

# HORIZONTAL AND VERTICAL PLANNER 2021-2022

**Grade Level: P6**

Duration	Jan 3– Feb 25 UOI No 4	16 Aug – 17 Sep UOI No 1	Sep 22 - Nov 5 UOI No 2	Apr 25 – Jun 17 UOI No 6	Nov 8 - Dec 17 UOI No 3	Feb 28 – April 15 UOI No 5 (start Nov1)
Transdisciplinary Unit	<b>PSPE</b>	<b>Performing Arts</b>	<b>Visual Arts</b>	<b>Mandarin</b>		<b>PYPX</b>
Transdisciplinary Theme	<i>Who We Are</i> 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	<i>Where we are in place and time</i> 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	<i>Sharing the planet</i> 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	<i>How the world works</i> 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.	<i>How we organize ourselves</i> 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.	<i>How we express ourselves</i> 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
Central Idea	<b>Personal, Social, and Emotional Changes/Well-being.</b>  By balancing lifestyle, people contribute to their well - being.	<b>Migration</b>  Stories of migration build understanding of people's challenges and opportunities.	<b>Ecosystem</b>  Biodiversity relies on maintaining the balance of living organisms within ecosystems.	<b>Technology</b>  Advances in technology shape the way the world perceives development.	<b>Government System</b>  Government systems determine different communities in the society.	<b>EXHIBITION</b>
Key Concepts	Form - What is it like?  Connection - How is it linked to other things?	Causation - Why is it as it is?  Perspective - What are the points of view?  Responsibility - What are our obligations?	Form - What is it like?  Change - How is it transforming?  Connection - How is it linked to other things?	Change - How is it transforming?  Causation - Why is it as it is?  Responsibility - What are our obligations?	Causation- Why is it as it is?  Connection - How is it linked to other things?  Perspective - What are the points of view?	

	Function - How does it work?					
Related Concepts	health, interaction, puberty	Interpretation, contribution, settlement	interdependence, habitat, sustainability	Invention, advances, ingenuity	Citizenship, systems, leadership	
Lines of Inquiry	<p>1. Factors that affect our personal, physical, emotional and social well-being.</p> <p>2. Physical and emotional changes affect social interactions.</p> <p>3. Strategies for coping with change.</p>	<p>1. The reasons why people migrate.</p> <p>2. Migration throughout history.</p> <p>3. Personal and social contributions of migration on communities and cultures.</p>	<p>1. Elements of ecosystems.</p> <p>2. Factors that affect the balance of ecosystems.</p> <p>3. Our responsibility in sustaining our ecosystems.</p>	<p>1. What leads to technological advances.</p> <p>2. How people use technology.</p> <p>3. How ingenuity can help solve problems.</p>	<p>1. How government systems function.</p> <p>2. Impact of leadership on society.</p> <p>3. How citizens can contribute and monitor actions of their government.</p>	
Discipline Focus	Science PSPE, Language and Mathematics	Social Studies, Language, Mathematics Performing Arts	Science, Language, Mathematics, Visual Arts	Science, Language, Math, Mandarin	Social Studies, , Language, Mathematics	
Learner Profile Attributes	Balanced Caring	Principled Knowledgeable	Inquirer Communicator	Risk taker <i>Thinker</i>	Open minded Reflective	
Teacher Questions and Provocations	<p>What are the factors that affect you the most physically and emotionally? (factual)</p> <p>Do you feel the factors mentioned above will continue to be of equal importance in a different time in</p>	<p>Why do people leave their homes? (factual)</p> <p>What are some strategies used to resolve conflicts arising in a diverse setting? (conceptual)</p> <p>Does migration result in truly multi-cultural third</p>	<p>What are the things that you relate to when you think of interdependence? (factual)</p> <p>How do environmental changes affect you? (Conceptual)</p>	<p>How does technology help to expand our scientific understanding? (Conceptual)</p> <p>What are some latest advances in scientific knowledge? (Factual)</p> <p>What are the effects of technology on people and environment? (debatable)</p>	<p>How do structures work in a society? (Conceptual)</p> <p>What are some structures that we can identify in the society? (factual)</p> <p>What are the most important skills which help creating a system in any society? (debatable)</p>	

	your life or at a different place? (conceptual) How would you define "Responsible choices" keeping in mind your own body and mind? (debatable)	–culture kids/ adults? (debatable)	What effects does human development have on environment? (Debatable)			
Approaches to Learning- ATLS	<b><u>Self-management skills:</u></b> Healthy lifestyle, Informed choices, Safety  <b><u>Communication Skills:</u></b> Listening, Viewing	<b><u>Social skills:</u></b> Adopting a variety of roles Resolving conflict  <b><u>Thinking Skills:</u></b> Application of knowledge Application	<b><u>Research skills:</u></b> Planning, Presenting research findings  <b><u>Communication skills:</u></b> Writing, Speaking	<b><u>Research skills:</u></b> Planning, Organizing data, Interpreting data  <b><u>Communication skills:</u></b> Speaking, Presenting	<b><u>Thinking skills:</u></b> Analysis Synthesis Dialectical thought Meta-cognition  <b><u>Social Skills:</u></b> Cooperating, Accepting responsibility	
PSPE SEL	<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. <b>A1.2</b> apply skills that help them to recognize sources of stress and to cope with challenges,	<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. <b>A1.5</b> 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				

	including help-seeking behaviours, as they participate in learning experiences, in order to support the development of personal resilience. <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.	of identity and a sense of belonging.				
Science	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 2.2 use scientific inquiry/experimentation skills to investigate changes in body systems, as a result of physical	Not applicable	3.2 demonstrate an understanding of food chains as systems in which energy from the sun is transferred to producers (plants) and then to consumers (animals)  3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat  3.7 describe structural adaptations that allow plants and animals to	<b>Overall Expectations</b> assess the importance of form, function, strength, and stability in structures through time; <b>Learning Outcomes</b> 2.1 follow established safety procedures during science and technology investigations 2.5 use appropriate science and technology vocabulary, in oral and written communication 2.4 use technological problem-solving	Not applicable	


	<p>activity</p> <p>3.3 identify interrelationships between body systems</p>		<p>survive in specific habitats</p> <p>1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects</p> <p>3.6 describe ways in which plants and animals depend on each other</p>	<p>skills, and knowledge acquired from previous investigations, to design, build, and test a structure for a specific purpose</p>		
<p>PSPE/Human development and sexual health/mental health literacy</p>	<p>D1.1 identify trusted people that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations.</p> <p>D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty.</p> <p>D2.5 describe emotional and interpersonal stresses related to</p>					

	puberty, recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being.					
SOCIAL STUDIES		<p><b>Tradition and heritage</b></p> <p>3.2 identify some different groups in their community, and describe some of the ways in which they contribute to diversity</p> <p><b>Roles and responsibilities</b></p> <p>1.4 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>B 1.1 assess the effectiveness of actions taken by one or more levels of government to address an issue of national, provincial/territorial, and/or local significance</p> <p>B1.3 create a plan of action to address an environmental issue of local, provincial/territorial, and/or national significance</p> <p>B3.1 describe the major rights and responsibilities associated with citizenship</p>	

		<p><b>Roles, responsibilities and identity</b></p> <p>2.5 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>3.5 demonstrate an understanding that it is important to treat other people and the environment with respect</p>				
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Math	<b>Geometry and Spatial Sense</b> Learning outcomes:	<b>Number Sense and Numeration:</b> Learning Outcomes:	<b>Number Sense and Numeration:</b> Learning Outcomes	<b>Patterning and Algebra</b> Learning Outcomes:	<b>Data Management</b> Learning Outcomes	<b>Measurement</b> Learning outcomes:
	<p>E1.1 identify geometric properties of triangles, and construct different types of triangles when given side or angle measurements</p> <p>E1.2 identify and construct congruent triangles, rectangles, and parallelograms</p> <p>draw top, front, and side views of objects, and match drawings with objects</p> <p>E1.4 plot and read coordinates in the first quadrant of a Cartesian plane using various scales, and describe the translations that move a point from one coordinate to another</p> <p>E1.5 describe and perform translations, reflections, and rotations up to <math>180^\circ</math> on a grid, and predict the</p>	<p>B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, 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 100 000, in various contexts</p> <p>B2.1 use the properties of operations, and the relationships between operations, to solve problems involving whole numbers and decimal numbers, including those requiring more than one operation, and check calculations</p> <p>B2.2 recall and demonstrate multiplication facts from <math>0 \times 0</math> to <math>12 \times 12</math>,</p>	<p>B1.3 represent equivalent fractions from halves to twelfths, including improper fractions and mixed numbers, using appropriate tools, in various contexts</p> <p>B1.4 compare and order fractions from halves to twelfths, including improper fractions and mixed numbers, in various contexts</p> <p>B1.5 read, represent, compare, and order decimal numbers up to hundredths, in various contexts</p> <p>B1.6 round decimal numbers to the nearest tenth, in various contexts</p> <p>B1.7 describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number</p> <p>B2.3 use mental math strategies to multiply whole numbers by 0.1 and 0.01 and estimate sums and</p>	<p>C1.1 identify and describe repeating, growing, and shrinking patterns, including patterns found in real-life contexts</p> <p>C1.2 create and translate growing and shrinking 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, growing, and shrinking patterns</p> <p>C1.4 create and describe patterns to illustrate relationships among whole numbers and decimal tenths and hundredths</p> <p>C2.1 translate among words, algebraic</p>	<p>D1.6 analyse different sets of data presented in various ways, including in stacked-bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions</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 decimal numbers, and explain what each of these measures indicates about the data</p> <p>D1.3 select from among a variety of graphs, including stacked-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>E2.1 use appropriate metric units to estimate and measure length, area, mass, and capacity</p> <p>E2.2 solve problems that involve converting larger metric units into smaller ones, and describe the base ten relationships among metric units</p> <p>E2.3 compare angles and determine their relative size by matching them and by measuring them using appropriate non-standard units</p> <p>E2.4 explain how protractors work, use them to measure and construct angles up to <math>180^\circ</math>, and use benchmark angles to estimate the size of other angles</p> <p>E2.5 use the area relationships among rectangles, parallelograms, and</p>



	<p>results of these transformations</p>	<p>and related division facts</p> <p>B2.4 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate tools, strategies, and algorithms</p> <p>B2.6 represent and solve problems involving the multiplication of two-digit whole numbers by two-digit whole numbers using the area model and using algorithms, and make connections between the two methods</p> <p>B2.7 represent and solve problems involving the division of three-digit whole numbers by two-digit whole numbers using the area model and using algorithms, and make connections between the two methods, while</p>	<p>differences of decimal numbers up to hundredths, and explain the strategies used</p> <p>B2.5 add and subtract fractions with like denominators, in various contexts</p> <p>B2.8 multiply and divide one-digit whole numbers by unit fractions, using appropriate tools and drawings</p> <p>B2.9 represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts</p> 	<p>expressions, and visual representations that describe equivalent relationships</p> <p>C2.2 evaluate algebraic expressions that involve whole numbers</p> <p>C2.3 solve equations that involve whole numbers up to 100 in various contexts, and verify solutions</p> <p>C2.4 solve inequalities that involve one operation and whole numbers up to 50, and verify and graph the solutions</p> <p>C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves conditional statements and</p> <p>C3.2 read and alter existing code, including code that</p>	<p><b>D1.4</b> create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked-bar graphs, and incorporating any other relevant information that helps to tell a story about the data</p> <p>D1.2 collect data, using appropriate sampling techniques as needed, to answer questions of interest about a population, and organize the data in relative-frequency tables</p> <p>D1.1 explain the importance of various sampling techniques for collecting a sample of data that is representative of a population</p> <p><b>Financial Literacy</b></p> <p>F1.1 describe several ways money can be transferred among individuals, organizations, and businesses</p>	<p>triangles to develop the formulas for the area of a parallelogram and the area of a triangle, and solve related problems</p> <p>E2.6 show that two-dimensional shapes with the same area can have different perimeters, and solve related problems other control structures</p>
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		expressing any remainder appropriately		involves conditional statements and other control structures, and describe how changes to the code affect the outcomes	<p>F1.2 estimate and calculate the cost of transactions involving multiple items using various strategies</p> <p>F1.3 design sample basic budgets to manage finances for various earning and spending scenarios</p> <p>F1.4 explain the concepts of credit and debt, and describe how financial decisions may be impacted by each</p> <p>F1.5 calculate unit rates for various goods and services, and identify which rates offer the best value</p> <p>F1.6 describe the types of taxes that are collected by the different levels of government and explain how tax revenue is used to provide services in the community.</p>	
Language Transdisciplinary	<b>Oral Communication</b>  <b>Listening:</b> 1.1 identify a range of purposes for listening in	<b>Reading:</b>  <b>Understanding Form and Style:</b> 2.2 identify a variety of organizational patterns	<b>Oral Communication:</b>  <b>Listening to understand:</b> 1.6 extend understanding of oral texts by connecting the ideas in them to their own	<b>Oral Communication:</b>  <b>Reflecting on oral communication skills and strategies:</b>	<b>Reading:</b>  <b>Reading for meaning:</b> 1.9 identify the point of view presented in texts, ask questions to identify	<b>Oral Communication:</b>  <b>Listening:</b> 1.3 identify a variety of listening comprehension

	<p>a variety of situations, formal and informal, and set goals related to specific listening tasks</p> <p><b>Speaking:</b></p> <p>2.1 Identify a variety of purposes for speaking</p> <p><b>Reading for meaning:</b></p> <p>1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p> <p>1.5 use stated and implied ideas in texts to make inferences and construct meaning</p> <p><b>Writing: Developing and Organizing Content</b></p> <p>1.1 identify the topic, purpose, and audience for a variety of writing forms</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways</p>	<p>in a range of texts and explain how they help readers understand the texts</p> <p><b>Using knowledge of form and style in writing:</b></p> <p>2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences</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><b>Speaking to communicate:</b></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><b>Listening to understand:</b></p> <p>1.4 demonstrate an understanding of the</p>	<p>knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p><b>Speaking to communicate:</b></p> <p>2.6 identify a variety of 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>Reflecting on Oral communication and strategies:</b></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><b>Reading with fluency:</b></p> <p>3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose</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><b>Reading for meaning:</b></p> <p>1.7 analyse texts and explain how various elements in them contribute to meaning</p> <p>1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p> <p><b>Writing: Developing and organizing content:</b></p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies and organizational patterns</p>	<p>missing or possible alternative points of view, and suggest some possible alternative perspectives</p> <p><b>Understanding form and style:</b></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 word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning</p> <p><b>Writing: Developing and organizing content:</b></p> <p>1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary</p> <p><b>Using knowledge of form and style:</b></p>	<p>strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p><b>Speaking:</b></p> <p>2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience</p> <p><b>Reading:</b></p> <p>1.1 read a variety of texts from diverse cultures, including 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>
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		<p>information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details</p>	<p><b>Writing:</b></p> <p>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</p> <p>3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose</p> <p>Applying Knowledge of Language Conventions and Presenting Written Work Effectively:</p> <p>3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</p>	<p><b>Applying Knowledge of Language Conventions and Presenting Written Work Effectively:</b></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>2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence</p> <p><b>Oral Communication:</b></p> <p><b>Listening to understand:</b></p> <p>1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view</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><b>Reading With Fluency:</b></p> <p>3.1 automatically read and understand most words in common use</p> <p>3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:</p> <ul style="list-style-type: none"> <li>• semantic (meaning) cues;</li> <li>• syntactic (language structure) cues;</li> <li>• graphophonic (phonological and graphic) cues</li> </ul> <p><b>2. Using Knowledge of Form and Style in Writing:</b></p> <p>2.1 write longer and more complex texts using a variety of forms</p> <p>2.2 establish an appropriate voice in their writing, with a</p>
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						<p>focus on modifying language and tone to suit different circumstances or audiences</p> <p>2.3 use some vivid and/or figurative language and innovative expressions to add interest</p> <p><b>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively:</b></p> <p>3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech</p>
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<p>Media Literacy (Language learning outcomes/skills)</p>	<p><b>Understanding Media Forms, Conventions, and Techniques:</b></p> <p>2.1 describe in detail the main elements of some media forms</p> <p><b>Creating Media text:</b></p> <p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message</p>	<p><b>Understanding media forms, Conventions and techniques:</b></p> <p>2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience</p> <p><b>Reflecting on Media Literacy Skills and Strategies:</b></p> <p>4.1 identify, with some 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><b>Understanding media texts:</b></p> <p>1.1 identify the purpose and audience for a variety of media texts. 1.2 use overt and implied messages to draw inferences and construct meaning in media texts</p> <p><b>Creating media text:</b></p> <p>3.1 describe in detail the topic, purpose, and audience for media texts they plan to create</p> <p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice</p>	<p><b>Reflecting on media literacy skills and strategies:</b></p> <p>4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p> <p><b>Creating Media texts:</b></p> <p>3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques</p>	<p><b>Understanding Media texts:</b></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>1.4 explain why different audiences might respond differently to the same media text</p> <p>3.1 describe in detail the topic, purpose, and audience for media texts they plan to create</p> <p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice</p>	<p><b>Understanding media text:</b></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>1.4 explain why different audiences might respond differently to the same media text</p> <p>1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented</p>
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