



XLIS - HORIZONTAL & VERTICAL PLANNER - 2026-2027



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Age: 9-10 years old

Unit # 1 Aug 17 – Sept 30	Unit # 2 Oct 8 – Nov 20	Unit # 3 Nov 23 – Jan 15	Unit # 4 Jan 18 – Mar 12	Unit # 5 Mar 15 – Apr 30	Unit # 6 May 6 – Jun 18
	In collaboration with Visual Arts	In collaboration with PSPE	In collaboration with Performing Arts	In collaboration with Makerspace	In collaboration with Mandarin
Who we are	How we express ourselves	How we organize ourselves	Sharing the planet	How the world works	Where we are in place and time
An inquiry into identity as individuals and as part of a collective through: - physical, emotional, social and spiritual health and well-being - relationships and belonging - learning and growing.	An inquiry into the diversity of voice, perspectives, and expression through: - inspiration, imagination, creativity - personal, social and cultural modes and practices of communication - intentions, perceptions, interpretations and responses	An inquiry into systems, structures and networks through: - interactions within and between social and ecological systems - approaches to livelihoods and trade practices: intended and unintended consequences - representation, collaboration and decision-making	An inquiry into the interdependence of human and natural worlds through: - rights, responsibilities and dignity of all - pathways to just, peaceful and reimagined futures - nature, complexity, co-existence and wisdom	An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods and tools - discovery, design, innovation: possibilities and impacts	An inquiry into histories and orientation in place, space and time through: - periods, events and artefacts - communities, heritage, culture and environment - natural and human drivers of movement, adaptation, and transformation
Central Idea Living things depend on relationships within communities to survive, grow and belong. Specified Concepts: form, connection, causation, Additional Concepts: habitats, impact, communities, interconnectedness, relationships, organisms Lines of Inquiry: An inquiry into 1. Features and characteristics of habitats and communities (form) 2. Interactions between organisms within habitats (connection) 3. Impact of external factors on habitats. (causation) Learner Profile:	Central Idea Light and sound are used to communicate and express ideas Specified Concepts: form, perspective, responsibility Additional Concepts: impact, properties, light/sound, sources, media, Lines of Inquiry: An inquiry into 1. Light and sound have a variety of forms. (form) 2. How light and sound are used in communication and expression (perspective) 3. Co-constructed with kids (responsibility) Learner Profile: communicator, risk-takers, knowledgeable	Central Idea Economies function and are shaped by resources, environments, and choices. Specified Concepts: function, connection, responsibility Additional Concepts: needs, wants, goods and services, choices Lines of Inquiry: An inquiry into 1. The needs and wants of societies (function) 2. Connections between resources, environments and economies. (connection) 3. How economic choices have positive and negative effects (responsibility)	Central Idea Geological processes shape the properties of rocks and minerals influencing how humans use them sustainably. Specified Concepts: form, change, responsibility Additional Concepts: properties, resources, composition, formation, classification, processes Lines of Inquiry: An inquiry into 1. Properties and composition of rocks and Minerals. (form) 2. How rocks and minerals form and change over time (change) 3. Rocks and minerals can be used sustainably (responsibility)	Central Idea Machines are designed for a variety of purposes. Specified Concepts: function, causation, connection Additional Concepts: Impact, forces, mechanisms, motion, Lines of Inquiry: An inquiry into 1. Machines and their uses. (function) 2. How machines impact human life (causation) 3. Machines and humanity evolve together. (connection) Learner Profile: thinker, reflective, open-minded	Central Idea Ancient civilizations shape present-day systems. Specified Concepts: form, function, connection Additional Concepts: civilization, system, artefacts Lines of Inquiry: An inquiry into 1. Characteristics of civilizations. (form) 2. How ancient systems were organized and functioned. (function) 3. Connections between the past and present (connection) Learner Profile: knowledgeable, open-minded, communicator



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balanced, knowledgeable inquirer		Learner Profile: inquirers, balanced, risk-taker	Learner Profile: caring, principled, thinker		
Approaches to Learning					
ATL C1.3.4 Speak and express ideas clearly and logically in small and large groups. T1.3.5 Propose and evaluate a variety of solutions. SS1.1.7 Learn cooperatively in a group: being courteous, sharing, taking turns.	ATL T3.4 Inquire in different contexts to gain different perspectives. R1.1.3 Ask or design relevant questions of interest that can be researched. C3.1 Understand the impact of media representations and modes of presentation.	ATL R2.8 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities. C2.2.2 Paraphrase accurately and concisely. SM2.3.3 Use strategies to reduce stress and anxiety	ATL R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images. C4.1.7 Document information and observations in a variety of ways T1.1.5 Observe carefully in order to recognize problems.	ATL SM2.5.6 Work through change. R1.2.4 Gather information from a variety of primary and secondary sources. C2.2.5 Organize information logically.	ATL SM1.7 Use time effectively and appropriately C3.2 Make informed choices about modes of communication based on audience. T2.1.5 Practice "visible thinking" strategies and techniques.
Links to SDGs and Good Life Goals					
14 – Life below water 15 – Life on land	3 – Good health & wellbeing	12 – Responsible consumption & production 8 – Decent work and economic growth 10 – reduced inequalities 1 – No poverty	11 – sustainable cities & communities 6 – clean water and sanitation	9 – Industry, innovation and communities 12 – Responsible consumption & production	16 – Peace, justice and strong institutions 5 – gender inequality 4 – quality education 2 – zero hunger
Social Emotional Learning					
Stress Management and Coping 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. Healthy Relationships A1.4 apply skills that help them build relationships, develop		Identification and Management of Emotions 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.	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.		Positive Motivation and Perseverance 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.



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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.					
Science & Social Studies					
STRAND B: Life Systems Habitats and Communities B1. Relating Science and Technology to Our Changing World: assess impacts of human activities on habitats and communities, and analyse actions for minimizing negative impacts and enhancing positive ones B1.1 assess positive and negative impacts of human activities on habitats and communities, while taking different perspectives into account B1.2 analyse the impact of the depletion or extinction of a species on its habitat and community, and describe possible actions to prevent such depletions or extinctions B2. Exploring and Understanding Concepts: demonstrate an understanding of habitats and communities and of interrelationships among the organisms that live in them	STRAND C: Matter and Energy Light and Sound C1. Relating Science and Technology to Our Changing World: assess the impacts on society and the environment of technological innovations related to light and sound C1.1 assess the impacts on society of devices that use the properties of light or sound, or both C1.2 assess the impacts on the environment of light energy and sound energy produced by various technologies, while taking different perspectives into account C2. Exploring and Understanding Concepts: demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties C2.1 identify a variety of natural and artificial light sources	Balancing Human Needs and Environmental Stewardship 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 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 B2.5 evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship Variations and Global Communities	STRAND E: Earth and Space Systems Rocks, Minerals, and Geological Processes E1. Relating Science and Technology to Our Changing World: assess the social and environmental impacts of geological processes and of human uses of rocks and minerals E1.1 analyse ways in which geological processes impact society and the environment E1.2 assess social and environmental impacts of extracting and refining rocks and minerals and of manufacturing, recycling, and disposing of products derived from rocks and minerals, while taking various perspectives into account E2. Exploring and Understanding Concepts: demonstrate an understanding of rocks, minerals, and	STRAND D: Structures and Mechanisms Machines and Their Mechanisms D1. Relating Science and Technology to Our Changing World: evaluate the impacts of various machines and their mechanisms on society and the environment D1.1 assess the impacts of machines and their mechanisms on the daily lives of people in various communities D1.2 assess and compare the environmental impacts of using different machines designed for similar purposes D2. Exploring and Understanding Concepts: demonstrate an understanding of the basic principles and functions of machines and their mechanisms D2.1 identify machines that are used in daily life, and describe their purposes	Past and Present Societies A1.1 compare social organization in two or more early societies ' 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. 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. Characteristics of Early Societies 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



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B2.1 describe habitats as areas that provide organisms, including plants and animals, with the necessities of life, and identify ways in which a local habitat provides these necessities B2.2 describe a community as a group of interacting species sharing a common habitat, and identify factors that affect the ability of a community of plants and animals to survive in a local habitat B2.3 describe the relationship of organisms in a food chain, and classify organisms as producers, consumers, or decomposers B2.4 demonstrate an understanding of a food web as the interconnection of multiple food chains in a natural community B2.5 describe how animals are categorized according to their diet, and categorize various animals as carnivores, herbivores, or omnivores	C2.2 distinguish between objects and living things that emit their own light and those that reflect light from other sources C2.3 describe properties of light, including that light travels in a straight path and that light can be absorbed, reflected, and refracted C2.4 describe properties of sound, including that sound travels through a medium as a wave and that sound can be absorbed or reflected and modified C2.5 explain how vibrations cause sound waves C2.6 describe how different objects and materials interact with light and sound energy C2.7 distinguish between sources of light that emit both light and heat and those that emit light but little heat C2.8 identify sensory organs and devices that make use of the properties of light and sound	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 B1.3 demonstrate an understanding of the importance of sustainability in people's interrelationship with their natural environment and of some of the consequences of sustainable and/or unsustainable actions	Earth's geological processes E2.1 explain geological processes that result in the formation of igneous, sedimentary, and metamorphic rocks, using the rock cycle E2.2 describe the physical properties of igneous, sedimentary, and metamorphic rocks E2.3 classify different rocks and minerals according to their composition and physical properties, using various tests and criteria E2.4 describe everyday uses of rocks and minerals E2.5 describe how fossils are formed and what information they can provide about Earth's history	D2.2 identify the parts of various mechanisms and describe the purpose of each part D2.3 describe how different mechanisms transmit various types of motion, including rotary motion, from one system to another D2.4 describe how mechanisms transform motion, including how they can change the geometric plane in which the motion occurs and the speed and/or direction of motion D2.5 explain how forces are changed in a variety of machines	A3.2 demonstrate the ability to extract information on daily life in early societies from visual evidence 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
Math Inside the Programme of Inquiry– integrated/transdisciplinary					
		NUMBER SENSE AND NUMERATION Fractions	DATA MANAGEMENT & PROBABILITY D1.1 describe the difference between qualitative and	GEOMETRY AND SPATIAL AWARENESS E1.1 identify geometric properties of rectangles,	GEOMETRY AND SPATIAL AWARENESS



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	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 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 Fractions & Decimals B1.6 count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools B1.7 read, represent, compare, and order decimal tenths, in various contexts B1.8 round decimal numbers to the nearest whole number, in various contexts B1.9 describe relationships and show equivalences among fractions and decimal tenths, in various contexts 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 FINANCIAL LITERACY	quantitative data, and describe situations where each would be used. 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. 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 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 incorporating any other relevant information that helps to tell a story about the data 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 .	including the number of right angles, parallel and perpendicular sides, and lines of symmetry. MEASUREMENT/ SHAPES AND SPACES METRIC SYSTEM E2.1 explain the relationships between grams and kilograms as metric units of mass, and between liters and milliliters as metric units of capacity, and use benchmarks for these units to estimate mass and capacity 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. TIME E2.3 solve problems involving elapsed time by applying the relationships between different units of time. ANGLES E2.4 identify angles and classify them as right, straight, acute, or obtuse. AREA 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.	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. E1.3 describe and perform translations and reflections on a grid, and predict the results of these transformations. PATTERNING AND ALGEBRA EQUATIONS C2.2 solve equations that involve whole numbers up to 50 in various contexts and verify solutions. C2.3 solve inequalities that involve addition and subtraction of whole numbers up to 20, and verify and graph the solutions. PATTERNING AND ALGEBRA CODING SKILLS 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. C3.2 read and alter existing code, including code that involves sequential, concurrent repeating and nested events,
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		F1.1 identify the various methods of payment that can be used to purchase goods and services. 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. 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. F1.4 explain the relationship between spending and saving, and describe how spending and saving behaviors may differ from one person to another. Consumer awareness F1.5 describe some ways of determining whether something is reasonably priced and therefore a good purchase.	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. D2. Describe the likelihood that events will happen, and use that information to make predictions. 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. 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 data collected from different populations.	E2.6 apply the formula for the area of a rectangle to find the unknown measurement when given two of the three.	and describe how changes to the code affect the outcomes.
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Math Outside the Programme of Inquiry- standalone					
NUMBER SENSE AND NUMERATION Whole Numbers 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. B1.2 compare and order whole numbers up to and including 10 000, in various contexts. B1.3 round whole numbers to the nearest ten, hundred, or thousand, in various contexts PATTERNING AND ALGEBRA PATTERNS C1.1 identify and describe repeating and growing patterns, including patterns found in real-life contexts. C1.2 create and translate repeating and growing patterns using various representations, including tables of values and graphs. C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating and growing patterns.	NUMBER SENSE AND NUMERATION Properties & Relationships 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 Math Facts B2.2 recall and demonstrate multiplication facts for 1×1 to 10×10 , and related division facts Mental Math 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. MULTIPLICATION & DIVISION B2.5 represent and solve problems involving the multiplication of two- or three-digit whole numbers by one-digit whole numbers and by 10, 100, and 1000, using				



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C1.4 create and describe patterns to illustrate relationship among whole numbers and decimal tenths. ADDITION & SUBTRACTION 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. (Moved from 1st standalone)	appropriate tools, including arrays B2.6 represent and solve problems involving the division of two- or three digit whole numbers by one-digit whole numbers, expressing any remainder as a fraction when appropriate, using appropriate tools, including arrays B2.8 show simple multiplicative relationships involving whole-number rates, using various tools and drawings.				
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Language inside the Programme of Inquiry (Integrated)					
Personal Narrative Informational Writing and Reading	Persuasive	Instructional Persuasive	Descriptive	Instructional writing	Informational Journal Narrative
B3.2 - collective nouns;					
<u>Listening</u> B1.1 use effective listening skills, including asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes Reading Outcomes: C2.2 – Identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes. B2.3 – Read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading. <u>Writing Outcomes:</u> D1.3 – Gather information and content relevant to a topic, using a variety of sources and strategies, and record the sources of information <u>Media Literacy</u>	<u>Speaking</u> B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning Reading Outcomes: C1.2 – Describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning. C1.4 – Explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts. C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts C1.6 – Identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and	<u>Speaking</u> B1.3 identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including paraphrasing and restating, to communicate clearly and coherently Reading Outcomes: C1.5 – Identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre. C2.3 – Make predictions using background knowledge, text features, and evidence from the text, and pose questions to check whether their predictions were correct. C3.6 – Explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed. Writing Outcomes:	<u>Reading Outcomes:</u> C1.3 – Identify text patterns, such as spatial order in a graphic text, and text features, such as type styles and hyperlinks, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning. C2.4 – Use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts. B2.1 – Use knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words. B2.2 – Demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use	<i>Word Choice, Syntax, and Grammar in Oral Communication</i> B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension Reading: C2.5 – Describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them. C3.1 – Describe literary devices, including personification and anthropomorphism, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience C3.2 – Make local and global inferences, using explicit and implicit evidence, to extend their understanding of various texts.	<u>Listening</u> B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information and messages communicated orally and non-verbally, express interest in what is being said at appropriate times, seek clarification, and develop an appropriate response Reading : C2.6 – Summarize the main idea of a text and the supporting details in sequence, and draw a simple conclusion. C3.3 – Analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing the events of multiple plots, and explaining cause and effect. <u>Writing Outcomes:</u> D1.4 – Select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium.



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A2.1 explain their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities A2.2 demonstrate an understanding of how to navigate online environments safely, manage their privacy and personal data, and interact in a way that supports their well-being and that of others, including seeking appropriate permission	disadvantages of the approach used in each story. C3.4 – Identify cultural elements that are represented in various texts, including norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture. C3.5 – Identify explicit and implicit perspectives communicated in various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience. <u>Writing Outcomes:</u> D1.1 – Identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning.	D2.4 – Identify the point of view used in their texts, and the perspectives and bias conveyed in their texts.	morphological knowledge to analyze and understand new words in context. <u>Writing Outcomes:</u> D2.3 – Establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre.	<u>Writing Outcomes:</u> D2.1 – Draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies.	<u>Media Literacy</u> A2.3 gather, evaluate, and use information, considering validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning
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Language Outside the Programme of Inquiry

Modelled continuously throughout the year (writing process visible in the classroom and referenced as a part of being a writer)

D1.2 – Generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences.

D2.1 – Draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies.

D2.5 – Make revisions to the content of draft texts and to elements of style, such as word choice, and adding or delete sentences, to improve clarity, focus, and coherence, seeking feedback.

D3.2 – Publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message.

D2.6 – Edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts.

D3.1 – produce final texts using a variety of techniques and tools, including simple digital design and production tools, to achieve the intended effect

C1.1 – Read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge.

C2.7 – Explain how strategies such as visualizing, making predictions, summarizing, and connecting to their experiences have helped them comprehend various texts.

C3.8 – Identify the critical thinking skills they used to analyze and evaluate various texts and explain how these skills have helped them better understand the texts.

Conventions Focus:

B3.1 – Identify and construct various sentence types and forms, including simple and compound sentences formed with prepositional phrases and/or independent and dependent clauses

B3.2 – demonstrate an understanding of the functions of parts of speech in sentences, including relative pronouns, the perfect verb tense and interrogative and imperative verbs, and the use of pronouns as adjectives, and use this knowledge to support comprehension and communicate meaning clearly

B3.3 – use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work

*** Learning outcomes are taken from the Ontario curriculum

*** This is a live document and subject to change as need arises