

**TCA Daily Lesson Planner (revised Feb '09)**

<b>Lesson #1.2</b> Political Spectrums; Intro to Assignment 1	Course Code CHV20 Civics and Citizenship		Date Feb.2		Teacher G. Matthews	
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**Period A**

<b>Warm up</b>	20	Quiz, Q&A, Student Report, Student Marking, Debriefing, Check home work etc.	
<b>Record Attendance</b>		Notes: attendance and concerns regarding specific student <b>1. Attendance</b> <b>2. Icebreaker</b>	
<b>Lesson Intro.</b> Icebreaker: Famous Person	10	Specific expectation(s)	A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance; B1.2 describe fundamental beliefs and values associated with democratic citizenship in Canada B2.1 identify the political parties in Canada and their position on the political spectrum, and explain how the beliefs/values that underpin them may affect their perspectives on and/or approaches to issues of civic importance
		Learning goals	1.Student Introduction and familiarization with Women’s Suffrage Movement 2. Student Introduction and Familiarization with the Political Spectrum and Political Parties in Canada 3. Student exploration of Resources on Political Power, Parties in Canada and completion of an AS Learning Political Power Organizer and Political Sepctrum Quizzes
		Success Criteria	1.Students will learn about the History of the Women’s Suffrage Movement in Canada and background info on the Famous Five Women and complete A For Learning Forum Discussion on Nellie McClung 2. Students use their knowledge on the Political Spectrum and Parties in Canada by completing an AS Learning Political Power Organizer 3. Students will explore their own political leanings by completing two For Learning Quizzes
<b>Lesson</b>  Hook Question: What do we know about democracy and political parties in Canada? Women’s Suffrage Movement?  Intro to Political Power and Parties in Canada	40	Learning Activities	<u>Hook Questions:</u> On Political spectrum, parties in Canada to test for prior knowledge; Women’s History of Rights in Canada <u>Whole Group Instruction:</u> Intro to the Political Spectrum, Power, Parties in Canada; Women’s Suffrage Movement; sharing of resources <u>Independent/Partner Work:</u> For Learning Quizzes on Political Parties; AS Learning Political Organizer on Political Parties in Canada; For Learning Forum Discussion on Nellie McClung
		Resources	1.Strand A Political Research and Inquiry Skills PPT 2. Quizzes on Political Parties 3. Resources on Political Power; Women’s Rights and Nellie McClung
		Assessment and Evaluation	1.FOR Learning: Observation, Questions, Icebreaker; For Learning Forum Discussion 2.AS Learning: Political Parties Organizer; research teamwork

For Learning Quizzes		
AS Learning Political Parties Organizer		
<b>Application</b>	20	Assignment, Homework based on lesson, exit card 1. For Learning Forum Discussion due tomorrow 2. As Learning Political Organizer due tomorrow

**Period B**

<b>Warm up</b>	20	Observation, conversation, debriefing follow up lesson taught in period A	
<b>Lesson Intro.</b>	10	Specific expectation	A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments of civic importance (e.g., factual questions: A1.2 select and organize relevant evidence, data, and information on issues, events, and/or developments of civic importance from a variety of primary and secondary sources A1.3 assess the credibility of sources relevant to their investigations A1.4 interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for political inquiry ( A1.5 use the concepts of political thinking (i.e., political significance, objectives and results, stability and change, political perspective) when analysing and evaluating evidence, data, and information and formulating conclusions and/or judgments about issues, events, and/or developments of civic importance A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, bibliographies, reference lists) to acknowledge different types of sources A1.9 use appropriate terminology when communicating the results of their investigations
Intro to Assignment 1 Current Events Presentation		Learning goals	1.Student introduction to Assignment 1 Canadian Current Event 2. Student understanding of requirements, expectations 3. Student topic selection.
		Success Criteria	1.Students will understand requirements and expectations for Assignment 1 Canadian Current Event 2. Students will search for possible topic and begin the brainstorming process
<b>Lesson</b>	40	Learning Activities	<u>Whole Group Instruction:</u> Review Assignment 1 Canadian Current Event; student understanding of requirements, expectations <u>Independent/Partner Working Time:</u> Student topic selection and brainstorming
For Learning Topic Selection and Brainstorming for Assignment 1 Canadian Current		Resources	1.Strand A Political Research and Inquiry Skills PPT 2. Assignment 1 Current Event Presentation 3. Internet Resources on the above

Event	20	Assessment and Evaluation	1. FOR Learning: Observation, Discussion, topic selection 2. AS Learning: research skills
Application		Assignment, Homework based on lesson, exit card	
		1. Assignment 1 due Wednesday	

TEACHING STRATEGIES		TEACHING STRATEGIES	
Direct Instruction (teacher led)	yes	Class activity (teacher facilitated)	yes
Direct instruction (discussion possible)	yes	Experiential learning (by doing)	yes
Class discussion (teacher facilitated)	yes	Worksheets / Surveys	yes
Small group discussion	yes	Individual or group research	yes
Partner discussion / conferencing	yes	Teacher Modeling	yes
Conferencing: teacher and student		Use of Computers / Internet	yes
Teacher reading to class		Use of Video or Audio	yes
Silent individual reading	yes	Role Playing	
Group based reading		Class Presentations	
Independent work (Teacher facilitated)	yes	Guest Speaker / Interviews / Questions	
Group Work (Teacher facilitated)	yes	Field Trip	
OTHER: Casual Sharing in class	yes	OTHER:	