

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

<b>Lesson #3.1</b> Intro to Unit 3 Civic Action; Final Eval Prep	Course Code CHV20 Civics and Citizenship		Date Feb.21		Teacher G. Matthews	
---	--	--	----------------	--	---------------------------	--

**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> Icebreaker: Role Model	10	Specific expectation(s)	C1.2 describe a variety of ways in which they could make a civic contribution at the local, national, and/or global level C1.3 explain how various actions can contribute to the common good at the local, national, and/ or global level
		Learning goals	1.Student introduction to Unit 3 Civic Action 2. Student understanding of Global Citizenship and how to become an engaged global citizen
		Success Criteria	1.Student exploration of resources on Global Citizenship and completion of For learning Forum Discussion on the topic
<b>Lesson</b> Hook Question: What does it mean to become a Global Citizen?  Intro to Unit 3 Civic Action  Sharing of Resources	40	Learning Activities	<u>Whole Group Instruction</u> : Intro to Unit 3 Civic Action; sharing of resources on Global Citizenship; <u>Independent Partner/Student Work</u> : For Learning Forum Discussion on Global Citizenship; students review resources and consider their own opinions on being a global citizen
		Resources	1.Websites and Video on Global Citizenship
		Assessment and Evaluation	1.For Learning: Observation, Forum Discussion on Global Citizenship
<b>Application</b>	20	Assignment, Homework based on lesson, exit card 1. For Learning Forum Discussion on Global Citizenship due tomorrow	

**Period B**

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

Review Requirements, Expectations
<b>Lesson</b>
Final Evaluation Oral and Visual Presentation
Assignment Planning
Teacher and Partner Feedback and Suggestions
<b>Application</b>

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