

TCA Daily Lesson Planner (revised Feb '09)

Lesson #2.1 Intro to Unit 2 Governance in Canada; Assignment 1 Prep	Course Code CHV20 Civics and Citizenship		Date Feb.6		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 Holiday	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
		Learning goals	1.Student knowledge and understanding of Canadian ties to the British Monarchy, Canada's Federal Government System and how a bill is passed
		Success Criteria	1.Student completion of For Learning Debate on how a law is passed and AS Learning Canadian Parliament and Law Making Organizer
Lesson Intro to History of British Monarchy, Canadian Parliament and Law-Making For Learning Forum Discussion on Monarchy AS Learning Canadian Parliament and Law Making Organizer	40	Learning Activities	<u>Whole Group Instruction:</u> Intro to history of British Monarchy; Canadian Parliament and Law Making; sharing of resources <u>Independent/Partner Work:</u> Student completion of For Learning Forum Discussion on Monarchy and AS Learning Parliament and Law Making Organizer
		Resources	1.History of British Monarchy Resource 2. Unit 2 Politics and Passing of Bills PPT
		Assessment and Evaluation	1.For Learning: Observation, Discussion, Forum Discussion on Monarchy 2. AS Learning: Observation, Discussion, Parliament and Law Making Organizer
Application	20	Assignment, Homework based on lesson, exit card 1. For Learning Forum Discussion on Monarchy due tomorrow 2. AS Learning Parliament and Law Making Organizer due tomorrow	

Period B

Warm up	20	Observation, conversation, debriefing follow up lesson taught in period A	
Lesson Intro. Review Assignment 1	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

Current Events Presentation
Intro to Senate Role
Lesson
AS Learning Drafting of Assignment 1 Current Event Presentation
Teacher Feedback and Suggestions
For Learning Forum Discussion B=Debate on Role of Senate
Application

	<p>secondary sources</p> <p>A1.3 assess the credibility of sources relevant to their investigations</p> <p>A1.4 interpret and analyse evidence, data, and information relevant to their investigations using various tools, strategies, and approaches appropriate for 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>B2.3 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</p>
Learning goals	<ol style="list-style-type: none"> 1.Student review of Assignment 1 Canadian Current Event Presentation 2. Student understanding of requirements, expectations 3. Student understanding of role of Senate
Success Criteria	<ol style="list-style-type: none"> 1.Students will review requirements and expectations for Assignment 1 Canadian Current Event 2. Students will continue brainstorming and planning process 3. Students will complete a For Learning Forum Discussion Debate on the role of the Senate
40 Learning Activities	<p><u>Whole Group Instruction:</u> Review Assignment 1 Canadian Current Event; student understanding of requirements, expectations; student understanding of role of Senate</p> <p><u>Independent/Partner Working Time:</u> Student planning and drafting; teacher feedback and suggestions; student completion of For Learning Forum Discussion on Role of Senate</p>
Resources	<ol style="list-style-type: none"> 1.Strand A Political Research and Inquiry Skills PPT 2. Assignment 1 Current Event Presentation 3. Internet Resources on the above 4. Moodle Forum Discussion
Assessment and Evaluation	<ol style="list-style-type: none"> 1. FOR Learning: Observation, Discussion, Forum Discussion 2. AS Learning: research skills, drafting
20	<p>Assignment, Homework based on lesson, exit card</p> <ol style="list-style-type: none"> 1. Assignment 1 due Wednesday

2. For Learning Forum Discussion Debate on Senate due tomorrow

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		OTHER: OF Learning Quiz/Test	