



Two way traffic



Road work



Turn right ahead













Hump














Roundabout

| تعريف التَّعلُّم والتَّعليم العالي الجودة في أكاديميَّة قطر-الدُّوحة | QAD High Quality Learning and Teaching Definition |
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| <p>ينطلق التَّعلُّم العالي الجودة من بناء علاقات صحَّية وهُويّات ثقافيَّة داخل المجتمع المدرسيّ خلال التَّعاون الهادف. إنَّه عمليَّة تتضمَّن توظيف مجموعة من الإستراتيجيَّات بهدف إشراك المتعلِّمين وتمكينهم من أن يكونوا القوَّة المحرَّكة في تعلُّمهم. ينصبُّ تركيزنا على توفير بيئة إيجابيّة تشجِّع على التَّجّاح الأكاديميّ، التَّموُّ الشَّخصيّ، المجازفة والمرونة.</p> <p>عمليَّة التَّعلُّم تتضمَّن:</p> <ul style="list-style-type: none">- إنشاء روابط مع المعرفة السَّابقة وبين المعارف- تطوير الاستيعاب المفاهيميّ، المعرفة، المهارات والصَّنَافَت- التَّأمُّل في فهم جديد، الفعل في معرفة جديدة وتطبيق مهارات وصفات جديدة <p>عمليَّة التَّعليم تتضمَّن:</p> <ul style="list-style-type: none">- توظيف الأدلَّة القائمة على الممارسات- التَّوظيف الفعَّال للفروق الفرديَّة- توفير الفرص للتَّقييم الذاتيّ- توظيف بيانات أصيلة ودقيقة وتكون نوعيَّة وكميَّة | <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>The learning process incorporates:</p> <ul style="list-style-type: none">-Making connections to prior knowledge, within and between disciplines-Developing conceptual understandings, knowledge, skills and attributes-Reflecting on new understandings, acting on new knowledge and applying new skills and attributes <p>The teaching process incorporates:</p> <ul style="list-style-type: none">-Using evidence based practices-Using effective differentiation-Providing opportunities to self-assess-Using authentic and rigorous data that is qualitative and quantitative |

| Prompts: Planning | | |
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| <div>Learning goals and success criteria 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></div>Prior learning How are we assessing students’ prior knowledge, conceptual understandings and skills? How are we using data and evidence of prior learning to inform planning? How does our planning embrace student language profiles?</div> | <div><div></div>Teacher questions What teacher questions and provocations will inform the lines of inquiry? (Factual, Conceptual, Debatable)</div> <div><div></div>Student questions What student questions, prior knowledge, existing theories, experiences and interests will inform the lines of inquiry?</div> |
| <div><div></div>Designing engaging learning experiences What experiences will facilitate learning? For all learning this means:<ul style="list-style-type: none">• developing questions, provocations and experiences that support knowledge and conceptual understandings• creating authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile• building in flexibility to respond to students’ interests, inquiries, evolving theories and actions• integrating languages to support multilingualism• identifying opportunities for independent and collaborative learning, guided and scaffolded learning, and learning extension.</div> | <div><div></div>Supporting student agency How do we recognize and support student agency in learning and teaching? For all learning this means:<ul style="list-style-type: none">• involving students as active participants in, and as co-constructors of, their learning• developing students’ capacity to plan, reflect and assess, in order to self-regulate and self-adjust learning• supporting student-initiated inquiry and action.</div> | <div><div></div>Questions Teacher questions What additional teacher questions and provocations are emerging from students’ evolving theories? Student questions What student questions are emerging from students’ evolving theories?</div> |
| <div>Prompts: Assessment and Reflection12:00-12:05KG A</div> <div>12:05-12:10 KG B</div> <div>12:10-12:15 KG C</div> <div>12:15-12:20 KG D</div> <div>12:20-12:25 KGE</div> | | |

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|  <p>Ongoing assessment</p> <p>What evidence will we gather about students’ emerging knowledge, conceptual understandings and skills? Observations, anecdotal notes, photographs, videos, Seesaw Activities.</p> <p>How are we monitoring and documenting learning against learning goals and success criteria? Collaborative planning, team meetings, sharing of ideas, moderation. Rubrics and Aero standards used to measure success.</p> <p>How are we using ongoing assessment to inform planning, and the grouping and regrouping of students? Reflecting on Map testing results, in-class assessments, formative assessment for, as, and of learning.</p> <p>KWL</p> <p>Students’ presentation/Video checklist</p> |  <p>Ongoing reflections</p> <p>For all teachers</p> <ul style="list-style-type: none"> How are we responding to students’ emerging questions, theories, inquiries and interests throughout the inquiry? Children are given opportunities in class to ask questions. We use these and refer back to them during different points in the unit. We create opportunities for children to explore their questions and share findings along with conclusions. How are we supporting opportunities for student-initiated action throughout the inquiry? Group and Individual learning engagements. Student led inquiry based tasks. How can we ensure that learning is purposeful and authentic and/or connects to real-life challenges and opportunities? Tasks are differentiated. Work process is documented. The lines of inquiry are followed weekly and relevant questions are focused for each week. How are we nurturing positive relationships between home, family and school as a basis for learning, health and well-being? Seesaw; dojo; building their own healthy lunchboxes; continuous reflections of healthy choices they make at home and in school. Growing plants and vegetables |  <p>Student self-assessment and peer feedback</p> <p>What opportunities are there for students to receive teacher and peer feedback? Daily feedback offered on Seesaw, one-on-one conferencing, small group lessons.</p> <p>How do students engage with this feedback to self-assess and self-adjust their learning? Students reflect on their daily choice of food. Focus on the intrinsic behaviour of students making healthy choices on a daily basis.</p> |
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| Unit Web | | | |
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| English Scavenger Hunt - looking at signs and symbols around the school Interested in Logos | Arabic Riding bicycles without rules, LP risk-taker, discussion about needed for signs and symbols Emergency signs Book - shapes (geometry) and signs Islamic - build the 5 pillars of Islam (create a symbol for each one) Asking children to share pictures from home about signs and symbols to share | Music Matching sounds with instruments and creating a symbol for each one Create a graphic representation for short and long sounds, drums, shaker, etc. From their symbols create a musical composition and inject some story lines. | Visual Art Football signs and symbols Investigating coat of arms from the football teams Signs and symbols within stadiums Road signs - cutouts and collages Showcase signs and symbols artwork from KG, and how to display them (Football Frenzy October 16 - 27th) Position words - in front of, behind, etc. |
| MATH use shapes to create their own symbol Create their own logo for their table group | Central Idea: Signs and symbols are used locally and globally to help us communicate and organise ourselves Lines of Inquiry: Signs and symbols, How we use signs and symbols to communicate and organise ourselves, Reasons for signs and symbols Key Concepts: Form, Function, Causation Related Concepts: Symbolism, Communication LP Focus: Communicator, Thinker, Inquirer, Risk-taker Approaches to Learning: Communication, Social | | |
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| UNIT OVERVIEW | | | | | | |
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| <p>Title (Theme Acronym): HWOO: Signs and Symbols (Duration) 8 weeks</p> <p> Theme: HWOO</p> <p>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.</p> <p>Grade-level: KG</p> <p>Collaborative teaching team: Jose, Frida, Molly, Abo, Melissa R., Nazia</p> <p> Initial reflections How can our initial reflections inform all learning and teaching in this unit of inquiry?</p> <p>We went on a gallery walk to spot signs and symbols around our school. Due to the pandemic there are lots of Posters and signs for social distancing, handwashing and wearing masks. Description (Your unit description can be shared with your class):</p> <p>  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?</p> <p> 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</p> | | | <p> Central Idea Does the central idea invite inquiry and support students’ conceptual understandings of the transdisciplinary theme? Signs and symbols are used locally and globally to help us communicate and organise ourselves</p> <p> Lines of Inquiry: Do the lines of inquiry:</p> <ul style="list-style-type: none"> clarify and develop understanding of the central idea? define the scope of the inquiry and help to focus learning and teaching? <p>An inquiry into: Signs and symbols (form) How we use signs and symbols to communicate and organise ourselves (function), Reasons for signs and symbols (causation)</p> <p> Key Concepts Do the key concepts focus the direction of the inquiry and provide opportunities to make connections across, between and beyond subjects? Form, Function, Causation</p> <p> Related Concepts: Do the related concepts provide a lens for conceptual understandings within a specific subject? Symbolism, Communication</p> <p> Learner Profile: What opportunities will there be to develop, demonstrate and reinforce the learner profile? Communicator, Thinker, Inquirer, Risk-taker</p> <p> AtL Skills: What authentic opportunities are there for students to develop and demonstrate approaches to learning? Communication Interpreting: I can recognize, create and make meaning using symbols, signs and sounds;</p> <p>Social Self Control: I can follow class routines. Resolving Conflict: I am starting to listen carefully to others.</p> | | | |

| INQUIRY CYCLE PLANNING FOR UNIT/ Dual Language Planner | | | | | | |
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| 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 |
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| Duration | 2 weeks | | | | | |
| <i>(Provocation, Questions: Factual Questions, Conceptual Questions, Debatable Questions, Learning Engagements, Virtual Lessons)</i> | | | | | | |
| <p>Science/Social Studies/UOI</p> <p>Topic Arrangements of the Next Generation Science Standards</p> | <p>Signs and symbols scavenger hunt with signs learned in the first introduction weeks.</p> <p>Questions: -Which sign helps us know where the bathroom is? -Which sign can we use in an emergency?</p> <p>Visual Walk - signs and symbols, take pictures in our environment/ what is in the classroom</p> <p>Signs and symbols at home</p> <p>Travel symbols connecting to their summer travel</p> <p>Create a scenario or story to have the students bring out how a cat etc can get back from a location.</p> <p>Connection to the letters and number symbols within our curriculum (Arabic/English) and environment.</p> | <p><i>LOI 1: Signs and Symbols</i></p> <p>Factual Questions What is a sign? What is a symbol?</p> <p>Conceptual Questions What do signs and symbols look like?</p> <p>Debatable Questions Which sign is the most important? Why?</p> <p>Learning Engagements Signs And Symbols in the community</p> <p>Label a map</p> | <p><i>LOI 2: How we use signs and symbols to communicate and organise ourselves</i></p> <p>Factual Questions How do signs help us communicate?</p> <p>Conceptual Questions How do we know if a sign works?</p> <p>Debatable Questions Which sign helps you the most in your life? Why?</p> <p>Learning Engagements Fire safety</p> <p>Symbols Can Communicate ideas or feelings</p> <p>Match the sign to the correct environment</p> <p>Weather Symbols</p> | <p><i>LOI 3: Reasons for signs and symbols</i></p> <p>Factual Questions Why do we use signs?</p> <p>Conceptual Questions What makes a sign or symbol send a good message?</p> <p>Debatable Questions Would you ever make a sign? For what reason?</p> <p>Learning Engagements <i>Relationships with peers and teachers:</i> -scavenger hunts -games -communication focus -journal writing and drawing (goodbye cards for friends - writing) -friendships -Show-and-Tell (viewing and presenting) -reading books online, reflecting and comprehension questions -transition books “Night before First Grade”, “Mrs. Nelson First Day of School”, “First Day Jitters”, “Miss. Bindergarten gets ready for the last day of school” -Oral reflections on learning</p> | <p>Summative Assessment Task</p> <p>Use signs and symbols to design a city that is functional.</p> <p>2D city/road map - collaborative process was used to decide on what locations, features, signs should be included. Students use toy cars to discuss the signs and symbols found on the map/in the city eg. “the police car goes to the police station”</p> <p>Sharing their work with a group/class;</p> <p>Working in a group, collaboration</p> <p>During Arabic UOI, Students created their own city during Art classes, they informed their parents about their work, parents were engaged as well, they helped their kids to create their symbols, houses, city...</p> <p>Upcoming activity: A video/ live session with the parents during it students will be showing the city and the signs, talking about the importance of the signs and symbols, they will celebrate their learning...</p> | <p>Summative Assessment Task (Reflection/Action) What have we learned? How do we use Signs & Symbols? Task-: Make signs around your room to organize your toys, books, and clothing. OR Make a sign to mark your farm/Garden Share your experience with your partner and teacher.</p> |
| Ongoing Reflection | <p>-How are we responding to students’ emerging questions, theories, inquiries and interests throughout the inquiry? -How are we supporting opportunities for student-initiated action throughout the inquiry? -How can we ensure that learning is purposeful and authentic and/or connects to real-life challenges and opportunities? -How are we nurturing positive relationships between home, family and school as a basis for learning, health and well-being</p> <p>What Worked Well</p> <ul style="list-style-type: none"> Students were so interested Unit was planned and done in a very nice way Students were so engaged during all the activities, parents as well. End of Unit reflection has been done with the students in class and all students were so happy <p>What Could Be Improved</p> <ul style="list-style-type: none"> When celebrating the learning with the parents it would be more beneficial if all subjects were involved. Bring fire/police men/women who are parents and explain the signs and symbols used for health and safety. Possible field trip to the driving school to look at signs and symbols. | | | | | |

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| Student Reflections/ Student-led Inquiry | <p>Jose:</p> <p>Frida: End of Unit reflection has been done with the students in class, they liked the provocation and the activities that have been done out of the class and they enjoyed celebrating the learning with their parents.</p> <p>Nazia:</p> <p>Chirine:Students reflected that they liked the unit because now they know why their parents park in certain places due to the signs and they feel empowered to help their parents drive, park, find places, etc.</p> <p>Rima:</p> |

| WEEKLY PLANNER <i>(Sessions, Standards, Objectives, Guiding Questions, Learning Engagements, Assessments, Virtual Lessons)</i> | | | | | | | |
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| Dates | August 20th- 25th | August 28-Sept 1 | August 8 - Sept 1 | September 11-15 | September 18-22 | September 25-27 | October 2-6 |
| English Language Arts (Reading) | Weekly planning week 1 | Weekly planning week 2 | Weekly planning 3 | Weekly planning 4 | Weekly planning 5 | Weekly planning 6 | Weekly planning 7 |
| Reading UOI Integration | | Letter recognition as symbols. | Reading signs around our school. | | High Frequency words that show signs-”Exit, Enter.” | | |
| English Language Arts (Phonics/Word Work/Grammar) | Weekly plan week 1 | Weekly plan week 2 | Weekly planning 3 | Weekly planning 4 | Weekly planning 5 | Weekly planning 6 | Weekly planning 7 |
| English Language Arts (Writing) | Launching the Writer’s Workshop Bend One We are all Writers. Session 1: Putting ideas on paper with pictures and words. | | Unit 1: Launching the Writer’s Workshop Bend One: We are all Writers. Session 1: Putting ideas on paper with pictures and words. | Unit 1: Launching the Writer’s Workshop Bend One: We are all Writers. Session 2:” When we are done we have just begun” | Unit 1: Launching the Writer’s Workshop Bend One: We are all Writers. Session 3: Carrying on independently as writers. | Unit 1: Launching the Writer’s Workshop Bend One: We are all Writers. Session 4: Writers call to mind what they want to say, Then Put that onto the page. | Unit 1: Launching the Writer’s Workshop Bend One: We are all Writers. Session 5: Stretching out words to write them. |
| Writing UOI Integration | | | Writing letters and sight words. | | Writing signs-E.G. “No Boys” | | Creating safety signs using phonetic spelling. |

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| Math | <p>Everyday Math Routines</p> <p>Everyday Math 1.1 Partner Match</p> <p>Standard: KOA1, KOA2, SMP1, SMP2, KCC5, KCC6, KMD3 SMP7 SMP8, KCC4a-c, KG1, KG2, KG4.</p> <p>Objectives: Children compare lengths and explain their mathematical thinking as they participate in a social activity.</p> <p>Guiding Questions: What does a calendar show us? How many days do you think we will end up with on our number line? What do you notice about these paper strips? Can you find someone whose strip is the same length as yours?</p> <p>Learning Engagements/Resources: Everyday Maths lessons. Please see resource box and website/booklet.</p> <p>Assessments: Observations, children’s work, oral assessment, Seesaw, online assessment.</p> | <p>Everyday Math 1.2 Introduction to Pattern Blocks</p> <p>Everyday Math 1.3 Gotcha: A Counting Game</p> <p>Everyday Math 1.4 Number Walk</p> <p>Everyday Math 1.5 Getting to Know Numbers</p> <p>Standard: KOA1, KOA2, SMP1, SMP2, KCC5, KCC6, KMD3 SMP7 SMP8, KCC4a-c, KG1, KG2, KG4.</p> <p>Objectives: Children use shape names as they explore pattern blocks. Children use one-to-one correspondence and the cardinal principle as they engage in a counting game. Children take a walk to look for numbers and explore the many uses of numbers in their world. Children explore the numbers 0–9 to practice and reinforce early counting and numeration skills and principles.</p> <p>Guiding Questions: Why do you think these are called pattern blocks? Can you say trapezoid? How many sides does the square have? Do all the shapes with four sides look the same? How many are there? How do we know? Can you think about a number that you have seen or used today? Can you predict where you may see numbers in the school?</p> <p>Learning Engagements/Resources: Everyday Maths lessons. Please see resource box and website/booklet.</p> <p>Assessments: Observations, children’s work, oral assessment,</p> | <p>Everyday Math 1.6 Count and Sit</p> <p>Everyday Math 1.7 Class Birthdays</p> <p>Everyday Math 1.8 Class Age Graph</p> <p>Standard: KOA1, KOA2, SMP1, SMP2, KCC5, KCC6, KMD3, SMP7 SMP8, KCC4a-c, KOA4.</p> <p>Objectives: Children play an active counting game to develop their oral counting skills, including counting on. Children count, compare, and represent data about their birthday months. Children create concrete and paper graphs showing their ages, and use them to answer counting and comparison questions.</p> <p>Guiding Questions: Why is it important to count correctly on your turn? What helps you count correctly? How can we find out how many months are in a year? How could we use the candles and cakes to find out how many children have birthdays each month? Which month has fewer birthdays, January or February? Are there any months that have zero birthdays? What can we learn by looking at our cake display?</p> <p>Learning Engagements/Resources: Everyday Maths lessons. Please see resource box and website/booklet.</p> <p>Assessments: Observations, children’s work, oral assessment, Seesaw, online assessment.</p> | <p>Everyday Math.1.8 Class Age Graph</p> <p>Everyday Math.1.9 Number Stations</p> <p>Everyday Math.1.10 Quick Looks</p> <p>Standard: KOA1, KOA2, SMP2, KCC5, KCC6, KMD3, SMP7, SMP8, KCC4a-c, KOA4, KCC3.</p> <p>Objectives: Children create concrete and paper graphs showing their ages, and use them to answer counting and comparison questions. Children count out objects to represent 5 in multiple ways, and informally explore addition and subtraction within 5. Children compose and decompose numbers and explore addition by looking quickly at dots in different arrangements.</p> <p>Guiding Questions: What can we learn by looking at our cake display? What will happen to our graph when a child turns 6? Which age has more children? Can you show 5 fingers using two hands? How are these two ways of showing 5 alike? Is this still 5 if I spread them out? What did you see? How did you see it? Did you understand the strategy of seeing groups?</p> <p>Learning Engagements/Resources: Everyday Maths lessons. Please see resource box and website/booklet.</p> <p>Assessments: Observations, children’s work, oral assessment, Seesaw, online assessment.</p> | <p>Everyday Math.1.11 Five Frames</p> <p>Everyday Math.1.12 Describing Shapes</p> <p>Everyday Math.1.13 Shape Patterns</p> <p>Standard: KOA1, KOA2, SMP1, SMP2, KCC5, KCC6, KMD1, KMD2, SMP6, SMP8, KCC4a, KCC4b, SMP3.</p> <p>Objectives: Children use a five frame to compose numbers in various ways and informally explore addition and subtraction within 5. Children use informal language to describe, compare, and contrast a variety of shapes. Children identify and describe shapes in the context of repeating and growing patterns.</p> <p>Guiding Questions: Why do you think this is called a 5 frame? How do you know you have 5? How is this 4 different from your 4? Why did you decide to make your 4 that way? Does your shape remind you of anything? Do you see anything in our classroom that looks like your shape? How are your shape and your partner’s shape alike? How are they different? What shape will come next and why? What do you know about patterns? How can you tell this is a pattern?</p> <p>Learning Engagements/Resources: Everyday Maths lessons. Please see resource box and website/booklet.</p> <p>Assessments: Observations, children’s work, oral assessment, Seesaw, online assessment.</p> | <p>Everyday Math.2.1 Match up with Dot Cards</p> <p>Everyday Math., 2.2 Top it with Dot Cards</p> <p>Everyday Math.2.3 Getting to Know Triangles</p> <p>Standard: KOA1, KOA2, SMP1, SMP2, KCC5, KCC6, KMD1, KMD2, SMP6, SMP8, KCC4a, KCC4b, SMP3</p> <p>Objectives: Children play a matching game with Dot Cards to practice recognizing equal quantities in different arrangements. Children play a game with Dot Cards to practice counting and comparing sets. Children examine, describe, and compare a variety of triangles and create a triangle collage.</p> <p>Guiding Questions: What do you notice about these cards? How many objects did we add from each number to the next? How do you know how many dots each card has? How can you figure out which card has more dots? How can you be sure? How can we describe a triangle? How many sides does a triangle have? Are the sides straight or curvy? How many vertices does it have?</p> <p>Learning Engagements/Resources: Everyday Maths lessons. Please see resource box and website/booklet.</p> <p>Assessments: Observations, children’s work, oral assessment, Seesaw, online assessment.</p> | <p>Everyday Math.2.3 Getting to Know Triangles</p> <p>Everyday Math., 2.4 Number Board</p> <p>Everyday Math.2.5 Pocket Problems</p> <p>Everyday Math. 2.6 How many now?</p> <p>Everyday Math 2.7 Introduction to Sorting</p> <p>Standard: KOA1, KOA2, SMP1, SMP2, KCC5, KCC6, KMD1, KMD2, SMP6, SMP8, KCC4a, KCC4b, SMP3, KCC1, KCC4c.</p> <p>Objectives: Children examine, describe, and compare a variety of triangles and create a triangle collage. Children make Number Boards to reinforce counting skills and principles and visualize the “one more” counting pattern. Children use concrete, nonverbal experiences to develop their understanding of addition and subtraction. Children determine the number of objects in a set when one object is added. Children sort and classify objects in different ways.</p> <p>Guiding Questions: How can we describe a triangle? How many sides does a triangle have? Are the sides straight or curvy? How many vertices does it have? What number is one more than 3? What number is one less than 7? What would the next number on the board be? What would the next row of objects look like? What does the number board show? Are there more or fewer counters in your pocket when you add counters to it? Are there more or fewer counters in your pocket</p> |
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| | | Seesaw, online assessment. | | | | | <p>when you take counters out of it? How does this help you think about whether your answers to pocket problems make sense? How many frogs are in the pond now? How could we check the number of frogs in the pond? What happens each time one more frog jumps into the pond? What is the same about these objects? What is different? How would you describe this group of objects you created? What is your rule for sorting your objects?</p> <p>Learning Engagements/Resources: Everyday Maths lessons. Please see resource box and website/booklet.</p> <p>Assessments: Observations, children's work, oral assessment, Seesaw, online assessment.</p> |
| Math UOI Integration | Calendar is a symbol of time. A calendar is a sign we use everyday. | | Math Symbols-Numbers as symbols. | | Subitising dot cards as symbols. Shapes are symbols; certain familiar signs are in shapes. | Shapes are symbols; certain familiar signs are in shapes. | Patterns using shapes. Shapes are symbols; certain familiar signs are in shapes. |
| Second Step | <p><u>Learning to Listen - U1;L1</u></p> <p>Concepts:</p> <ul style="list-style-type: none"> Following Listening Rules helps everyone learn. Our brains get smarter every time we use them. <p>Objectives:</p> <p>Name and demonstrate the rules for listening in a group</p> | <p><u>Focusing Attention - U1;L2</u></p> <p>Concepts:</p> <ul style="list-style-type: none"> Focusing attention involves using eyes, ears, and brain. <p>Objectives:</p> <ul style="list-style-type: none"> Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game | <p><u>Focusing Attention cont. - U1;L2</u></p> <p><u>Recap U1; L1</u></p> <p>Concepts:</p> <ul style="list-style-type: none"> You can focus your attention just by thinking about it, and the more you do it, the better you get at it. Using self-talk helps you focus attention. <p>Objectives:</p> <ul style="list-style-type: none"> Demonstrate attention skills in the context of a game | <p><u>Follow Directions - U1;L3</u></p> <p>Concepts:</p> <ul style="list-style-type: none"> Listening and following directions are important Skills for Learning. <p>Objectives:</p> <ul style="list-style-type: none"> Demonstrate listening and following directions within the context of a game | <p><u>Follow Directions continued - U1;L3</u></p> <p>Concepts:</p> <ul style="list-style-type: none"> Repeating directions helps you remember them. Following directions involves your eyes, ears, and brain. <p>Objectives:</p> <ul style="list-style-type: none"> Demonstrate listening and following directions within the context of a game | <p><u>Self-talk for staying on task - U1;L4</u></p> <p>Concepts:</p> <ul style="list-style-type: none"> Self-talk means talking to yourself out loud in a quiet voice or inside your head. <p>Objectives:</p> <ul style="list-style-type: none"> Demonstrate self-talk for remembering directions in the context of a drawing game | <p><u>Self-talk for staying on task - U1;L4</u></p> <p>Concepts:</p> <ul style="list-style-type: none"> Self-talk helps you focus and maintain attention. <p>Objectives:</p> <ul style="list-style-type: none"> Demonstrate self-talk for remembering directions in the context of a drawing game |
| Second Step UOI Integration | Look for the signs and symbols from the posters as prompts; learner skills. | Drawing their own signs to show whole body listening; ears listening; eyes watching; mouth | Using the poster signs to signal the learner skills when you need their focused attention or to | Seesaw game; a pirate map with symbols to follow the directions to put things in the correct place. | Drawing different shape symbols by following the directions, step by step. | Seesaw: at home drawing, filling in the sheet, thinking of where you can use self talk at home to help you | N/A |

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| | | quiet | prompt. Seesaw home drawing signs to show whole body listening. | | | remember what to do. | |
| Art | <p>Creating</p> <p>2. Organize and develop artistic ideas and work. Focus on and pursue a process or idea to completion when experimenting with a wide variety of art materials. (PK-K.V.Cr.02)</p> <p>Presenting</p> <p>1. Develop and refine artistic techniques and work for presentation. Select and share a product created through experimentation with materials. (PK-K.V.P.05)</p> <p>Responding</p> <p>8. Math Connection: Students describe shapes and their positions (e.g. above, in front of). (K.G.A.01)</p> | <p>GENERAL OBJECTIVES</p> <p>Responding to visual arts:</p> <ul style="list-style-type: none"> Identify the materials and processes used in the creation of an artwork Express opinions about an artwork Become an engaged and responsive audience for a variety of art forms Identify and consider the contexts in which artworks were made <p>Creating visual arts:</p> <ul style="list-style-type: none"> Realize that their artwork has a meaning Demonstrate control of tools, materials and processes Combine a variety of formal elements to communicate ideas, feelings and/or experiences Consider their audience when creating artwork | <p>SPECIFIC OBJECTIVES</p> <ul style="list-style-type: none"> Identify the different forms of the arts Understand what the arts have in common Be aware that the arts can relate and combine for one purpose Describe how art enriches people's lives (signs that guide them) Show that art is a language (visual language) Show ability to draw with scissors and to combine colors to indicate a sign Identify the elements of art and begin to apply principles of design. Apply an artwork simple and easy for visual understanding especially for Football stadium signs | <p>GUIDING QUESTIONS</p> <ul style="list-style-type: none"> What is a 'symbol'? What are some examples of symbols you know? What sort of things are symbols in artworks? What might a symbol tell us about? <p>Discuss and debate these questions to uncover student understandings. Document what is discussed, perhaps through creating a brainstorm. This discussion will uncover some of the students underlying beliefs about what art is – what it should look like, include in it, and communicate. These understandings will be further investigated in the inquiry cycle.</p> | <p>Art making</p> <p>To reinforce the use of symbols in artworks, investigate Football crests/Coat of arms. Look closely at the composition and the colors used and discuss the symbols behind the designs. Continue the investigation by looking at symbols used in the football stadium on an international standard. Investigate route signs and symbols in Qatar that lead to stadiums. Create a shield or crest for a football team, using appropriate symbols. Make several signs for routes and stadiums to showcase a visual installation of The FIFA WORLD CUP 2022 signs and symbols.</p> <p>Learners will use a variety of cardboard cutouts to create a relief work of art.</p> | | |

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| Music | LOI 3: Exploration of different performing and visual art elements (Function,Exploration/Experimentation) Standard:Performance Standard (MU:Cr2.1.K) a. With guidance, demonstrate and choose favorite musical ideas. b. With guidance, organize personal musical ideas using iconic notation and/or recording technology. | Objectives: 1. Recognize that music can be represented for others to read and perform 2. Using notation, and through exploration create and perform simple rhythmic patterns 3. Using sign language, refine and complete an artistic work - perform music for self and others. | Guiding Questions: What are symbols used for? Do different cultures write music differently? How can we communicate a sound through a symbol? What do the quarter note and quarter rest symbols represent? How is sign language used in our world? How can sign language be included in a performance? How do musicians improve and refine their performance? | Activities/Learning Engagements: 1. Music Symbols Scavenger Hunt. Doodle Activity 2. Introduce quarter notes and rest. Students decode, read and play. 3. Students are given some of the basic symbols to explore. Students can use playdough, sandboxes, paper and glue, glitter or any other material to reproduce the symbol. 4. Perform one verse of a familiar song, learn and demonstrate sign language. 5. I spy music activity. | Assessments: Use cut out cards/manipulative music blocks or legos to create a simple rhythm pattern. Create, read and perform. | Action: Perform one verse of a familiar song, learn and demonstrate the sign language for an audience (prerecorded or live) | |
| P.E. | | | | | | | |
| P.E. UOI Integration | | | | | | | |
| Arabic | HWOO 2022-2023 Planning | HWOO 2022-2023 Planning | HWOO 2022-2023 Planning | HWOO 2022-2023 Planning | HWOO 2022-2023 Planning | HWOO 2022-2023 Planning | HWOO 2022-2023 Planning |
| Arabic- UOI Integration | HWOO 2022-2023 Planning HWOO Unit Newsletter | HWOO 2022-2023 Planning HWOO Unit Newsletter | HWOO 2022-2023 Planning HWOO Unit Newsletter | HWOO 2022-2023 Planning HWOO Unit Newsletter | HWOO 2022-2023 Planning HWOO Unit Newsletter | HWOO 2022-2023 Planning HWOO Unit Newsletter | HWOO 2022-2023 Planning HWOO Unit Newsletter |
| Islamic | - نشاط التّعارف - اتّفاقيّة الصّفّ <u>تحضير 22 أغسطس - 2 سبتمبر</u> | | <u>آداب تلاوة القرآن الكريم:</u> <u>تحضير 5- 16 سبتمبر</u> | | سورة الفاتحة القرآن الكريم و علومه <u>تحضير 19 - 30 سبتمبر</u> | | الحديث الشريف "إمالة الأذى عن الطريق صدقة" <u>تحضير 3- 7 أكتوبر</u> |
| Islamic UOI Integration | ملامح المتعلّم: متواصل - مفكر - متسائل (نشاط اتّفاقيّة الصّفّ) | | الخطّ البحثيّ: التّواصل وتنظيم أنفسنا (الالتزام بآداب التّلاوة لتنظيم أنفسنا لقراءة صحيحة للقرآن الكريم) | | -سورة الفاتحة الخطّ البحثيّ: التّواصل وتنظيم أنفسنا (الالتزام بآداب التّلاوة لتنظيم أنفسنا لقراءة صحيحة للقرآن الكريم) | | الحديث النبوي الشريف "إمالة الأذى عن الطريق صدقة": المفاهيم: الوظيفة المفاهيم ذات الصلة: الرمزيّة والتّواصل ملامح المتعلّم: متواصل آداب الطّعام: المهارات الاجتماعيّة |

| Generic Assessment Rubric | | | | |
|---|---|---|---|--|
| | Emerging | Developing | Proficient | Exceeding |
| Conceptual Understanding <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 | Understanding/Concepts: 1. Student is able to explain the central idea. | Meets and exceeds proficient criteria. Meets all proficient criteria plus... Examples... |
| Knowledge <i>(Ex: Facts, figures, names and terminology etc)</i> | | | Content/Knowledge: 2. Student has acquired knowledge of the content as shown through... 3. Student has acquired knowledge of the content as shown through... | |
| Skills <i>(Ex: Mathematical process, scientific process, writing process, ATLs or content related skills etc)</i> | | | Process/Skills: 4. Students are able to play cooperatively in a group. 5. Students are able to share ideas and opinions in both small and large groups. 6. Students are able to use both print and digital media to find information. | |

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
- Fraye 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