

**HORIZONTAL AND VERTICAL PLANNER  
2023-2024**

**Grade Level: P3**

Duration	Aug 14 – Sept 28	Oct. 9 – Nov 17	Nov 20 – Jan 12	Jan 15 – Mar 8	Mar 11 – April 26	May 6 – June 14
<b>Transdisciplinary</b>	<b>VA</b>		<b>Mandarin</b>	<b>PA</b>		<b>PSPE</b>
	<p>How we organize ourselves</p> <p>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</p>	<p>How the world works</p> <p>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</p>	<p>Where we are in place and time</p> <p>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.</p>	<p>How we express ourselves</p> <p>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.</p>	<p>Sharing the planet</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution</p>	<p>Who we are</p> <p>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.</p>
Central idea:	<p><b>Money</b></p> <p>Money is a human-made system that allows economies to function.</p>	<p><b>Forces &amp; Movement</b></p> <p>Investigating forces and movement leads us to new understandings of everyday life.</p>	<p><b>Personal histories &amp; Journeys</b></p> <p>We can understand others by exploring their identity and personal journeys.</p>	<p><b>Signs &amp; Symbols</b></p> <p>Signs and symbols facilitate local and global communication.</p>	<p><b>Water &amp; Air</b></p> <p>Sustainability of water and air are essential for living things.</p>	<p><b>Body Systems</b></p> <p>Our body systems are connected and contribute to our health and survival.</p>
Key concepts:	<p>Form – What is it like?</p> <p>Function – How does it work?</p>	<p>Change – How is it transforming?</p> <p>Connection – How is it linked to other things?</p>	<p>Form – What is it like?</p> <p>Change – How is it transforming?</p>	<p>Function – How does it work?</p> <p>Perspective – What are the points of view?</p>	<p>Form – What is it like?</p> <p>Responsibility – What are our obligations?</p>	<p>Function – How does it work?</p> <p>Connection – How is it linked to other things?</p>

	Perspective – What are the points of view?	Causation – Why is it like it is?	Connection – How is it linked to other things?	Causation – Why is it like it is?	Function – How does it work?	Responsibility – What are our obligations?
Related concepts:	Systems, Value, Money	Forces, Movement, Inventions	Journeys, Identity, History	Symbols, Organization, Communication	Cycles, Sustainability, Properties,	Interdependence, Systems, Life and living
Lines of inquiry:	<ol style="list-style-type: none"> <li>1. Global Currencies.</li> <li>2. Different ways to earn money.</li> <li>3. Ways to use money wisely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Forces change objects.</li> <li>2. The connection between forces and movement.</li> <li>3. Forces in everyday life.</li> </ol>	<ol style="list-style-type: none"> <li>1. Significant people and events in the past and present.</li> <li>2. How the people in the past influence the present.</li> <li>3. Sharing our personal journeys.</li> </ol>	<ol style="list-style-type: none"> <li>1. Signs and symbols around us.</li> <li>2. Signs and symbols foster communication.</li> <li>3. How we create signs and symbols.</li> </ol>	<ol style="list-style-type: none"> <li>1. Properties of water and air.</li> <li>2. Sources and uses of water and air.</li> <li>3. Actions to sustain and keep the water and air clean.</li> </ol>	<ol style="list-style-type: none"> <li>1. Body systems and how they work.</li> <li>2. How body systems are interdependent.</li> <li>3. Impact of lifestyle choices on the body systems.</li> </ol>
Discipline focus: (at least 3 subject focus i.e. math, science, language)	Social Studies Language Math	Science Math Language	Social Studies Math Language	Social Studies Language Math	Science Math Language	Science Math Language

<p>Teacher questions &amp; provocations</p>	<p>What is money?</p> <p>How people earn money?</p> <p>How do we use money in everyday life?</p> <p>How do we use money wisely?</p>	<p>What is movement?</p> <p>Why people express their feeling?</p> <p>How can we show our emotion through movement?</p> <p>What is the connection between movement and emotion?</p>	<p>Who are the significant people in the past and present?</p> <p>What makes people significant?</p> <p>Who are the people that influenced you?</p>	<p>What is a sign/symbol?</p> <p>What does it look like?</p> <p>How does this sign/symbol work?</p> <p>What are other ways that we can communicate without words?</p>	<p>What are the properties of water and air?</p> <p>What are the characteristics of water and air?</p> <p>What are sources of water?</p> <p>How can we save and keep the water clean?</p>	<p>What is a body system?</p> <p>How does this body system work?</p> <p>What happens if you damage one part of a body system?</p> <p>How do lifestyle choices impact your body?</p>
<p>Approaches to Learning (ATLs)</p>	<p><b>Social Skills:</b> SS1.1.5 Be respectful to others.</p> <p><b>Self-Management Skills:</b> SM2.3.1 Take responsibility for one's own actions.</p> <p><b>Research Skills:</b> R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p>	<p><b>Thinking Skills:</b> T2.2.5 Ask "what if" questions and generate testable hypotheses.</p> <p><b>Research Skills:</b> R1.1.3 Ask or design relevant questions of interest that can be researched.</p> <p><b>Self-Management Skills:</b> SM1.7 Use time effectively and appropriately.</p>	<p><b>Research Skills:</b> R1.1.4 Outline a plan for finding necessary information.</p> <p>R1.3.3 Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams.</p> <p><b>Communication Skills:</b> C2.2.2 Paraphrase accurately and concisely.</p>	<p><b>Social Skills:</b> SS1.1.9 Build consensus and negotiate effectively.</p> <p><b>Research Skills:</b> R1.4.5 Present information in a variety of formats and platforms.</p> <p><b>Communication Skills:</b> C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p>	<p><b>Communication Skills:</b> C1.3.6 State opinions clearly, logically and respectfully.</p> <p><b>Research Skills:</b> R1.4.4 Draw conclusions from relationships and patterns that emerge from data.</p> <p><b>Thinking Skills:</b> T4.4 Record thinking and reflection processes.</p>	<p><b>Thinking Skills:</b> T1.2.4 Organize relevant information to formulate an argument.</p> <p><b>Self-Management Skills:</b> SM2.1.2 Be aware of body–mind connections.</p> <p><b>Research Skills:</b> R1.2.4 Gather information from a variety of primary and secondary sources.</p>

Learner Profile	Principled Risk Taker	Inquirers Thinkers	Communicators Open-Minded	Communicators Open-Minded	Thinkers Caring	Inquirer Balanced
Language	<p><b>Reading:</b></p> <p><b>Reading for Meaning:</b></p> <p>1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts</p> <p><b>Reading With Fluency:</b></p> <p>3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts</p> <p>3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including: • semantic (meaning) cues; • syntactic (language structure) cues; • graphophonic (phonological and graphic) cues.</p> <p><b>Writing:</b></p>	<p><b>Oral Communication:</b></p> <p><b>Listening to Understand:</b></p> <p>1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals for listening, initially with support and direction.</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p><b>Writing:</b></p> <p><b>Developing and Organizing Content:</b></p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of</p>	<p><b>Writing:</b></p> <p><b>Developing and Organizing Content:</b></p> <p>1.1 identify the topic, purpose, audience, and form for writing</p> <p>1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p><b>Reading:</b></p> <p><b>Reading for Meaning:</b></p> <p>1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes</p> <p>1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details</p> <p><b>Oral Communication:</b></p> <p><b>Listening to Understand:</b></p>	<p><b>Oral Communication:</b></p> <p><b>Speaking to Communicate:</b></p> <p>2.1 identify a variety of purposes for speaking.</p> <p>2.3 communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</p> <p>2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience.</p> <p><b>Reading:</b></p> <p><b>Understanding Form and Style:</b></p> <p>2.3 identify some text features and explain how they help readers understand texts</p> <p><b>Writing:</b></p>	<p><b>Media Literacy:</b></p> <p><b>Understanding Media Texts:</b></p> <p>1.1 identify the purpose and intended audience of some simple media texts</p> <p>1.3 express personal thoughts and feelings about simple media works and explain their responses</p> <p>1.4 describe how different audiences might respond to specific media texts.</p> <p><b>Creating Media Texts:</b></p> <p>3.1 identify the topic, purpose, and audience for media texts they plan to create</p> <p>3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create</p> <p>3.3 identify conventions and techniques appropriate</p>	<p><b>Oral Communication:</b></p> <p><b>Listening to Understand:</b></p> <p>1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea and several interesting details</p> <p><b>Reading:</b></p> <p><b>Understanding Form and Style:</b></p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary, and informational texts such as a “How to” book</p> <p>2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the</p>

	<p><b>Applying Knowledge of Language Conventions and Presenting Written Work Effectively:</b></p> <p>3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks</p> <p>3.8 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><b>2. Using Knowledge of Form and Style in Writing</b></p> <p>2.3 use familiar words and phrases to communicate relevant details.</p> <p>2.4 use a variety of sentence types.</p> <p>3.5 use parts of speech appropriately to</p>	<p>ways, with support and direction</p> <p>1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns.</p> <p>1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary.</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: the personal object pronouns me, you, him, her, us, them;</p>	<p>1.3 identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts</p> <p><b>Writing:</b></p> <p><b>Using Knowledge of Form and Style in Writing:</b></p> <p>2.7 make simple 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 criteria identified by the teacher, based on the expectations.</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: adjectives to describe a noun;</p>	<p><b>Using Knowledge of Form and Style in Writing:</b></p> <p>2.1 write short texts using several simple forms</p> <p>2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience.</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: verbs in the simple present and past tenses;</p>	<p>to the form chosen for a media text they plan to create</p> <p>3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p> <p>3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of joining words; simple prepositions of place and time.</p>	<p>patterns help readers understand the texts.</p> <p>2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts.</p> <p><b>Reading With Fluency:</b></p> <p>3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader and to an audience</p> <p>Applying Knowledge of Language Conventions and Presenting Written Work Effectively:</p>
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	<p>communicate their meaning clearly, with a focus on the use of proper nouns for local, provincial, and national place names and for holidays</p>					
<p>Language - Yearlong</p>	<p><b>ORAL COMMUNICATION</b></p> <p>1.5 use stated and implied information and ideas in oral texts to make simple inferences and reasonable predictions, and support the inferences with evidence from the text.</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them.</p> <p>1.7 identify words or phrases that indicate whether an oral text is fact or opinion, initially with support and direction.</p> <p>1.8 identify, initially with support and direction, who is speaking in an oral text, and demonstrate an understanding that the speaker has his or her own point of view.</p> <p>1.9 identify some of the presentation strategies used in oral texts and explain how they influence the audience.</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>2.5 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>2.7 use a few different visual aids, to support or enhance oral presentations.</p> <p><b>Reflecting on Oral Communication Skills and Strategies</b></p> <p>3.1 identify, initially with support and direction, a few strategies they found helpful before, during, and after listening and speaking.</p> <p>3.2 identify, initially with support and direction, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.</p> <p><b>READING</b></p> <p>1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them</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>					

- 1.7 identify the main idea and some additional elements of texts
- 1.8 express personal thoughts and feelings about what has been read
- 1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives.

#### **4. Reflecting on Reading Skills and Strategies**

- 4.1 identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading.
- 4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read.

#### **WRITING**

- 2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic
- 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice
- 3.1 spell many high-frequency words correctly
- 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference
- 3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout

#### **4. Reflecting on Writing Skills and Strategies**

- 4.1 identify some strategies they found helpful before, during, and after writing.
- 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.
- 4.3 select pieces of writing that they think show their best work and explain the reasons for the selection.

#### **Media Literacy**

- 1.2 identify overt and implied messages in simple media texts.
- 1.5 identify, initially with support and direction, whose point of view is presented in a simple media text and suggest how the text might change if a different point of view were used
- 1.6 identify, initially with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced

**4. Reflecting on Media Literacy Skills and Strategies**

4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts.

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>	<p><b>Financial Literacy:</b></p> <p>F1.1 identify different ways of representing the same amount of money up to 200 using various combinations of coins, and up to 200 using various combinations of 1 and 2 coins and 5, 10, 20, 50, and 100 bills</p> <p><b>Numbers:</b></p> <p>B1.1 read, represent, compose, and decompose whole numbers up to and including 200, 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 200, in various contexts.</p>	<p><b>Geometry and Spatial Sense: Location and Movement:</b></p> <p>E1.5 describe the relative positions of several objects and the movements needed to get from one object to another</p> <p><b>Measurement:</b></p> <p>E2.1 choose and use non- standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed</p> <p>E2.2 explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths</p> <p>E2.3 measure and draw lengths in centimetres</p>	<p>Measurement:</p> <p>2.4 use units of time, including seconds, minutes, hours, and non- standard units, to describe the duration of various events</p> <p><b>Patterning and Algebra:</b></p> <p>C2.2 determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent</p> <p>C2.3 identify and use equivalent relationships for whole numbers up to 100, in various contexts</p> <p><b>Data Management:</b></p> <p>D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of</p>	<p><b>Geometry and Spatial Sense:</b></p> <p>E1.1 sort and identify two- dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry</p> <p>E1.2 compose and decompose two- dimensional shapes, and show that the area of a shape remains constant regardless of how its parts are rearranged</p> <p>E1.3 identify congruent lengths and angles in two- dimensional shapes by mentally and physically matching them, and determine if the shapes are congruent</p> <p><b>Patterning and algebra:</b></p>	<p><b>Data Management and Probability:</b></p> <p>D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams</p> <p>D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on two pieces of information, and organize the data in two-way tally tables</p> <p>D1.3 display sets of data, using one-to-one correspondence, in concrete graphs, pictographs, line plots, and bar graphs with proper sources, titles, and labels</p> <p>D1.4 identify the mode(s), if any, for</p>	<p><b>Multiplication and Division:</b></p> <p>B2.5 represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings</p> <p>B2.6 represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings</p> <p><b>Fractions:</b></p> <p>B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 6 sharers, including problems that result in whole numbers, mixed</p>
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	<p>B1.4 count to 200, including by 20s, 25s, and 50s, using a variety of tools and strategies</p> <p>B1.5 describe what makes a number even or odd</p>	<p>and metres, using a measuring tool, and recognize the impact of starting at points other than zero</p> <p><b>Numbers:</b></p> <p>B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 100</p>	<p>complementary events happening, and use that likelihood to make predictions and informed decisions</p> <p>D2.2 make and test predictions about the likelihood that the mode(s) of a data set from one population will be the same for data collected from a different population</p>	<p>C1.1 identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts</p> <p>C1.2 create and translate patterns using various representations, including shapes and numbers</p>	<p>various data sets presented in concrete graphs, pictographs, line plots, bar graphs, and tables, and explain what this measure indicates about the data</p> <p>D1.5 analyse different sets of data presented in various ways, including in logic diagrams, line plots, and bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions</p>	<p>numbers, and fractional amounts</p> <p>B1.7 recognize that one third and two sixths of the same whole are equal, in fair- sharing contexts</p>
Science		<p><b>Understanding Matter and Energy:</b></p> <p><b>Understanding basic concepts:</b></p> <p>3.1 identify a force as a push or a pull that causes an object to move</p> <p>3.2 identify different kinds of forces</p> <p>3.3 describe how different forces applied to an object at rest can</p>			<p><b>Understanding Earth and Space System:</b></p> <p><b>Relating science and technology to society and the environment:</b></p> <p>1.1 assess the impact of human activities on air and water in the environment, taking different points of view into consideration, and plan a course of action to help keep the air</p>	<p><b>Understanding Life Systems:</b></p> <p><b>Developing investigation and communication skills:</b></p> <p>2.2 use scientific inquiry/experimentation skills to investigate changes in body systems, as a result of physical activity</p> <p>2.3 design and build a model to demonstrate how organs or</p>

		<p>cause the object to start, stop, attract, repel, or change direction</p> <p>3.4 explain how forces are exerted through direct contact or through interaction at a distance</p> <p>3.5 identify ways in which forces are used in their daily lives</p>			<p>and water in the local community clean</p> <p>1.2 assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible</p> <p><b>Developing investigation and communication skills:</b></p> <p>2.4 investigate the stages of the water cycle, including evaporation, condensation, precipitation, and collection</p> <p><b>Understanding basic concepts:</b></p> <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</p>	<p>components of body systems in the human body work and interact with other components</p> <p>2.4 use appropriate science and technology vocabulary, in oral and written communication</p> <p><b>Understanding basic concepts:</b></p> <p>3.2 describe the basic structure and function of major organs in the respiratory, circulatory, and digestive systems</p> <p>3.3 identify interrelationships between body systems</p>
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Social Studies	<p><b>People and the Environment:</b></p> <p><b>Interrelationships within the Community:</b></p> <p>B1.2 identify some services and service-related occupations in their community and describe how they meet people's needs, including their own needs</p> <p>B1.1 describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist</p> <p><b>Balancing Human Needs and Environmental Stewardship:</b></p> <p>B2.6 communicate the results of their inquiries using appropriate vocabulary</p> <p><b>Variations and Global Communities:</b></p> <p>B1.1 compare selected communities from</p>		<p><b>Heritage and Identity:</b></p> <p><b>Roles, Responsibilities, and Identity:</b></p> <p>A2.1 formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p> <p>A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them.</p> <p>A2.4 interpret and analyse information relevant to their investigations, using a variety of tools</p>	<p><b>Interrelationships and their Impact:</b></p> <p>B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools</p> <p>B2.6 communicate the results of their inquiries using appropriate vocabulary and formats</p> <p>B2.3 analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community</p> <p><b>The Elements of the Local Community:</b></p> <p>B3.4 demonstrate an understanding of the basic elements of a map when reading and constructing simple maps showing places that are significant to them</p> <p>B3.6 demonstrate the ability to construct</p>		

	<p>around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs</p> <p><b>Physical Features and Communities:</b></p> <p>B3.6 identify basic human needs , and describe some ways in which people in communities around the world meet these needs</p>		<p>A2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self</p> <p>A2.6 communicate the results of their inquiries, using appropriate vocabulary</p>	<p>simple maps of places they have visited, using symbols and non-standard units</p>		
Social/Emotional	<p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences, in order to support the development of a sense of identity and a sense of belonging.</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of</p>	<p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help- seeking behaviours, as they participate in learning experiences, in order to support the development of personal resilience.</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of</p>	<p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense of belonging, and respect for diversity.</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences, in order to support the development of a sense</p>	<p>A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</p> <p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help- seeking behaviours, as they participate in learning experiences, in order to support the</p>	<p>A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences, in order to promote a sense of optimism and hope.</p> <p>A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences, in order to support the development of a</p>	<p>A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help- seeking behaviours, as they participate in learning experiences, in order to support the development of personal resilience.</p> <p>A1.4 apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences, in order to support healthy relationships, a sense</p>

	belonging, and respect for diversity.	belonging, and respect for diversity.	of identity and a sense of belonging.	development of personal resilience.	sense of identity and a sense of belonging.	of belonging, and respect for diversity.
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