

## KIS International School Weekly Planning Documentation

<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>From-To:</b>	<b>Week:</b>
4	Mr. Alex, Mr. Zack, Ms. Jenn	8th November - 11th November	2
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Thinker Knowledgeable Inquirers	Creating a Caring and Inclusive Community	Function Change Connection Innovation Geography History	Thinking skills Research skills
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
Where we are in Place and Time	Innovations develop over time and influence the future	An inquiry into... <ul style="list-style-type: none"> <li>• Innovations through time</li> <li>• Impact for the future</li> </ul>	
<b>Teacher Questions:</b>			
<p><b>Using the Related Concepts of Change &amp; Connection to revisit Who We Are</b></p> <ul style="list-style-type: none"> <li>• How have you as a learner changed? -</li> <li>• How have your goals changed?</li> <li>• How are your goals connected to your learning?</li> <li>• How will your goals connect to the Hybrid model?</li> <li>• What changes do we need to make to our Ess. Agreements?</li> </ul> <p>What is an innovation?            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>			
<b>Events and Activities: Last week of being fully remote as our hybrid learning model starts on Monday the 8th of November!</b>			
	<b>Learning Outcomes/ATLs</b>	<b>Learning engagements</b>	<b>Success criteria/Assessments</b>
UOI: Where We Are in Place and time.	<b>Social Studies Strand(s): Human systems and economic activities</b> Identify governance structures and power dynamics in past civilisations	Going further with personal connections to change & connection: Revisit and revise learning goals.	I can use visual representations to demonstrate my understanding of vocabulary words.

<p>Key Vocabulary: civilizations Innovation Geography History change connection</p>	<p><b>Social Organisation and Culture</b>  explain how civilizations are organised  Explain how the systems and structures of a civilisation make it effective  <b>Continuity and Change through time</b>  Suggest patterns of historical change  Construct representations of change over time  Connect technologies, structures and systems in modern society to influences from the past  <b>Human and natural environment</b>  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  <b>ATL Skills:</b>  <b>Research Skills - Informational Literacy</b>  <b>Formulating and planning</b>  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.  <b>Data gathering and recording</b>  Gather information from a variety of primary and secondary sources.  Use all senses to find and notice relevant details.  Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p>	<p>Rework essential agreements.  Focus on creating a caring and inclusive community for ALL remote an in-person.  Digital Citizenship reflection</p> <p>Creating personal connections to the key concepts of function, change, connection and the related concept of innovation.</p> <p>Unpacking key vocabulary words. Making visual interpretations to the key words.</p> <p>Research Skills Survey: What research skills do we have already? Reflecting on how we currently research and</p>	<p>I can activate my background knowledge to build my understanding of the key concepts (change, conection).</p> <p>I can review my own personal research habits and make a plan for improving my skills.</p>
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Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
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<p>Language Arts strands: (LA curriculum)</p>	<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>review and reflect on writing goals and where we are now and where we want to go next with our writing.</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>I can use main ideas and details to inform others of a topic of interest.</p>
<p>Planning for Reading</p>	<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>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>Developing our habits of a great reader. What does read 2 self look like?</p> <p>What are our reading goals?</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 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>Math (<i>math curriculum</i>)</p>	<p><b>DH2</b>-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><b>DH3</b>-Evaluate the effectiveness of different displays in illustrating data features including variability</p> <p><b>DH4</b>-Understand that mode, median, mean and range can summarize a set of data</p> <p><b>N1</b>-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><b>N6</b>-Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division</p> <p><b>N7</b>-Solve problems involving division by a one digit number, including those that result in a remainder</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>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>	<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>Other stand alone</p>			