

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

<b>Lesson #2.10</b> Assignment 3 Presentations; Final Eval Prep	Course Code CHV20 Civics and Citizenship		Date Feb.17		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>  Set up for Assignment 3 Presentations	10	Specific expectation(s)	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, communication, application of Assignment 3 Canadian Government Role, Responsibilities Presentation 2. Student participation in Follow-Up Class Discussion 3. For Learning Forum Discussion on Civic Engagement and Action
		Success Criteria	1.Student presentations of Assignment 3; knowledge, thinking, communication and application of Canadian Government Official, their role, responsibilities and performance 2. Student contributions to follow-up class discussion 3. Student consideration of ways to become active in politics and express their rights and freedoms

<b>Lesson</b>  Assignment 3 Student Presentations  As Learning Reflection on Assignment 3 Presentation	40	Learning Activities  Resources  Assessment and Evaluation	<u>Whole Group Instruction:</u> Set up for Student Presentations; Intro to Civic Engagement and motivating citizens to become engaged politically <u>Student Work:</u> Assignment 3 Student Presentations; AS Learning Forum Discussion Reflection on Assignment 3  1.Assignment 3 PPT  1.For Learning: Observation, Forum Discussion on Civic Engagement 2. OF Learning: Assignment 3 Presentations
	20	Application Assignment, Homework based on lesson, exit card 1. As Learning Forum Discussion Reflection due Tuesday	

**Period B**

<b>Warm up</b>  <b>Lesson Intro.</b>  Review  Final Evaluation Oral and Visual Presentation  Review Requirements, Expectations	20	Observation, conversation, debriefing follow up lesson taught in period A	
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	

<b>Lesson</b>
Final Evaluation Oral and Visual Presentation Topic Selection and Planning
Teacher and Partner Feedback and Suggestions
<b>Application</b>

40	Learning goals 1.Student review of Final Evaluation Oral and Visual Presentations 2. Student topic selection and brainstorming
	Success Criteria 1.Student understanding of requirements and expectations for Final Evaluation Oral and Visual Presentation 2. Student topic selection and brainstorming 3. Teacher Feedback and suggestions
	Learning Activities <u>Whole Group Instruction:</u> Review Final Evaluation Oral and Visual Presentation; requirements and expectations; <u>Independent/Partner Working Time:</u> Assignment Planning; topic selection teacher feedback and suggestions
	Resources 1.Final Evaluation Oral and Visual Presentation PPT
	Assessment and Evaluation 1. For Learning: Observation, Discussion; topic selection, brainstorming
20	Assignment, Homework based on lesson, exit card 1. Final Evaluation due Feb.23

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	yes
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	