area of any rectangle can be found by multiplying its side lengths.</p> <p>E2.6 apply the formula for the area of a rectangle to find the unknown measurement when given two of the three.</p>	<p>incorporating any other relevant information that helps to tell a story about the data</p> <p>D1.5 determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data .</p> <p>D1.6 analyse different sets of data presented in various ways, including in stem-and-leaf plots and multiple-bar-graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions.</p> <p>D2. describe the likelihood that events will happen, and use that information to make predictions.</p> <p>D2.1 use mathematical language, including the terms "impossible", "unlikely", "equally likely", "likely", and "certain", to describe the likelihood of events happening, represent this likelihood on a probability line, and use it to make predictions and informed decisions.</p> <p>D2.2 make and test predictions about the likelihood that the mean, median, and mode(s) of a data set will be the same for</p>	<p>show equivalences among fractions and decimal tenths, in various contexts</p> <p>Financial Literacy</p> <p>F1.1 identify the various methods of payment that can be used to purchase goods and services.</p> <p>F1.2 estimate and calculate the cost of transactions involving multiple items priced in whole amounts, and the amount of change needed when payment is made in cash, using mental math.</p> <p>F1.3 explain the concepts of spending, saving, earning, investing, and donating, and identify key factors to consider when making basic decisions related to each.</p> <p>F1.4 explain the relationship between spending and saving, and describe how spending and saving behaviours may differ from one person to another.</p> <p>Consumer awareness</p> <p>F1.5 describe some ways of determining whether something is reasonably priced and therefore a good purchase.</p> <p>Patterns</p> <p>C1.4 create and describe patterns to illustrate relationship among whole numbers and decimal tenths.</p>	
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				<p>data collected from different populations.</p> <p>Patterning & Algebra</p> <p>Variables</p> <p>C2.1 identify and use symbols as variables in expressions and equation.</p> <p>Equations</p> <p>C2.2 solve equations that involve whole numbers up to 50 in various contexts and verify solutions.</p> <p>C2.3 solve inequalities that involve addition and subtraction of whole numbers up to 20, and verify and graph the solutions.</p>		
<p>Mathematics - Yearlong</p>						

<p>Science</p>	<p>Understanding life systems</p> <p>1.1 assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial</p> <p>1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans.</p>	<p>Understanding structures and mechanism</p> <p>2.6 use a variety of forms to communicate with different audiences and for a variety of purposes</p> <p>PSPE</p> <p>Personal safety</p> <p>D1.2 Identify risk associated with the use of communications technology, including internet use, texting and gaming.</p> <p>D1.3 describe different types of bullying abuse, and other non-consensual behavior, including cyberbullying, and identify the impacts they can have and appropriate ways of responding.</p> <p>D2.2 apply a decision-making process to assess risks and make safe decisions in a variety of situations.</p>	<p>Understanding structures and mechanism</p> <p>2.2 investigate, through experimentation, how various materials, and construction techniques can be used to add strengths to structures</p> <p>2.4 use technological problem-solving skills, and knowledge acquired from previous investigations, to design and build a strong and stable structure that serves a purpose</p> <p>3.1 define a structure as a supporting framework, with a definite size, shape, and purpose, that holds a load</p> <p>3.3 identify the strength of a structure as its ability to support a load</p> <p>3.5 identify properties of materials that need to be considered when building structures</p> <p>3.6 describe ways in which the strength of different materials can be altered</p>			
<p>Science - Yearlong</p>						

Social Studies				<p>Roles and Responsibilities</p> <p>A1.4 describe the impact that people can have on each other in some different situations and some of the ways in which interactions between people can affect a person's sense of self</p> <p>Roles, Responsibility 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> <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>	<p>Balancing Human Needs and Environmental Stewardship</p> <p>B2.1 formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions</p> <p>B2.2 gather and organize information and data from various sources to investigate issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions</p> <p>B2.5 evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship</p> <p>Variations and Global Communities</p> <p>B1.1 compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs</p> <p>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</p>	<p>Past and Present Societies</p> <p>A1.1 compare social organization in two or more early societies</p> <p>A1.2 compare aspects of the daily lives of different groups in an early society, and explain how differences were related to the social organizations, of that society.</p> <p>A1.4 compare two or more early societies in terms of their relationship with the environment, and describe some key similarities and differences in environmental practices between these societies and present-day.</p> <p>Characteristics of Early Societies</p> <p>A3.1 identify the location of some different early societies on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic maps</p> <p>A3.2 demonstrate the ability to extract information on daily life in early societies from visual Evidence</p> <p>A3.8 describe the social organization of some different early societies and the role and status of some significant social and work-related groups in these societies</p>
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					sustainable and/or nonsustainable actions	
Social Studies - Yearlong						
PSPE/Social Emotional	<p>Stress Management and Coping* A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including helpseeking behaviours, as they participate in learning experiences, in order to support the development of personal resilience.</p> <p>Self-Awareness and Sense of Identity* 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>Healthy Relationships* A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they</p>					

<p>participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.</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>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>					
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