

TCA Daily Lesson Planner (revised Feb '09)

Lesson #2.5 Ontario Municipalities; Assignment 2 Editing	Course Code CHV20 Civics and Citizenship		Date Feb.10		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: Musical Concert	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 B3.1 demonstrate an understanding that Canada's constitution includes different elements, and analyse key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms
		Learning goals	1.Student knowledge and understanding of Provincial Municipalities, roles and workings.
		Success Criteria	1. Student exploration of Ontario Municipalities roles and workings; explore various resources on this topic.
Lesson AS Learning Ontario Municipalities Organizer	40	Learning Activities	<u>Whole Group Instruction:</u> Intro to Ontario Municipalities roles and workings; sharing of resources: PPT and Video <u>Independent/Partner Work:</u> As Learning Ontario Municipalities Organizer
		Resources	1.Ontario Municipalities PPT 2. AS Learning Ontario Municipalities Organizer
		Assessment and Evaluation	1.For Learning: Observation, Discussion 2. AS Learning: Ontario Municipalities Organizer
Application	20	Assignment, Homework based on lesson, exit card 1. AS Learning Ontario Municipalities Organizer due tomorrow	

Period B

Warm up	20	Observation, conversation, debriefing follow up lesson taught in period A	
Lesson Intro. Assignment 2 Notwithstanding Paragraph Reflection Requirements,	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 (

Expectations
Building of Success Criteria
Lesson
Assignment 2 Notwithstanding Clause Paragraph reflection
Review of Requirements, Expectations
Building of Success Criteria
Application

	<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>B3.1 demonstrate an understanding that Canada’s constitution includes different elements, and analyse key rights of citizenship in the constitution, with particular reference to the Canadian Charter of Rights and Freedoms</p>
Learning goals	<p>1.Student knowledge, thinking, communication and application of importance of Notwithstanding Clause and relationship to Canadian rights and freedoms in the Charter of Rights and Freedoms</p> <p>2. Student editing of assignment</p>
Success Criteria	<p>1.Student progress and editing of Assignment 2 Notwithstanding Clause Paragraph Reflection</p> <p>2. Student participation in the Building of Success Criteria</p>
40 Learning Activities	<p><u>Whole Group Instruction</u>: Review Assignment 2 Notwithstanding Clause Paragraph Reflection; requirements and expectations; building of Success Criteria</p> <p><u>Independent/Partner Working Time</u>: Editing and completion of of Assignment 2</p>
Resources	<p>1. Assignment 2 Notwithstanding Clause Paragraph Reflection PPT</p> <p>2. Success Criteria</p>
Assessment and Evaluation	<p>1.AS Learning: Observation, Discussion, Progress on Assignment 2</p> <p>2. OF Learning: Upcoming Assignment 2</p>
20	<p>Assignment, Homework based on lesson, exit card</p> <p>1. Assignment 2 due Monday</p>

TEACHING STRATEGIES		TEACHING STRATEGIES	
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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	