

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
3	Jen, Marc and Ronyii	1st-5th November	13
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Communicators Principled Reflective	Taking ethical action	<ul style="list-style-type: none"> ● Connection ● Function ● Responsibility ● Change 	Communication Social Self-management
TD Theme:	Central Idea:	Lines of Inquiry:	
How we organise ourselves <ul style="list-style-type: none"> ● An inquiry into the interconnectedness of human-made systems and communities ● the structure and function of organizations 	Mission statements provide a shared goal for organisations to strive towards	<ul style="list-style-type: none"> ● Purpose and structure of organisations ● Interdependent systems ● Evolving organisations 	
Guiding Questions:		Teacher Questions:	
<p>Purpose and structure of organisation:</p> <ul style="list-style-type: none"> - What is an organisation? - What is the purpose of the organisation? - How does a mission statement drive the movement of an organisation? <p>Interdependent systems</p> <ul style="list-style-type: none"> - Who is involved in the organisation? - What departments/teams are apart of the organisation? - How do these departments/teams work together striving towards a collective goal? <p>Evolving organisations:</p> <ul style="list-style-type: none"> - How do organisations change? - What causes organisations to adapt? - Why do organisations evolve? 		<p>Mission Statement: What is a mission statement and why is it important for an organisation?</p> <p>Values: Why are values important to decide, who decided what these are for an organisation? How are the values and mission statement connected?</p> <p>Vision statement: Why is a vision statement required in an organisation and who works on deciding what that is? Does a vision, mission statement or values ever change? How are the vision statement, values and mission statement connected?</p>	

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
UOI: Who We Are	<p><i>Curriculum coverage</i></p> <p>Communication Skills</p> <ul style="list-style-type: none"> Listen actively to other perspectives and ideas. Ask for clarifications. Listen actively and respectfully while others speak. <p>Speaking</p> <ul style="list-style-type: none"> Speak and express ideas clearly and logically in small and large groups. State opinions clearly, logically and respectfully. Discuss and negotiate ideas and knowledge with peers. <p>Function The understanding that everything has a purpose, a role or a way of behaving that can be investigated.</p> <p>Connection The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.</p>	<p><i>Inquires/engagements</i></p> <p>Tuning into our new unit of inquiry. How We Organise Ourselves</p> <p><u>Unpacking central idea:</u> Focus on understanding the <u>key words</u> of the central idea. Effective organisations have a shared vision to strive towards.</p> <p><u>Provocation Questions for this week</u> Revisiting What is an organisation? What drives an organisation? We will explore KIS mission statement and make connections to how these two questions are related. Why are mission statements important and how do they drive the organisation?</p> 	<p><i>Student Expectations/assessments</i></p> <p>Students will unpack the central idea to ensure they have an understanding of key vocabulary.</p> <p>Students will share their current thinking and knowledge of what an organisation is, it's purpose and structure.</p> <p>Students will reflect on what a mission statement is and how they are used within an organisation.</p> <p>Students will explore a range of mission statements and will be encouraged to summarise and rewrite some in a student friendly language.</p>	<p>Responsibilities, roles, actions, behaviours, values, choices, communities, organisations mission vision</p>

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Language Arts strand s: (LA curriculum)	<ul style="list-style-type: none"> Summarising skills: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <p><i>Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.</i></p>	<p>Tuning in:</p> <p>Students will continue to build on their skills of summarising, text, articles, news, videos. By identifying the key events and how they can be reworded using carefully chosen words to keep the sentences succinct.</p> <p>Students will explore: What are the main ideas? What are the crucial details necessary for supporting the ideas? What information is irrelevant or unnecessary? Have them use keywords or phrases to identify the main points from the text.</p> <p>EAL support: Google Meet</p> <ul style="list-style-type: none"> seesaw activities GG classroom EAL lessons Guided reading 	<p>Students will learn to determine essential ideas and consolidate important details that support them.</p> <p>Students will focus on key words and phrases of an assigned text that are worth noting and remembering.</p> <p>Students will explore how to take a large selection of text and reduce it to the main points for more concise understanding.</p>	<p>hook/introduction</p> <p>narrative</p> <p>compound sentence</p> <p>adjectives</p> <p>verbs</p> <p>nouns</p>
Planning for Reading	<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Read instructional texts with purpose and understanding. 	<p>Vocabulary Acquisition - students focusing on reading for meaning and noticing any new or unfamiliar vocabulary as they read. Using tools such as a thesaurus and dictionary to extend and develop understanding of a text.</p> <p>Asking and answering questions about texts they are reading to build comprehension skills and understanding.</p> <p>Students will use a range of reading platforms (ORT, library books, Raz and Epic) to read for pleasure at an instructional level.</p>	<p>Students can discuss elements of the story and talk about different features in a text.</p> <p>Students can compare and contrast different texts.</p> <p>Students can use clues in the text as well as their prior knowledge to make inferences.</p>	<p>fiction</p> <p>non-fiction</p> <p>make connections</p> <p>summarise</p> <p>predict</p> <p>inference</p>

<p>Math (<i>math curriculum</i>)</p>	<p>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <ul style="list-style-type: none"> Learners use number patterns to make predictions and solve problems Understand the operations of addition, subtraction are related to each other and are used to process information to solve problems. Recognize and explain the connection between addition and subtraction Recall additional facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies. 	<p>Tuning in: Revisit the different known methods/strategies we have explored for addition subtraction and su</p> <p>Students will be introduced to word problems. They will have the task of finding key information, such as what is the number sentence?</p> <p>Using a systematic method CUBES when approaching mathematical word problems.</p> <p>Identify what the word problem is asking you to do, for example: find the sum, what is the difference, how many lots of.</p> <p>Apply understanding of mathematical operations into solving a range of word problems (beginning with addition and subtraction).</p>	<p>Students will reflect on strategies for subtracting and adding numbers and provide reasoning to support their chosen methods.</p> <p>Students will continue to tune in and engage with a range of vocabulary connected to addition and subtraction.</p> <p>Develop understanding of how to approach word problems using CUBES.</p> <p>Use a consistent strategy to help unpack the question and identify key information.</p> <p>Students can use the strategies and methods we have been exploring to solve addition and subtraction problems.</p>	<p>Addition- sum, altogether, all, in all, together, total, total number, add, increase, increased by, more than. Split strategy partition hundreds,tens, ones Jump strategy number lines compensation strategy friendly tens round up round down</p>
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