

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
4	Mr. Alex, Mr. Zack, Ms. Jenn	22nd November - 26th November	4
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Thinker Knowledgeable Inquirers	Creating a Caring and Inclusive Community	Function Change Connection Innovation Geography History	Thinking skills Research skills
TD Theme:	Central Idea:	Lines of Inquiry:	
Where we are in Place and Time	Innovations develop over time and influence the future	An inquiry into... <ul style="list-style-type: none"> • Innovations through time • impact of innovations on societal systems • possible future innovations 	
Teacher Questions:			
<p>What is the relationship between invention, discovery, and innovation? How have innovations and inventions impacted life as we know it today? What is an innovation? What is a society? What factors determine if inventions are a What positive influences do innovations have on society? What are the negative influences do innovations have on society? How are different areas of societal systems influenced by innovations? What does change and connection mean in your life? What is a civilization? Why do we need to understand geography? When you hear the word History, what do you think of? How would you explain the word history to a younger student?</p>			
Events and Activities:			

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
<p>UOI: Where We Are in Place and time.</p> <p>Key Vocabulary: civilizations Innovation Geography History change connection maps timeline</p>	<p>Social Studies Strand(s): Human systems and economic activities Identify governance structures and power dynamics in past civilisations</p> <p>Social Organisation and Culture explain how civilizations are organised Explain how the systems and structures of a civilisation make it effective</p> <p>Continuity and Change through time Suggest patterns of historical change Construct representations of change over time Connect technologies, structures and systems in modern society to influences from the past</p> <p>Human and natural environment use a range of geographical formats and tools to find, identify and compare aspects of location describe how and why civilisations develop over time identify causes and effects of change on particular communities and locations</p> <p>ATL Skills: Research Skills - Informational Literacy Formulating and planning Ask or design relevant questions of interest that can be researched. Outline a plan for finding necessary information. Evaluate and select appropriate information sources and/or digital tools based on the task.</p> <p>Data gathering and recording Gather information from a variety of primary and secondary sources. Use all senses to find and notice relevant details.</p>	<p>Who We Are - reflecting on our work from term 1 so far to create a learning portfolio and revise learning goals.</p> <p>Innovation/Invention timeline. What came before? What came after? What might come next?</p> <p>Looking at what was invented in different civilizations and how those inventions are connected to today's innovations.</p> <p>World Map Exploring Part 2 - Digging deeper into maps - where did civilizations around the world first begin and WHY and WHEN?</p> <p>Toilet Paper Timeline: What is history? How long have humans been on the earth?</p> <p>Creating personal connections to the key concepts of function, change, connection and the related concept of innovation.</p> <p>Research Skills Survey: What research skills do we have already? Reflecting on how</p>	<p>I can find evidence of my learning and</p> <p>I can create a list of the systems of a civilisation.</p> <p>I understand that geography influences the location of a civilisation</p> <p>I can make a visualization (timeline) of historical events.</p> <p>I can connect an innovation to a system in society.</p> <p>I can explain the influence an innovation has on the way people live.</p> <p>I can use visual representations to demonstrate my understanding of vocabulary words.</p> <p>I can activate my background knowledge to build my understanding of the key concepts (change, connection).</p> <p>I can review my own personal research habits and make a plan for improving my skills.</p>

	Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.	we currently research and what we can do differently to be expert researchers. Unpacking key vocabulary words. Making visual interpretations to the key words.	
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: (LA curriculum)	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>What is persuasion? What are the most effective methods to persuade others? How do you write a persuasive text? Writing a persuasive paragraph.</p> <p>Non-Fiction writing Using text features, and a specific text structure to convey information about a chosen topic.</p> <p>Following the writing process from planning to publishing to produce original pieces of writing. Focus on responding to feedback.</p> <p>review and reflect on writing goals and where we are now and where we want to go next with our writing.</p>	<p>I can use non-fiction text features to explain a historical event.</p> <p>I can use persuasive writing techniques to defend my opinion or convince others to share my opinion.</p> <p>I can use main ideas and details to inform others of a topic of interest.</p>
Planning for Reading	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>iPick a goodfit book - Find a New goodfit book for read 2 self at school and at home. What does read 2 self look like? How do we build our habits of a good reader? Expectations and routines. What is my purpose for reading?</p> <p>Story Elements - Character types and types of conflict. Connected to Where the Mountain Meets the Moon and continues in</p>	<p>I can identify the different structures of books and their purpose.</p> <p>I can explain the difference between a primary and secondary resource.</p> <p>I can identify antagonists and protagonists in a story and explain their importance in the plot.</p>

	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>reading groups and read 2 self.</p> <p>Non-Fiction genre exploration - what are the different structures of non-fiction books?</p> <p>Explore the ways authors choose the information they include in a non-fiction book. What is a primary or secondary resource?</p> <p>Using main idea and details to support our thinking when making inferences.</p>	<p>I understand the four different types of conflict.</p>
<p>Math (<i>math curriculum</i>)</p>	<p>DH2-Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs Set up a spreadsheet using simple formulas to manipulate data and to create graphs</p> <p>DH3-Evaluate the effectiveness of different displays in illustrating data features including variability</p> <p>DH4-Understand that mode, median, mean and range can summarize a set of data</p> <p>N1-Recall multiplication facts up to 10 x 10 and related division facts Multiply/Divide 2-digit and 3-digit number by a 1-digit number</p> <p>N6-Develop efficient mental and written strategies and use appropriate digital technologies for</p>	<p>Timetables/Schedules - what information can you learn? How can you determine elapsed time from a timetable?</p> <p>Timelines - constructing a timeline to visualize data.</p> <p>Personal math goals - revisit and revise. What does being a mathematician mean? What are ways we can grow in our maths learning?</p> <p>Working with Graphing: Evaluating different displays of data for effectiveness. (slow reveal graphs). Interpret data in graphs using mean, median, and mode.</p> <p>Creating a variety of graphs to share data visually.</p>	<p>I can construct a timeline to numerically represent information.</p> <p>I can interpret information presented on a timetable/schedule.</p> <p>I can construct a variety of graphs to report data in an effective way.</p> <p>I can interpret data using mean, median, and mode of a data set.</p> <p>I can self reflect on my skills with the four operations and make a plan to grow further.</p>

	<p>multiplication and for division</p> <p>N7-Solve problems involving division by a one digit number, including those that result in a remainder</p>	<p>Review, Reflect, Revise - self reflection of our skills and the strategies we use with addition, subtraction, multiplication, and division. Including problem solving.</p> <p>Revise our personal math goals and action plans.</p>	
Other stand alone			