

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
4	Mr. Alex, Mr. Ed, Ms. Jenn	13th December - 17th December	7
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: End of Term celebrations Tuesday and Friday.			

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI: Where We Are in Place and time. Key Vocabulary: civilizations Innovation Geography History change connection maps timeline	Social Studies Strand(s): 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	Past, Present, and the Future: Analyze predictions of the year 2000 drawn in 1900, what was accurate and what was not? Make predictions for the year 3000.	I can explain the influence an innovation has on the way people live. I can use my background knowledge to form predictions.

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: <i>(LA curriculum)</i>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Revising and publishing a persuasive text. Sharing and peer reflection Use our created timelines to write an explanatory text of the progression of development the invention/innovation has gone through. Reflection Weekly Handwriting Practice Following the writing process from planning to publishing to produce original pieces of writing. Focus on responding to feedback.	I can use non-fiction text features to explain a historical event. I can use persuasive writing techniques to defend my opinion or convince others to share my opinion. I can use main ideas and details to inform others of a topic of interest.
	Refer to details and examples in a text when explaining what the text says	Reflection on Reading skills and strategies that we practiced with Where the Mountain Meets the Moon.	I can identify the different structures of books and their purpose.

<p>Planning for Reading</p>	<p>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>Making inferences to determine the meaning of an unknown word(s). Text clues + background knowledge = inferred definition.</p> <p>Read 2 self - using the habits of an effective reader. Monitoring our thinking using predictions, connections, and jotting notes of reactions as we read.</p> <p>Story Elements - Character types and types of conflict. Connected to Where the Mountain Meets the Moon and continues in 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 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>I understand the four different types of conflict.</p>
<p>Math <i>(math curriculum)</i></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 N6-Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division N7-Solve problems involving division by a one digit number, including those that result in a remainder</p>	<p>Number and Operations games and review</p> <p>Personal math goals - revisit and revise. 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 self reflect on my skills with the four operations and make a plan to grow further.</p>

WEEKLY PLANNING GRADE SCHOOL