

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

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| <b>Lesson #2.8</b><br>The Jury Process;<br>Assignment 3<br>Editing | Course Code<br>CHV20<br>Civics and Citizenship |  | Date<br>Feb.15 |  | Teacher<br>G.<br>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<br><b>1. Attendance</b><br><b>2. Icebreaker</b>       |  |
| <b>Lesson Intro.</b><br>Icebreaker: Black History Month   | 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; B3.3 explain how the judicial system and other institutions and/or organizations help protect the rights of individuals and the public good in Canada |
|   |    | Learning goals  | 1.Student knowledge and understanding of the Canadian Judicial System  |
|   |    | Success Criteria  | 1.Student exploration of the Canadian Judicial System and The Jury Process; students explore various resources on this topic.<br>2. Student completion of For Learning Forum Discussion on Jury Trials   |
| <b>Lesson</b><br>Intro to Canadian Jury System<br><br>Sharing of Resources on Jury Selection; trial by jury or judge<br><br>For Learning Forum Discussion on jurytrials | 40 | Learning Activities   | <u>Whole Group Instruction:</u> Intro to Canada's Jury System and Selection; focus on trial by Jury or judge; sharing of resources<br><u>Independent/Partner Work:</u> For Learning Questions on Canadian Jury Trials  |
|   |    | Resources   | 1.Canada's Judicial System PPT<br>2. Jury Selection Form<br>3. Videos on   |
|   |    | Assessment and Evaluation   | 1.For Learning: Observation, Discussion; Forum Discussion on Jury Trials   |
| <b>Application</b>  | 20 | Assignment, Homework based on lesson, exit card<br>1. For Learning Forum Discussion on Jury Trials due tomorrow |  |

**Period B**

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| <b>Warm up</b>   | 20 | Observation, conversation, debriefing follow up lesson taught in period A |  |
| <b>Lesson Intro.</b><br><br>Review Assignment 3 Canadian Government Role and | 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:<br>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<br>A1.3 assess the credibility of sources relevant to their investigations<br>A1.4 interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for |

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| Responsibility Presentation                                 |
| Requirements, Expectations                                  |
| Building of Success Criteria                                |
| <b>Lesson</b>   |
| Assignment 3 Government Roles/Responsibilities Presentation |
| Assignment Editing  |
| Teacher and Partner Feedback and Suggestions                |
| <b>Application</b>  |
|   |

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|    | <p>political inquiry (</p> <p>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</p> <p>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</p> <p>A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the intended audiences and purpose</p> <p>A1.8 use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, bibliographies, reference lists) to acknowledge different types of sources</p> <p>A1.9 use appropriate terminology when communicating the results of their investigations</p> <p>B2.2 explain, with reference to issues of civic importance, the roles and responsibilities of different levels of government in Canada</p> <p>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</p> |
|    | <p>Learning goals</p> <p>1.Student review of Assignment 3 Requirements, Expectations; building of Success Criteria</p> <p>2. Student planning for Assignment 3, Brainstorming</p>  |
|    | <p>Success Criteria</p> <p>1.Student understanding of requirements and expectations for Assignment 3; student participation in Building of Success Criteria</p> <p>2. Student planning and progress on Assignment 3</p>  |
| 40 | <p>Learning Activities</p> <p><u>Whole Group Instruction:</u> Review Assignment 3 Government Roles and Responsibility; requirements and expectations;</p> <p><u>Independent/Partner Working Time:</u> Assignment Planning; teacher feedback and suggestions</p>  |
|    | <p>Resources</p> <p>1.Assignment 3 Government Roles and Responsibilities Presentation PPT</p> <p>2.Success Criteria For Assignment 3</p>   |
|    | <p>Assessment and Evaluation</p> <p>1. For Learning: Observation, Discussion</p> <p>2. As Learning: Assignment Editing, progress</p>   |
| 20 | <p>Assignment, Homework based on lesson, exit card</p> <p>1. Assignment 3 due tomorrow</p>   |

| <b>TEACHING STRATEGIES</b>               |     | <b>TEACHING STRATEGIES</b>             |     |
|--|-----|--|-----|
| 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           |     |