

**TCA Daily Lesson Planner (revised Oct. 2020)**

<b>Lesson #1</b>	Course Code: CHC2D	Unit 1	Date: Oct. 27, 2020		Teacher: Mr. Bergman	
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**Period A**

<b>Warm up</b>	20	Quiz, Q&A, Student Report, Student Marking, Debriefing, Check homework etc.	
<b>Record Attendance</b>		Notes: attendance and concerns regarding specific student	
<b>W</b>	10	Specific expectation(s)	B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period ( <i>e.g., with reference to racism and anti-Semitism, segregation, discrimination in jobs and housing, residential schools, restrictions imposed by the Indian Act or the Chinese Immigration Act of 1923, groups helping new immigrants</i> ), and explain their impact; B3.2 describe some significant changes in the arts and popular culture in Canada during this period ( <i>e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition</i> ), and explain the contributions of some individuals and/or events to these changes ( <i>e.g., Mazo de la Roche, Stephen Leacock, Tom Longboat, John McCrae, Howie Morenz, Mary Pickford; the racing career of the Bluenose; the founding of the National Hockey League and the Ladies Ontario Hockey Association</i> )
		Learning goals	Students will be able to: imagine the world and Canada just before WW1. They will learn these concepts by the use of visuals, youtube & the textbook.
		Success Criteria	Comprehension Checking Questions (CCQs) will be used throughout the lesson to check on the students (ss) understanding of the key concepts. The T will also post notes on the whiteboard for ss to copy from.
<b>Lesson</b>	40	Learning Activities	<ol style="list-style-type: none"> <li>1. Attendance, Rules &amp; Guidelines &amp; Course Introduction</li> <li>2. T &amp; students (ss) will do self-introductions.</li> <li>3. The T will also interview ss about their learning goals for this semester.</li> <li>4. T also introduces Canada's early history from (1894-1914) by discussing Canada's connections to Britain &amp; France as our mother countries, plus some brief Aboriginal history.</li> <li>5. Next, the students will watch a short video=clip on Canada's early history.</li> </ol>
		Resources	Textbook: 'Think History Canadian History Since 1914', youtube.com
		Assessment and Evaluation	Assessment for Learning: textbook questions, Assess. as Learning: Self-Autobiography/ Learning Goals
<b>Application</b>	20	Assignment, Homework based on lesson, exit card...	

**Period B**

<b>Warm up</b>	20	Observation, conversation, debriefing follow up lesson taught in period A	
<b>Lesson Intro.</b>	10	Specific expectation	B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period ( <i>e.g., with reference to racism and anti-semitism, segregation, discrimination in jobs and housing, residential schools, restrictions imposed by the Indian Act or the Chinese Immigration Act of 1923, groups helping new immigrants</i> ), and explain their impact; B3.2 describe some significant changes in the arts and popular culture in Canada during this period ( <i>e.g., changes in fashion and popular music; changes in Canadian art, as reflected in the work of the Group of Seven; the increasing popularity of movies; the increasing influence of American culture; the international reputation of Canadians in sports; the introduction of the poppy as a symbol of war and remembrance; prohibition</i> ), and explain the contributions of some individuals and/or events to these changes ( <i>e.g., Mazo de la Roche, Stephen Leacock, Tom Longboat, ...</i> )
		Learning goals	SS will learn the key concepts about the Canada's early history just prior to WW1& how it kept strong relations with Britain, but unstable relations with Indigenous & French people.
		Success Criteria	The T will check ss work while they do the textbook questions on the worksheet.
<b>Lesson</b>	40	Learning Activities	1. The T will continue interviewing ss about their learning goals 2. The students will work individually to complete the Self Autobiography, Learning Goals & start a KWL Chart Assessment as Learning, (all textbook questions will be Assessment for learning.)
		Resources	Textbook: Think History Canadian History Since 1914, youtube.com
		Assessment and Evaluation	Assessment for Learning: textbook questions, Assessment as Learning: learning log & 3-2-1 exit card
<b>Application</b>	20	Assignment, Homework based on lesson- Start reading chap. 1	

TEACHING STRATEGIES		TEACHING STRATEGIES	
Direct Instruction (teacher led)		Class activity (teacher facilitated)	
Direct instruction (discussion possible)		Experiential learning (by doing)	
Class discussion (teacher facilitated)		Worksheets / Surveys	
Small group discussion		Individual or group research	
Partner discussion / conferencing		Teacher Modeling	
Conferencing: teacher and student		Use of Computers / Internet	
Teacher reading to class		Use of Video or Audio	
Silent individual reading		Role Playing	
Group based reading		Class Presentations	

Independent work (Teacher facilitated)		Guest Speaker / Interviews / Questions	
Group Work (Teacher facilitated)		Field Trip	
OTHER:		OTHER:	