

TCA Daily Lesson Planner (revised Feb '09)

Lesson #2.6 Canada's Electoral System; Intro to Assignment 3	Course Code CHV20 Civics and Citizenship		Date Feb.13		Teacher G. Matthews	
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Period A

Warm up	20	Quiz, Q&A, Student Report, Student Marking, Debriefing, Check home work etc.	
Record Attendance		Notes: attendance and concerns regarding specific student 1. Attendance 2. Icebreaker	
Lesson Intro. Icebreaker: Favourite Culture to learn about	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; B2.2 explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada B2.5 identify Canada's form of government and demonstrate an understanding of the process of electing governments in Canada
		Learning goals	1.Student knowledge and understanding of Electoral System and Voting
		Success Criteria	1.Student exploration of Electoral System and voting; students explore various resources on this topic. 2. Student exploration of ideas on voting system and minority government by completing For Learning Discussions
Lesson AS Learning Intro to Canada's Electoral System and Minority Government Sharing of Resources For Learning Forum Discussion on Electoral System As Learning Forum Discussion on Minority Government	40	Learning Activities	<u>Whole Group Instruction</u> : Intro to Canada's Electoral System and workings; sharing of resources: PPT and Video <u>Independent/Partner Work</u> : As Learning Forum Discussion on Minority Government; For Learning Forum Discussion on Canada's Electoral System
		Resources	1.Canada's Electoral System PPT 2. Video on Canada's Electoral System 3. Minority Government PPT
		Assessment and Evaluation	1.For Learning: Observation, Forum Discussion on Electoral System 2. AS Learning: Forum Discussion on Minority Government
Application	20	Assignment, Homework based on lesson, exit card 1. For Learning Forum Discussion on Electoral System 2. AS Learning Forum Discussion on Minority Government	

Period B

Warm up	20	Observation, conversation, debriefing follow up lesson taught in period A	
Lesson Intro. Intro to Assignment 3 Canadian Government Role and Responsibility Presentation Requirements, Expectations Topic Selection	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 B2.2 explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada B2.3 describe, with reference to both the federal and provincial governments, the functions of the three branches of government in Canada (i.e., executive, legislative, judicial) and the roles/responsibilities of key positions within governments (e.g., the governor general, a lieutenant governor, the prime minister, a premier, cabinet ministers, a leader of the opposition, a speaker, the chief justice of the Supreme Court of Canada), and explain how the branches help ensure political and social stability in Canada
		Learning goals	1.Student knowledge, thinking, about Assignment 3 Requirements, Expectations 2. Student selection of topic for Assignment 3, Brainstorming
		Success Criteria	1.Student understanding of requirements and expectations for Assignment 3 2. Student selection of topic for Assignment 3
Lesson Assignment 3 Government Roles/Responsibilities Presentation Topic Selection and Brainstorming	40	Learning Activities	<u>Whole Group Instruction:</u> Intro to Assignment 3 Government Roles and Responsibility; requirements and expectations; <u>Independent/Partner Working Time:</u> Topic selection and brainstorming
		Resources	1. Assignment 3 Government Roles and Responsibilities Presentation PPT
		Assessment and Evaluation	1. For Learning: Observation, Discussion 2. As Learning: Assignment Brainstorming, Topic Selection

Application	20	Assignment, Homework based on lesson, exit card
		1. Assignment 3 due Thursday

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	yes	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: OF Learning Quiz/Test	