













تعريف التعلّم والتعليم العالي الجودة في أكاديمية قطر-الدوحة	QAD High Quality Learning and Teaching Definition
يطلق التعلّم العالي الجودة من بناء علاقات صحّية وهويات ثقافيّة داخل المجتمع المدرسيّ خلال التعاون الهادف. إنّهُ عمليةٌ تتضمّن توظيف مجموعة من الإستراتيجيّات بهدف إشراك المتعلّمين وتمكينهم من أن يكونوا القوّة المحرّكة في تعلّمهم. ينصبّ تركيزنا على توفير بيئة إيجابيّة تشجّع على النّجاح الأكاديميّ، النّموّ الشّخصيّ، المجازفة والمرونة.	<p>High quality learning begins with building healthy relationships and cultural identities within the school community through meaningful collaboration. It is a process which includes using a range of strategies to engage and empower students to have agency over their learning. Our focus is on creating a positive environment which encourages academic success, personal growth, risk-taking and resilience.</p> <p><b>The learning process incorporates:</b></p> <ul style="list-style-type: none"><li>-Making connections to prior knowledge, within and between disciplines</li><li>-Developing conceptual understandings, knowledge, skills and attributes</li><li>-Reflecting on new understandings, acting on new knowledge and applying new skills and attributes</li></ul> <p><b>The teaching process incorporates:</b></p> <ul style="list-style-type: none"><li>-Using evidence based practices</li><li>-Using effective differentiation</li><li>-Providing opportunities to self-assess</li><li>-Using authentic and rigorous data that is qualitative and quantitative</li></ul>

Prompts: Planning		
<div><b>Learning goals and success criteria</b> What is it we want students to know, understand and be able to do? How are learning goals and success criteria co-constructed between teachers and students? (PYP Scope and Sequence, National Arts Curriculum, AERO, NGSS, Ministry etc)</div>	<div><div><b>Prior learning</b> How are we assessing students’ prior knowledge, conceptual understandings and skills?</div><div>How are we using data and evidence of prior learning to inform planning?</div><div>How does our planning embrace student language profiles?</div></div>	<div><div><b>Teacher questions</b> What teacher questions and provocations will inform the lines of inquiry? (Factual, Conceptual, Debatable)</div><div><div><b>Student questions</b> What student questions, prior knowledge, existing theories, experiences and interests will inform the lines of inquiry?</div></div></div>
<div><div><b>Designing engaging learning experiences</b> What experiences will facilitate learning? For all learning this means:<ul style="list-style-type: none"><li>• developing questions, provocations and experiences that support knowledge and conceptual understandings</li><li>• creating authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile</li><li>• building in flexibility to respond to students’ interests, inquiries, evolving theories and actions</li><li>• integrating languages to support multilingualism</li><li>• identifying opportunities for independent and collaborative learning, guided and scaffolded learning, and learning extension.</li></ul></div></div>	<div><div><b>Supporting student agency</b> How do we recognize and support student agency in learning and teaching? For all learning this means:<ul style="list-style-type: none"><li>• involving students as active participants in, and as co-constructors of, their learning</li><li>• developing students’ capacity to plan, reflect and assess, in order to self-regulate and self-adjust learning</li><li>• supporting student-initiated inquiry and action.</li></ul></div></div>	<div><div><div><b>Questions</b> <b>Teacher questions</b> What additional teacher questions and provocations are emerging from students’ evolving theories? <b>Student questions</b> What student questions are emerging from students’ evolving theories?</div></div></div>
Prompts: Assessment and Reflection		
<div><div><b>Ongoing assessment</b> What evidence will we gather about students’ emerging knowledge, conceptual understandings and skills? How are we monitoring and documenting learning against learning goals and success criteria? How are we using ongoing assessment to inform planning, and the grouping and regrouping of students?</div></div>	<div><div><b>Ongoing reflections</b> For all teachers<ul style="list-style-type: none"><li>• How are we responding to students’ emerging questions, theories, inquiries and interests throughout the inquiry?</li><li>• How are we supporting opportunities for student-initiated action throughout the inquiry?</li><li>• How can we ensure that learning is purposeful and authentic and/or connects to real-life challenges and opportunities?</li><li>• How are we nurturing positive relationships between home, family and school as a basis for learning, health and well-being?</li></ul></div></div>	<div><div><b>Student self-assessment and peer feedback</b> What opportunities are there for students to receive teacher and peer feedback? How do students engage with this feedback to self-assess and self-adjust their learning?</div></div>

OVERVIEW

Title (Theme Acronym): HWOO - Government Systems  
(Duration): 8 Weeks

 Theme: How We Organize Ourselves

[Theme Focus \(see descriptions\):](#)

Which parts of the transdisciplinary theme will the unit of inquiry focus on?

An inquiry into the interconnectedness of human-made systems and communities.

The structure and function of organizations.

Societal decision-making.

Economic activities and their impact on humankind and the environment.

Grade-level: 5

Collaborative teaching team: Ikhlas, Greg, Hanifa, Charity, Julez

 Initial reflections

How can our initial reflections inform all learning and teaching in this unit of inquiry?

We have moved this unit to the first unit this year, so we hope it works well. It is a heavy topic as the first one of the year, but with what is going on politically right now in the world (Afghanistan), we hope that they can make a lot of connections to the real-world. We are hoping to start a student council in Grade 5, so we also hope that this unit will last throughout the whole year.

Description (Your unit description can be shared with your class):

This unit focuses on the roles and responsibilities of governments and citizens around the world and within Qatar. Students examine the parts of the systems within governments and how that might apply in all aspects of their lives, including the classroom.

  Connections: Transdisciplinary and past

Links to previous planners.

Connections to past and future learning, inside and outside the programme of inquiry.

How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?

 Making flexible use of resources

How will resources add value and purpose to learning?

[formative-assessment-tools-levy-county.pdf](#)

[Link to COVID-19 POI 2020-2021](#)

[Topic Arrangements of the Next Generation Science Standards](#)

[Unit 1 Newsletter](#)



Central Idea

Central Idea: Government systems influence the lives of citizens



Lines of Inquiry:

An inquiry into...

- Government systems,
- The impact of government decisions on our daily life,
- The rights and responsibilities of citizenship



Key Concepts: Responsibility, Form, Function



Related Concepts: Systems, Citizenship, Governance



Learner Profile:

Knowledgeable, Reflective, Communicator



AtL Skills:

Communication, Self-Management

INQUIRY CYCLE UNIT PLANNING						
Subject	Tuning In (Provocation)	Finding Out/Sorting Out/Going Further LOI 1	Finding Out/Sorting Out/Going Further LOI 2	Finding Out/Sorting Out/Going Further LOI 3	Making Conclusions	Taking Action
Duration	.5 week	1.5 weeks	2 weeks	2 weeks	2 weeks	
<i>(Provocation, Questions: Factual Questions, Conceptual Questions, Debatable Questions, Learning Engagements, Virtual Lessons)</i>						
<b>Science/Social Studies/UOI</b>  <a href="#">Topic Arrangements of the Next Generation Science Standards</a>	<b>Prior Learning:</b>  <b>Provocation:</b> What if there were no laws? Brainstorm Getting to know the key concepts  <b>Questions:</b> <b>Factual Questions:</b> What is chaos? What are systems? How do we define government?  <b>Conceptual Questions:</b> How do systems have an impact on chaos? What would the world be like without systems/government?  <b>Debatable Questions:</b> Is all chaos negative? Should everything be governed?  <b>Learning Engagements/Resources:</b> <ul style="list-style-type: none"> <li>- <a href="#">Getting to know me</a></li> <li>- <a href="#">Big Ideas in Inquiry</a></li> <li>- <a href="#">What if there were no laws?</a></li> <li>- <b>Brainstorm a list of what it would look like without laws (or illustrate)</b></li> <li>- <b>Chaos: Looks like, Sounds like, Feels like?</b></li> </ul> <b>Assessment</b> Observations. Establishing routines	<b>Line of inquiry 1:</b> Systems (Key Concept) Form Identify different systems (transportation, body, government)  Define systems - a group of related things or parts that function together as a whole.  Unpack Central Idea Begin research into different government systems. (i.e monarchy, democracy, oligarchy, dictatorship)  <b>Questions:</b> <b>Factual Questions:</b> What is a system? What is a Monarchy, democracy, oligarchy, etc? What types of government do different countries have? What type of government is Qatar?  <b>Conceptual Questions:</b> What is a Central Idea? Are there governments in schools, businesses, sports?  <b>Debatable Questions:</b> Does everything need a system to operate successfully? Is one system better than another?  <b>Learning Engagements/Resources:</b> <a href="#">HWOO tic tac toe menu</a>  <a href="#">Online dictionary</a> <a href="#">Mind Map</a> for Unpacking the Central Idea - Spider Map Explicitly explain Form - What is it like <a href="#">Step Book</a> for Government Systems  Websites for government research:	<b>Line of inquiry 2:</b> The impact of government decisions on our daily life (Key Concept) Function Inquire into how various governments operate in different countries.  <b>Factual Questions:</b> What kind of government does (select a country) have? What type of government does Qatar have?  <b>Conceptual Questions:</b> How do the laws/rules in Qatar affect me as a student? What current events are happening in the world today? What role does the government have within the current events? How does our school (QAD) operate? What type of government does QAD have?  <b>Debatable Questions:</b> Should governments have more or less control?  <b>Learning Engagements/Resources:</b> <a href="#">Current Event website</a> <a href="#">Response Sheet</a> <a href="#">Different governments</a>	<b>Line of inquiry 3:</b> The rights and responsibilities of citizenship (Key Concept) Responsibility  <b>Questions:</b> <b>Factual Questions:</b> What are the consequences of not following a law or government rules?  <b>Conceptual Questions:</b> What is my responsibility as a citizen/student? What are the benefits/challenges with each type of government?  <b>Debatable Questions:</b> Are all laws good? Necessary? Helpful? What should I do if I don't agree with a type of government? A law? Is one type of government better than others?  <b>Learning Engagements/Resources:</b> <a href="#">Pros/Cons Flash Cards</a> <a href="#">Citizenship</a> <a href="#">What can a citizen do</a> <a href="#">Just a Dream read aloud</a>	<b>Summative Assessment Task:</b> Inquire into the different Ministries of Qatar and be able to describe: Form, Function, and Responsibility. <ul style="list-style-type: none"> <li>- Complete on A3 poster</li> <li>- Include Arabic/Islamic/Qatar History</li> </ul> <a href="#">Summative Task</a> <b>Parent Engagement:</b> Parents who work in the Ministry will share their roles and responsibilities in video form to be shared with the students for an inquiry into the Ministries of Qatar.  Reflection: Review all of the inquiries and learning. What could be our Central Idea? Design a page in the UOI book that includes a Central Idea, LOI, Key Concepts, Atl Skills, Learner Profile	<b>Possible:</b> Visit an Afghan refugee camp? Do something with a family (adopt a family)? Pen-pals? Create games and share Video call?  <b>Year-long Action:</b> Create a student council, including having grade 5 participate in the voting process. <b>Questions:</b> What government system does our council relate to? How is the democratic process different from what happens in the government of Qatar?  <a href="#">Padlet of student Central Ideas</a>

	<div><a href="https://mocomi.com/types-of-government/">https://mocomi.com/types-of-government/</a></div> <div><a href="https://kids.kiddle.co/Government">https://kids.kiddle.co/Government</a></div> <div><a href="https://www.nationalgeographic.org/maps/forms-government-2018/">https://www.nationalgeographic.org/maps/forms-government-2018/</a></div> <div><div><div>PDF</div>typesofgovernmentreadingan...</div><div>Assessment - <a href="#">Gummy Bear Governments?</a> <a href="#">Rubric</a></div></div>				
Ongoing Reflections	<p><b>For all teachers:</b></p> <p><b>How are we responding to students’ emerging questions, theories, inquiries and interests throughout the inquiry?</b> Teachable moments arose often during the unit, such as “What is a jury” when discussing the responsibilities of citizens within a government. The teacher's response was to create and role-play a jury and make this part of the culture of the class.</p> <p><b>How are we supporting opportunities for student-initiated action throughout the inquiry?</b> This year, the situation in Afghanistan and Qatar’s involvement offered an opportunity for student action. Students created a campaign to collect and deliver backpacks and supplies to Afghan children in the refugee camps. In the future, we can look for similar citizenship opportunities that allow student agency and action.</p> <p><b>How can we ensure that learning is purposeful and authentic and/or connects to real-life challenges and opportunities?</b> As long as we make sure to connect the Central Idea and Lines of Inquiry to local issues, students find purpose and authenticity in the learning engagements. Applying what students learn at the macro level about governments to the micro level of the school community helps students understand and find the real-life connections to the UOI concepts and knowledge.</p> <p><b>How are we nurturing positive relationships between home, family and school as a basis for learning, health and well-being?</b> This unit, it was hard to include parents due to the Pandemic. Some involvement occurred during the student-initiated action. In the future, we can send an opening newsletter with more calls for parent involvement, volunteers, inquiries at home, etc.</p> <p>General Reflections:</p> <ul style="list-style-type: none"><li>-Stagger assessments so that they don’t all hit at the end of the unit.</li><li>-Resources are very American-centered. It’s a challenge to find Qatari resources on students’ levels about government, but it is important as it is easier to relate to for the students.</li><li>-In the future we might collaborate more with the Qatar History and make this unit more integrated.</li><li>-Assessment is working well - it includes an Islamic component</li></ul>				

WEEKLY PLANNING (Sessions, Standards, Objectives, Guiding Questions, Learning Engagements, Assessments, Virtual Lessons)								
Dates	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English Language Arts (Reading)	<b>Unit 1 Interpretation Book Clubs</b> <b>Objective:</b> 5.R.I.10, 5.R.F.4 Daily Plan <a href="#">(link here)</a>	<b>Sessions:</b>  <b>Objective:</b> 5.R.L.1, 5.R.L.2 Daily Plan <a href="#">(link here)</a>	<b>Unit 1 Interpretation Book Clubs:</b> Bend I- Sessions 6,7  <b>Objectives:</b> Session 6- Learning to think analytically. Session 7- Revising Writing about Reading  <b>Standards:</b> 5.L.5 , 5.R.L.4, 5.R.F.4, 5.R.F.3  <b>Standards:</b> 5.SL.1, 5.R.L.2,5.R.I.10  <b>Guiding Questions:</b> What is a book club? How do we find meaning in a character's struggles? What	<b>Unit 1 Interpretation Book Clubs:</b> Bend II- Sessions 8,9,10  <b>Objectives:</b> Session 8- Launch Book Clubs. 9- Characters and Readers, finding meaning in the midst of struggle. 10- Seeing a text through the eyes of other readers.  <b>Standards:</b> 5.SL.1, 5.R.L.2,5.R.I.10  <b>Guiding Questions:</b> What is a book club? How do we find meaning in a character's struggles? What	<b>Unit 1 Interpretation Book Clubs:</b> Bend II- Sessions 11,12  <b>Objectives:</b> Session 11- Building theories and interpretations. Session 12- Reading on, with interpretations in mind.  <b>Standards:</b> 5.SL.1, 5.R.L.1 , 5.L.5  <b>Guiding Questions:</b> How do we build theories and interpretations? How do we read while keeping our interpretations in mind?	<b>Unit 1 Interpretation Book Clubs:</b> Bend II- Sessions 11,12,13,14  <b>Objectives:</b> Session 13- Debating for rich book conversation. Session 14- Reflection.  <b>Standards:</b> 5.SL.1, 5.R.L.1 , 5.L.5  <b>Guiding Questions:</b> How do we debate to create rich conversations about books? What can we do to become better book club participants?	<b>Unit 1 Interpretation Book Clubs:</b> Bend III- Sessions 15,16  <b>Objectives:</b> Session 15- Comparison study. Session 16- Rethinking themes for more complexity.  <b>Standards:</b> 5.R.L.5, 5.R.L.2 , 5.L.6  <b>Standards:</b> 5.R.L.4 , 5.R.L.3, 5.L.6	<b>Unit 1 Interpretation Book Clubs:</b> Bend III- Sessions 17,18  <b>Objectives:</b> Session 17- Comparing character’s connection to themes. Session 18- Studying author’s choices.  <b>Standards:</b> 5.R.L.4 , 5.R.L.3, 5.L.6



			<p><b>Guiding Questions:</b> How does perspective affect writing? How do we think about reading analytically? How do we revise our writing?</p> <p><b>Learning Engagements:</b>  <b>Session 6- <a href="#">How to think Analytically Chart</a></b> Read aloud “Home of the Brave” pages 25-38. See page 53 in the Teacher’s Workbook- guide students to think analytically about HOTB,  <b>Session 7-</b> Read aloud “Home of the Brave” pages 39-50 paying close attention to imagery. <a href="#">Display anchor chart</a>. Students write about imagery in the text, citing specific examples. Work in pairs, reading their writing to each other and working together to revise their writing. Using the <a href="#">“My Editing Checklist”</a> ask students to self edit. Play <a href="#">Home of the Brave part #1 Kahoot</a>. Student’s complete <a href="#">HOTB Reading Comprehension quiz 1</a></p> <p><b>Assessments:</b>  Running Records, writing, and quiz</p>	<p>do other readers think when they’re reading this text?</p> <p><b>Learning Engagements:</b>  <b>Session 8-</b> Guided Reading Centers..  1. <a href="#">Spelling practice</a>  2. Quiet sustained reading  3. Book discussion  4. <a href="#">Vocab</a></p> <p><b>Session 9-</b><a href="#">Students read HOTB pages 61-69 (Chapters: School Clothes, Once There Was..., and New Desk)</a> Answer these questions about Kek’s character.</p> <ul style="list-style-type: none"> <li>What is Kek’s problem in this section of reading?</li> <li>What details from this section help us understand Kek?</li> <li>How has Kek changed since the beginning of the book?</li> </ul> <p><b>Session 10-</b> Read HOTB pages 70-75 “Ready and Lunch”. After reading, students go to <a href="#">this Padlet</a>, to share what they’re thinking while reading and comment on other’s ideas.  <b>Assessments: MAP testing</b></p>	<p><b>Learning Engagements:</b>  <b>Mini Lesson-</b> Share and discuss <a href="#">this anchor chart</a> .</p> <p><b>Session 11- Guided Reading-</b> <a href="#">Group 1-</a> Read HOTB pages 76-84 (Lunch, Fries, Not Knowing). <a href="#">Group 2-</a> Discuss- We still don’t know if Kek’s mom is ok. What theories do you have? What information are you using to create your theories? What evidence can be found in the book so far? <a href="#">Group 3-</a> Reading and making <a href="#">predictions worksheet 1</a>. <a href="#">Group 4-</a> quiet sustained reading individual leveled books.</p> <p><b>SESSION 12-</b> Complete <a href="#">predictions worksheet 2</a> in writing copy books.</p> <p><b>Assessments: MAP testing</b></p>	<p><b>Learning Engagements:</b>  <b>SESSION 13- Mini Lesson-</b> How to grow complex ideas using <a href="#">these prompts</a> .</p> <p><b>Guided Reading-</b> <a href="#">Group 1-</a> Read HOTB pages 85-95 (Home, Time, Helping, How Not To Wash Dishes). <a href="#">Group 2-</a> Discuss using <a href="#">these prompts</a>  <a href="#">Group 3-</a> Grammar- <a href="#">Separating Items with Commas worksheet</a>. <a href="#">Group 4-</a> quiet sustained reading individual leveled books.</p> <p><b>SESSION 14-</b> <a href="#">IXL practice</a> identifying details that support an argument during a discussion.</p> <p><b>Assessments: MAP testing</b></p>	<p><b>Guiding Questions:</b> What is a comparison study and how do we compare two texts? What can we do to find more complexity within the book?</p> <p><b>Learning Engagements:</b>  <b>Assessments: MAP testing</b></p>	<p><b>Guiding Questions:</b> What are the connections between the characters and the theme of the book? Why do authors choose to write the way they do?</p> <p><b>Learning Engagements:</b>  <b>Assessments:</b></p>
<b>Reading UOI Integration</b>		Reading “Home of the Brave” discussing refugees-connection to government and government systems/failures/change	Reading “Home of the Brave” discussing refugees-connection to government and government systems/failures/change	Reading “Home of the Brave” discussing refugees-connection to government and government systems/failures/change	Reading “Home of the Brave” discussing refugees-connection to government and government systems/failures/change	Reading “Home of the Brave” discussing refugees-connection to government and government systems/failures/change	Reading “Home of the Brave” discussing refugees-connection to government and government systems/failures/change	Reading “Home of the Brave” discussing refugees-connection to government and government systems/failures/change
<b>English Language Arts</b> (Phonics/Word Work/Grammar)	<p><a href="#">English/UOI</a> To get to know students  Seesaw activity-<a href="#">Back to School Task Cards</a></p> <p><a href="#">English/UOI</a> To get to know students  Share 5 things your teacher should know about you - <a href="#">Seesaw Activity</a></p>							

English Language Arts (Writing)	<p><b>Unit 1 Narrative Craft Bend I Session 1 Starting with Turning Points</b></p> <p><b>Objectives :</b> W5.3, W5.4, SL5.1</p> <p><b>Guided Questions :</b> What are some ways in which we write powerful stories? What are some turning point moments in your life?</p> <p><b>Learning Engagements :</b> -Generating ideas on the strategies chart: Important Person (already on board). Discuss. -<i>Mini Lesson</i>: Demonstrate a list for students from your life (first time/last time/time you realized something) - <i>Student Writing</i>- Jot in the notebook: fast list of “The first time...”, the last time.. -Share- Pair share or group share: best and worst writing times. -<i>Close</i>- Remind students of writing strategies again and be sure strategies are on the anchor chart.</p> <p><a href="#">Pre on-demand writing prompt</a></p> <p><b>Assessment:</b> Narrative writing in writing journals.</p> <p><a href="#">Narrative Student Checklists</a> <a href="#">Narrative Writing Rubric</a></p>	<p><b>Unit 1 Narrative Craft Bend I Sessions 2 &amp; 3 Dreaming the Dream of the Story</b></p> <p><b>Objectives:</b> W5.3, W5.3a, SL5.1</p> <p><b>Guiding Questions:</b> What is a special place that matters to you? What emotions do you feel when you think of this place?</p> <p><b>Learning Engagements:</b> -<i>Mini Lesson</i> : Discuss how writers can use ideas from other authors to write their own stories. Link to Reading ‘Home of the Brave’ where the author uses imagery to describe the opening scene. - <i>Student Writing</i> : Refer to the metaphor used in the opening of ‘Home of the Brave’ and ask students to go back to their work from session 1 to add their own similes, metaphors or emotions to each moment/event. -<i>Close</i> : Share ‘Techniques for Raising the Level of Narrative Writing’ and how these strategies can be used in their own writing.</p> <p><b>Assessment:</b> Writing Journal</p> <p><b>Session 3 Letting Authors’ words awaken our own.</b></p> <p><b>Objectives:</b> W5.3, W5.3b, SL5.1</p> <p><b>Guiding Questions:</b> How does the story start? Where is the story taking place? Who else is present at this time?</p> <p><b>Learning Engagements:</b></p>	<p><b>Unit 1 Narrative Craft Bend I Sessions 4 &amp; 5 Telling the Story from the Inside</b></p> <p><b>Taking Stock and Setting Goals</b></p> <p><b>Bend II Session 6 Flash-Drafting : Putting our stories on the page.</b></p> <p><b>Objectives:</b> W5.3, W5.3d,</p> <p><b>Guiding Questions:</b> What writing techniques will help put you ‘inside the skin of the writer?’ When writing a personal narrative, what does perspective mean and what are some of the ways you could demonstrate this?</p> <p><b>Learning Engagements:</b> -<i>Mini Lesson</i> : The focal point for today is for students to understand that telling a story through a narrator’s eyes means keeping a consistent point of view throughout the piece. Point of view in this context is what the storyteller is perceiving as they write the story. Share examples on pgs 35-36 from the Lucy Calkins book or use your own example. -<i>Student Writing</i> : Use the tasks on pages 36-37 titled ‘Active Engagement’. Students then work in pairs to continue the story focusing on keeping the point of view of the narrator with attention to detail.</p> <p>Give students a copy of <a href="#">Kim-Yung’s extract</a>. He writes about moving into a new house. Highlight the parts where she allows the reader to see the house as she sees it and doesn’t just describe the number of</p>	<p><b>Unit 1 Narrative Craft Bend II Session 7 &amp; 8 What’s this story really about? Redrafting to bring out meaning. Bringing Forth the Story Arc.</b></p> <p><b>Objectives:</b> W5.3a, W5.5 5W.7</p> <p><b>Guiding Questions:</b> What is the effect of telling a story from a different perspective? Think about Home of the Brave and where you have reached. What is the author really trying to show?</p> <p><b>Learning Engagements:</b> -<i>Mini Lesson</i> : Share the chart, <a href="#">‘Thinking up a whole new way to tell a story.’</a> Focus on one or different ways your students could change their flash draft. Spend some time referring to the Narrative Checklist too from the beginning of the unit. -<i>Student Writing</i> : Give students a blank piece of paper, they can fold the side and glue it as a flap over the section they are going to edit. They edit just one section of their flash draft onto the flap. They can do this in a different colour or on coloured paper. -<i>Close</i> : Discuss the home learning which is related to the task completed. Go to your google classroom / writing and click on the document titled, <a href="#">‘Angling Your Writing As You Draft.’</a></p> <p><b>Assessment:</b> Writing Journal <a href="#">Narrative Student Checklists</a> <a href="#">Narrative Writing Rubric</a></p>	<p><b>Unit 1 Narrative Craft Bend II Session 9 Elaborating Important Parts</b></p> <p><b>Adding scenes from the past and future</b></p> <p><b>Objectives:</b> W5.3b, W5.3d, W5, W7, W8.</p> <p><b>Guiding Questions:</b> What would you <i>elaborate</i> on when retelling your story? Does the narrator’s perspective influence the choice of vocabulary?</p> <p><b>Learning Engagements:</b> <b>Mini Lesson</b> : (S9) Share this <a href="#">article</a> with the students (there is also a short clip in the article). Allow them to discuss their thoughts and feelings in pairs/groups, then take feedback.</p> <p><b>Student Writing</b> : Students plan their letter to a child on the camp. (This is an informal letter). The letter will need to be organised in paragraphs (<a href="#">optional planning template</a>). Discuss the purpose of the letter - to show a connection, to show support, optimism.</p> <p>Share the checklist with your students.</p> <p><b>Close</b> : Students share their ideas with the class, add descriptive phrases/adjectives to a class list to help other students at the editing stage.</p> <p><b>Assessment:</b> <a href="#">Informal Letter Writing Checklist</a></p> <p><b>Bend II Session 10 Adding Scenes from the past and future.</b></p>	<p><b>Unit 1 Narrative Craft Bend III Sessions 13 Reading with a Writer’s Eye</b></p> <p><b>Objectives:</b> W5.3a, W5.3b</p> <p><b>Bend III Session 17 Every Character Plays a Role</b></p> <p><b>Guiding Questions:</b> What has the author done? How has she done it?</p> <p><b>Learning Engagements:</b> -Mini Lesson : Revisit HOTB pages 70-75 “Ready and Lunch” (this lesson will follow on from the writing lesson). Go to the <a href="#">Padlet</a> and share student responses.</p> <p>-Student Writing : Rewrite the section ‘Ready,’ use <a href="#">‘Lessons from a Mentor’s Narrative’</a> to select a technique(3rd 7 last one are most suited). Ask your students to use metaphors to explain that insiders see differently. Remind students about ‘Elaborating on Ideas’ and completing one thought in one sentence before moving to the next.</p> <p>2 paragraphs will be sufficient for this task.</p> <p>-Close</p> <p><b>Assessment:</b> Self Assess written work using : <a href="#">‘Lessons from A Mentor’s Narrative’</a> (3rd and last points).</p> <p><b>Bend III Sessions 14 Taking Writing to the Workbench</b></p> <p><b>Objectives:</b> 5W.5</p> <p><b>Guiding Questions:</b> What are the different stages of the writing process?</p>	<p><b>Unit 1 Narrative Craft Bend III Session 16 Catching the Action or Image that produced the Emotion</b></p> <p><b>Objectives:</b> 5W3, 5W3.d</p> <p><b>Guiding Questions:</b> What techniques does the author use to show you the story from the inside?</p> <p><b>Learning Engagements:</b> -Mini Lesson : Share this excerpt from the ‘Fries’, (reading from previous reading/writing lesson) ‘As a memory pokes me like a knife in my back.’ What techniques has the author used here to create an image in the mind of the reader? (Flashback, metaphor)</p> <p>-Student Writing : Read ‘Home’ &amp; ‘Time’ copy phrases from the text that compare the lives of Kek, his aunt and Ganwar to their lives in America. ‘...telling time....why not use the sun and stars?’ -Close</p> <p><b>Assessment:</b> Writers make connections between time and place.</p> <p><b>Bend III Session 19 Mechanics</b></p> <p><b>Objectives:</b> Research to build and present knowledge. W7. W8.</p> <p><b>Guided Questions :</b> How can you use the writing process effectively?</p> <p><b>Learning Engagements :</b> Mini Lesson : Tell your writers it is now their opportunity to combine all their learning into one final piece of narrative writing.</p>	<p><b>Bend III Session 20 Reading Aloud your Writing:A Ceremony of Celebration</b></p> <p><b>Bend II Sessions 11 Ending Stories Bend II Sessions 12 Putting on the Final Touches</b></p> <p><b>Bend III Session 19 Mechanics</b></p> <p><b>Objectives:</b> 5W.3, 5W3.a, 5W.b, 5W.d 5W.5.</p> <p><b>Guided Questions :</b> How can you tell the story from the inside? Do you have a similar or different perspective to the other characters in your story?</p> <p><b>Learning Engagement :</b> Mini Lesson :Writers review their plan, do they want to change any parts of it? What did they feel was missing from the beginning of their narrative? Identify components they will include/improve in the last part of their writing.</p> <p>Student Writing : Writers begin to write their personal narrative using the information from their research and from their writers tool kit.</p> <p>Close : <b>Assessment :</b> <a href="#">Questions to Ask Yourself</a> &amp; <a href="#">‘Lessons from a Mentor’s Narrative’</a></p> <p><b>Bend III Session 20 Reading Aloud your Writing:A Ceremony of Celebration</b></p> <p><b>Guided Questions :</b> What features of narrative craft can you identify in your partner’s narrative?</p>
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They will only write an opening paragraph as personal narrative, taking inspiration from Katherine Applegate.</p> <p>-<i>Close</i> : Recap 'Techniques for Raising the Level of Writing.'</p> <p><b>Assessment:</b> Writing Journal, has the student used : -A storyteller's voice? - Included the internal thinking as a narrator. -Is there dialogue?</p>	<p>rooms, etc.</p> <p>-<i>Close</i> : Revisit the student narrative checklist shared in Session 1, students self assess their writing and identify a goal for themselves from the checklist (based on their current writing).</p> <p>-Connection : The home learning is explained on this <a href="#">Link</a></p> <p><b>Assessment:</b> Writing Journal</p> <p><b>Bend II Session 6</b> <b>Flash-Drafting : Putting our stories on the page.</b></p> <p><b>Objectives:</b> W5.3a, W5.3b, W5.3d.</p> <p><b>Guiding Questions:</b> What are some of the ways that writers can get deeply absorbed by their stories?</p> <p><b>Learning Engagements:</b> -<i>Mini Lesson</i> : Tell the students that this is a new bend in the writers workshop and instead of thinking of new stories each day, they will decide on one idea. This idea will be the 'seed idea' which will grow over a number of days. -<i>Student Writing</i> :Students select one seed idea from their home learning, 'Making and Using Topic Lists' or they could select another moment that is important to them. Students write a flash draft, remind them of what they have learnt so far; Use '<a href="#">Techniques to Raise the Level of Writing.</a>' -<i>Close</i> : Students share an extract which shows their use of a component from the <a href="#">Narrative Checklist</a>.</p>	<p><b>Bend II Session 8</b></p> <p><b>Objectives:</b> W3.a</p> <p><b>Guiding Questions:</b> What are some of the techniques writers use to raise the level of their writing?</p> <p><b>Learning Engagements:</b> -<i>Mini Lesson</i> : Students brainstorm what they already know about 'How Stories Tend to Go. Then share the <a href="#">chart</a>. Use the example on pages 77-79 'Peter's Chair' or create your own one to map a story mountain. -<i>Student Writing</i> : Display a summary of the story '<a href="#">Goosebumps.</a>' The students then use this to map out a story mountain either individually or in pairs. You can opt to let students choose their own story to map out or depending on how far we have progressed with 'Home of the Brave' they could use that too. -<i>Close</i> : Students compare their Story Arcs with a partner.</p> <p><b>Assessment:</b> Story Arc</p>	<p><b>Objectives</b> : 5W3.b</p> <p><b>Learning Engagements:</b> -Mini Lesson : Reread the chapters from HOTB called, 'Paperwork and Information.'</p> <p>-Student Writing : Your task is to write the scene of the conversation between Dave, Diane and Kek. You can either; a) Write the dialogue following the storyline (they haven't been able to find Kek's mum yet) OR b) Change the conversation and Diane reveals some information about Kek's mum.</p> <p>-Close Compare the different dialogues, between those that kept the same storyline and those that changed it.</p> <p><b>Assessment:</b> Correct use of quotation marks in dialogue.</p>	<p><b>Learning Engagements</b> -Mini Lesson : Give students 'The Writing Process' and ask them to order them.</p> <p>-Student Writing : Discuss how your students as writers have worked through the writing process. Reflect on each stage of the process used so far <a href="#">LINK</a> and complete the table.</p> <p>-Close <b>Assessment:</b> Ordering of the Writing Process. Reflection on the writing process so far <a href="#">LINK</a></p> <p><b>Bend III Session 18</b> <b>Editing:the power of commas</b></p> <p><b>Objectives:</b> Using commas to combine two independent clauses. 5W3</p> <p><b>Guided Questions :</b> Do commas have an impact on writing? How?</p> <p><b>Learning Engagements :</b> Watch this video on using commas in independent clauses <a href="#">video</a>. Remember that you can also only use a comma without a conjunction.</p> <p>Copy out the sentences and combine the independent clauses using a comma and a conjunction/connecting word or just a comma. <a href="#">Task</a></p> <p><b>Assessment :</b> Use of comma after the first independent clause and before the conjunction. Use this anchor chart to help you check your work,</p>	<p>This will be the Post Writing Assessment about imagined an experience based on factual information gathered from their research.</p> <p>Student Writing : Students begin their research for their Post Writing Narrative Assessment.</p> <p>Students will need to research about their two chosen places, 1. Their home country. 2. The country they relocate to. They can record research in a way that suits them, mind map, chart, draw or <a href="#">optional planning guide</a>. You can use this Anchor Chart to remind you of the stages you will need to include. <a href="#">LINK</a></p> <p><b>Assessment :</b> Self Assessment : Have the key points been addressed?</p> <p><b>Bend III Sessions 15</b> <b>Stretching Out the Tension</b></p> <p><b>Objectives:</b> 5W.3, 5W3.a, 5W.b, 5W.d 5W.5.</p> <p><b>Guided Questions :</b> Does your narrative follow the plan? How have you built tension?</p> <p><b>Learning Engagements :</b> Mini Lesson : Discuss the features of a story mountain/plan.</p> <p>Student Writing : Students use their research from the previous lesson to create a plan for their personal narrative. <a href="#">Optional Template</a></p>	<p>How has your partner 'Angled their Writing?' Have the emotions and actions been captured?</p> <p><b>Learning Engagements :</b> Asynchronous Lessons : Students meet in groups in breakout rooms. Take turns to read their narratives with each other in breakout rooms. Then provide peer feedback, you can <b>make a copy</b> of <a href="#">this slide deck</a> if you would like to use (add each student's name to each slide).</p> <p>Repeat the following day with the second half of the group.</p> <p><b>Assessment :</b> Writers use the checklist to provide feedback to their group. <a href="#">Narrative Student Checklists</a> <a href="#">Narrative Writing Rubric</a></p> <p><b>Bend III Session 21</b> <b>Transferring Learning : Applying Narrative skills across the curriculum.</b></p>
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			<b>Assessment:</b> Writing Journal, look for : -Writing from the narrator’s perspective. - Write from Inside your story. - Write about the true things that happened. -Decide how you're going to start your story (there where and how). -Keep your minds fixed on the event.			<a href="#">‘Questions to Ask Yourself When You Edit.’</a>	Close: Students share their narrative plan with a partner.  <b>Assessments</b> Narrative Plan	
Writing UOI Integration	Discuss how we use systems when writing (pre-writing, drafting, etc.)	Discuss rules of Narratives and how all areas of our lives (government, writing, etc) follow rules.			Taking Action ‘School Starter Bags’ for the Afghani children in the camps in Doha.	The writing process must be combined to be successful and effective - any one component would not function independently.	How government decisions can impact the lives of citizens - allowing travel from one country to another for those in situations in their home country.  Research Skills from Uoi Lessons this week.	



Math	<p><b>Objectives:</b> -Assess students' mastery of concepts and skills. -2.1 Identify values of digits in a multidigit number. Write numbers in expanded form.</p> <p><b>Standards:</b> 5.NBT.1, SMP2, SMP7, SMP6, SMP1, 5.NBT.5, 5.OA.2, 5.NBT6</p> <p><b>Guiding Questions:</b> <i>How do I identify the value of digits?</i> <i>What is the difference between place and value?</i> <i>How do I write a number in different forms?</i></p> <p><b>Learning Engagements:</b> Home Link 2.1 Math Boxes 2.1 <a href="#">Google Slide</a> Math Centers -Guided Teacher -Activity - Revision games/flash cards/task cards</p> <p><b>Assessments:</b> Math Journal Math Masters Assessment Check-in Differentiation Support Ixl Skill practice</p> <p><b>Beginning Year Assessment</b></p>	<p><b>Objectives:</b> 2.2 Represent powers of ten in exponential notation. 2.3 Estimate with powers of ten to solve multiplication problems and check the reasonableness of products.</p> <p><b>Standards:</b> 5.NBT.1, SMP2, SMP7, SMP6, SMP1, 5.NBT.5, 5.OA.2, 5.NBT6</p> <p><b>Guiding Questions:</b> <i>How do I represent powers of ten in exponential notation?</i> <i>How do patterns let you know how to write in exponential notation?</i> <i>How does writing powers of ten help you use basic facts to solve problems?</i></p> <p><b>Learning Engagements:</b> Home Link 2.2, 2.3, 2.4 Math Boxes</p> <p><b>Assessments:</b> Math Journal Math Masters Assessment Check-in Differentiation Support IXL skill practice</p>	<p><b>Objectives:</b> 2.4 Students use U.S. traditional multiplication to multiply 2-digit numbers by 1-digit numbers. 2.5 students use U.S. traditional multiplication to multiply multiple numbers by 1-digit numbers.</p> <p><b>Standards:</b> 5.NBT.1, SMP2, SMP7, SMP6, SMP1, 5.NBT.5, 5.OA.2, 5.NBT6</p> <p><b>Guiding Questions:</b> <i>How do I multiply 2-digit by 1 -digit using the traditional method? Using partial -products method? Compare strategies of multiplying. How are they different? How are they the same?</i></p> <p><b>Learning Engagements:</b> Home Link Math Boxes</p> <p><b>Assessments:</b> Math Journal Math Masters Assessment Check-in Differentiation Support IXL skill practice</p>	<p><b>Objectives:</b> 2.6 Students use unit conversions within the U.S. customary system to solve multi-step problems.</p> <p><b>Standards:</b> 5.NBT.1, SMP2, SMP7, SMP6, SMP1, 5.NBT.5, 5.OA.2, 5.NBT6</p> <p><b>Guiding Questions:</b> <i>What do you like about the different multiplication strategies?</i></p> <p><b>Learning Engagements:</b> Home Link Math Boxes</p> <p><b>Assessments:</b> Math Journal Math Masters Assessment Check-in Differentiation Support IXL skill practice</p>	<p><b>Objectives:</b> 2.7 Students use U.S. traditional multiplication to multiply 2-digit numbers. 2.8 Students use U.S. traditional multiplication to multiply multi digit numbers.</p> <p><b>Standards:</b> 5.NBT.1, SMP2, SMP7, SMP6, SMP1, 5.NBT.5, 5.OA.2, 5.NBT6</p> <p><b>Guiding Questions:</b> <i>What are different multiplication strategies?</i> <i>How do I choose a strategy?</i></p> <p><b>Learning Engagements:</b> Home Link Math Boxes</p> <p><b>Assessments:</b> Math Journal Math Masters Assessment Check-in Differentiation Support IXL skill practice</p>	<p><b>Objectives:</b> 2.10 Students use the relationship between multiplication and division to mentally divide multi digit numbers.</p> <p><b>Standards:</b> 5.NBT.1, SMP2, SMP7, SMP6, SMP1, 5.NBT.5, 5.OA.2, 5.NBT6</p> <p><b>Guiding Questions:</b> <i>How are multiplication and division related?</i> <i>Can I use division to solve/check multiplication?</i></p> <p><b>Learning Engagements:</b> Home Link Math Boxes</p> <p><b>Assessments:</b> Math Journal Math Masters Assessment Check-in Differentiation Support IXL skill practice</p>	<p><b>Objectives:</b> 2.11 Divide multi digit whole numbers 2.12 Explain solutions to division problems</p> <p><b>Standards:</b> 5.NBT.1, SMP2, SMP7, SMP6, SMP1, 5.NBT.5, 5.OA.2, 5.NBT6</p> <p><b>Guiding Questions:</b> <i>What is division?</i> <i>How do I divide larger numbers?</i> <i>What does the solution/quotient mean?</i></p> <p><b>Learning Engagements:</b> Home Link Math Boxes</p> <p><b>Assessments:</b> Math Journal Math Masters Assessment Check-in Differentiation Support IXL skill practice</p>	<p><b>Objectives:</b> Students complete Unit 2 Assessment</p> <p><b>Standards:</b> 5.NBT.1, SMP2, SMP7, SMP6, SMP1, 5.NBT.5, 5.OA.2, 5.NBT6</p> <p><b>Guiding Questions:</b> <i>Can I show what I know about place value?</i></p> <p><b>Learning Engagements:</b> Home Link Math Boxes</p> <p><b>Assessments:</b> Math Journal Math Masters Assessment Check-in Differentiation Support IXL skill practice</p>
Math UOI Integration								

Second Step	<p><b>Unit 1 : Empathy &amp; Respect</b></p> <p><b>Learning Objective :</b> To define empathy and respect.</p> <p><i>Whole class :</i> Click on the <a href="#">link</a> to watch a video by some students in America and what they think about Empathy.</p> <p><i>Task :</i> Complete Handout 1 from lesson 1.</p> <p><b>Learning Objective :</b> To learn how we can show respect by our words and actions.</p> <p><i>Whole class :</i> Click on the <a href="#">link</a> and listen to this song. As you are listening, write down examples of how you can show respect. Now think about how others have shown you respect or times when you have shown others respect.</p> <p><i>Task :</i> To Create a ‘Tree of Respect.’ Here are some examples of how your tree could look (<a href="#">link</a>). You can use paints, markers, crayons, paint.doc, be creative!</p>	<p><b>Unit 1 : Empathy &amp; Respect</b></p> <p><b>Learning Objective :</b> To learn how we can show respect by our words and actions.</p> <p><i>Whole class :</i> Refer to your Tree of Respect and discuss the examples you thought of.</p> <p><i>Task :</i> From your ‘Tree of Respect’ choose 2-3 actions/words that you will use in your day today. Actively try and demonstrate these in your actions today.</p> <p><b>Learning Objective :</b> To feel calm and develop self care.</p> <p><i>Whole class:</i> Discuss the importance of feeling relaxed and developing techniques to help achieve this.</p> <p><i>Task :</i> * Find a relaxing place, sit comfortably and set a timer for 3 minutes. * Breath deeply, in and out while playing attention to any sensations you notice or sounds you hear. *Take another slow deep breath, imagine the air moving down into the lungs and back up. *Take one more deep breath and hold for a moment, then release. *Continue until the timer is up.</p>	<p><b>Unit 1 : Empathy &amp; Respect</b></p> <p><b>Learning Objective :</b> To think how we can recognise emotions without words.</p> <p><i>Whole class :</i> Listening attentively helps us to understand what others are trying to communicate to us. Sometimes it can be using words, other times it can be using facial expressions and body language.</p> <p><i>Task:</i> Complete the questions about the different scenarios which show/do not show attentive listening.</p>	<p><b>Unit 1 : Empathy &amp; Respect</b></p> <p><b>Learning Objective :</b> To identify attentive listening skills.</p> <p><i>Whole class :</i> Discuss the difference between listening and attentive listening.</p> <p><i>Task :</i> Handout 2 Click on the <a href="#">link</a> for the task.</p> <p><b>Learning Objective :</b> To understand the difference between being assertive and aggressive.</p> <p><i>Whole class :</i> Click on this <a href="#">link</a> and watch the video about being assertive, aggressive and passive.</p> <p><i>Task :</i> Now go to <a href="#">flipgrid</a> (join code :14a0955c) and record your response to the 2 scenarios. Remember to choose your words carefully so they are appropriate for school.</p>	<p><b>Unit 1 : Empathy &amp; Respect</b></p> <p><b>Learning Objective :</b> Predict how others might feel as a result of their own actions.</p> <p><i>Whole class :</i> Students select emotion cards and show an emotion without speaking. The rest of the class/in partners they have to guess each other’s emotions.</p> <p><i>Task:</i> This week you will be thinking about predicting other people’s feelings. Click on this <a href="#">link</a> and have some fun with this activity.</p> <p><b>Learning Objective</b> To predict feelings from reactions and expressions.</p> <p><i>Whole class :</i> Watch this <a href="#">clip</a> from Inside Out. Pause before the emotion is revealed to ‘Guess the Emotion.’</p> <p><i>Task :</i> On paper, have some fun by creating your own <a href="#">character</a> to illustrate each of the emotions you saw. Use colours, think of facial expressions and hairstyles when designing your character.</p>			
	Second Step UOI Integration							
	Art							
	Art UOI Integration							

Music	<p><b>Music/UOI Connection</b></p> <p><b>Arabic Music Unit</b> (Includes singing, arabic instrument names and classification, history of arabic music)</p> <p><b>Standard: (MU:Pr4.3.5a)</b> Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, <b>timbre</b>, and articulation/style ).</p> <p><b>Objectives:</b> Review instrument families Identify the members of each of the Instrumental families. -Identify unique characteristics of each family of instruments. -Identify the tone color and timbre of each of the instrumental families. -Identify how sound is produced by each of the instruments in the family. - Identify the difference between an orchestra and a concert band in and Arabic ensemble</p> <p><b>Guiding Questions:</b> (<b>Takht, Oud, Nye, Qanun, Rabab, Riq, Dumbek</b>) -What are the four instrument families? (Review) -What instruments make up the four families? (Review) -What does each instrument family contribute to the ensemble? -Can you identify individual instruments/instrumental families while listening to a piece of music? -What should you be listening for when trying to determine the instrumentation used</p>	<p>Music Standalone:</p> <p><b>Objective:</b> Develop an awareness of their personal music and instrument preferences.</p> <p><b>Guiding Questions:</b> What kind of music interests you, what do you want to learn more about/of? What makes a great Performance? -What is a performance? -What is the purpose of a “Dress Rehearsal?” -What happens if you make a mistake or something goes wrong during a performance? _How does the human voice work? -Why do voices change as we get older? -What is meant by good “Tone Quality?” - Why is everyone’s voice unique/different? -Can the human voice be considered an instrument? -What is the difference between a speaking voice and a singing voice? -What are some different types of voices in terms of quality? -What is the difference between harsh sounds vs. loud sounds? -What does the term annunciation mean? -What different effects can we produce with the human voice? -What does proper breathing do to help the vocalist? What does it mean to “Blend”, in terms of musical sound? -What character traits must ensemble members possess? -What does a good rehearsal include?</p> <p><b>Activities/Learning Engagements:</b> Various Performance Opportunities -Grade 5</p>	<p>(3 online activities, 3 in-school activities over 6 week period.</p>		<p><a href="#">2020-2021 Government Systems Unit ppt</a></p>			

	<p>in a piece of music?          –What are the tools you could use to help determine the instrumentation?          -What is the difference between an orchestra and concert band?</p> <p><b>Activities/Learning Engagements:</b>          -Demonstration of instruments -Listening demonstrations and Activities          -Identifying instruments by listening to recording or live performances.          -Tone Color drill          -Instrumental Bingo Game          -Matching Games (Instrument with sound)          -Tuning exercises          -Audio examples of orchestras, Arabic ensembles and orchestra          Attend school concert          -Field Trips QMA (virtual)          Students demonstrating their individual instruments to classmates.          -Participation in Arabic drum ensemble.          -Participation in Solo singing          -Videos of instrumental ensemble performances          -Posters of instruments -</p> <p><b>Assessments:</b>          -Students ability to identify an instrument in terms of:          -Appearance -Family          -Method of tone production -Tone color          -Parts -Range          -Characteristics -Size          -Students ability to understand the importance of tuning when involved in an instrumental ensemble          . -Students ability to identify the differences between an orchestra and a concert band ensemble.</p>	<p>Choir -          Vocal warm-ups and exercises, repertoire          Elementary Band          Instrument -Guitar, ukulele, drum, piano (student choice with teacher support)          Guitar Recorder Ensemble          Solo Opportunities          Score Reading Skills          Instrumental lessons          Solo Music Festivals          Stage/Theater Experience          Attend performances (pre covid)          Watch and discuss recorded Performances in class.</p> <p>Discuss Character Traits necessary to be a good musician and ensemble member (LP)</p> <p><b>Assessments:</b>          Students will demonstrate their performance skills by doing just that...performing!          Students will be graded during their lessons and rehearsals.          Students will be graded on the following:          1. Preparation          2. Enthusiasm/Effort          3. Attendance          4. Musicianship          5. Performance</p> <p><b>Resources:</b>  <a href="#">Bass Guitar Lesson Plan Sequence</a>  <a href="#">Guitar Lesson Plan Sequence</a>  <a href="#">Ukulele Lesson Plan Sequence</a>  <a href="#">Piano Lesson Plan Sequence</a>  <a href="#">Drum Lesson Plan Sequence</a></p>						
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	-Students ability to identify the instrumental families which make up an orchestra and concert band. -Students' ability to recognize that certain styles of music use specific instrumentation.  Resources QMA QPO							
Music UOI Integration								
P.E.								
P.E. UOI Integration								
Arabic								
Arabic UOI Integration								
Islamic	السنة الهجرية الجديدة							
Islamic UOI Integration		<a href="#">The new Islamic year</a>	<a href="#">Quran reciting</a>	<a href="#">Quran reciting</a>	<a href="#">The first Islamic Country with government</a>	<a href="#">The first Islamic Country with government</a>	<a href="#">The prophet Mohammed built the first country for Muslims</a>	<a href="#">The prophet Mohammed built the first country for Muslims</a>
Qatari History								
Qatar History UOI Integration								
Cultural Studies								
Library								

Generic Assessment Rubric				
	Emerging	Developing	Proficient	Exceeding
<b>Conceptual Understanding</b> <i>(Ex: Central Idea, Related and Key Concepts)</i>	Non-scorable - Does not yet approach standard	Meets 3/5 of the criteria in the standard	<b>Understanding/Concepts:</b> 1. Student is able to explain the central idea.	Meets and exceeds proficient criteria. Meets all proficient criteria plus...  <b>Examples...</b>
<b>Knowledge</b> <i>(Ex: Facts, figures, names and terminology etc)</i>			<b>Content/Knowledge:</b> 2. Student has acquired knowledge of the content as shown through... 3. Student has acquired knowledge of the content as shown through...	
<b>Skills</b> <i>(Ex: Mathematical process, scientific process, writing process, ATLs or content related skills etc)</i>			<b>Process/Skills:</b> 4. Student is able to (verb) 5. Student is able to (verb)	

***Some Effective Strategies to Consider:***

- Situation cards with scenarios
- Reflection Questions
- Interview members
- [Visible thinking routines](#)
- Open-mind portraits
- Inner circle- outer circle (observing how others speak)
- Sketch to stretch
- Class book of....
- Deep listening of a lifted text, reflection questions, guiding questions
- Trailing the source, visuals with arrows
- Chart paper carousel
- Data analysis, collecting data
- Teacher leaves room for student ownership after a prompt
- Scenarios on chart paper
- Collecting artefacts
- Fayer Model
- [Socratic Dialogue](#)
- Role play a skit/scenario (how did you feel?)
- Cooperative learning - JIGSAW
- Barrier games
- Gamification
- Manipulatives for Math
- Conceptual maps
- Flow chart
- Outlines
- Diagram of concentric circles
- Creating movie trailers
- Caption a photograph
- Diptych of synonyms/antonyms/homophones
- Sketchnoting