

LESSON PLAN (REVISED 2020) Secondary Years

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Grade/Subject:	Socials 10	School	Correlieu
Date	Nov 9, 2021	Allotted Time	1 hour 30 minutes
Topic: Prelude to WWII			
Cross-Curricular Connections: English, Career			

PART 1: PLANNING

Rationale/Pre-Assessment:

Students have worked their way through the Great Depression Unit with an emphasis on economy, sustainability, cause & effect. Now students get to piece together the information they already know, and make connections/ conclusions/ inquiries through analyzing photos. We will work through decoding one photo together as a class and answering a series of questions that will lead our discussion. We will then go over questions on page 115, read page 114-115 as a group and students will work individually to answer questions. Part of those questions will be to decode a photograph on page 114. (I do, We do, You do approach)




Big Ideas: <https://curriculum.gov.bc.ca/> (Curriculum)

Worldviews lead to different perspectives and ideas about developments in Canadian society.

Global and regional conflicts have been a powerful force in shaping our contemporary world and identities.

Core Competencies: <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:

 Communication	 Thinking	 Personal and Social
<ul style="list-style-type: none"> ● Communicating ● Collaborating 	<ul style="list-style-type: none"> ● Creative Thinking ● Critical & Reflective Thinking 	<ul style="list-style-type: none"> ● Personal Awareness & Responsibility ● Positive Personal & Cultural Identity ● Social Awareness & Responsibility
	<ul style="list-style-type: none"> ● I can use what I know and observe to identify problems and ask questions. ● I explore and engage with materials and sources. ● I can assess my thinking, and develop reasoned conclusions, judgments, or plans. 	

First Peoples Principles of Learning (FPPL):

How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience? (Jo Chrona's Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

FPPL to be included in this lesson:	How will the FPPL be embedded in lesson:
Learning involves recognizing the consequences of one's actions	How does cause and effect play a role in the prelude to WWII? If WWII will be the consequence, what are the actions that led Canada and other countries there?

Learning Standards: <https://curriculum.gov.bc.ca/> (Curriculum) – *What will be assessed and evaluated?*

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions Assess how underlying conditions and the actions of individuals or groups influence events, decisions, or developments, and analyze multiple consequences (cause and consequence)	discriminatory policies and injustices in Canada and the world, including residential schools Advocacy for human rights

Assessment Plan:

Opportunities for feedback, self-assessment, peer assessment and teacher assessment. What structures or rubrics will you use to evaluate student learning? Include the assessment tool used (e.g., Performance Standard Quick Scale).

FORMATIVE ASSESSMENT: In the decoding photo process, students will be guided through a series of questions to help them in their analytical skill development. Students will get to discuss and receive feedback through a process of inquiry prior to having them demonstrate their skills on the next assignment

SUMMATIVE ASSESSMENT: Students will be summatively assessed on their written answers on page 115.

The Learning Intention: <i>What will students learn in this lesson? (i.e. Learning Standards)</i>	<ul style="list-style-type: none"> Explain how underlying conditions & the actions of individuals/ groups influence events, decisions or developments Analyze consequences when human rights are ignored Through the inquiry process, gather/analyze data on discriminatory policies and injustices in Canada & the world (including residential schools) pre- WWII.
Evidence of Learning: <i>How will students demonstrate their learning? What does it look like?</i>	<ul style="list-style-type: none"> Students will participate in class discussion Students will listen during discussion Students will ask questions during discussion Students will practice inquiry skills during class discussion
Criteria: <i>What do students need to do to meet or achieve the learning intention?</i>	<ul style="list-style-type: none"> Students will complete questions on Page 115 and hand in

Planning for Diversity: Some students will give their answers on pg. 115 verbally, while others may draw visuals to help further explain their thinking.

What is the Learning Target? <i>In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?</i>		
Students need to/must do	Students can do	Students could do/try to
<ul style="list-style-type: none"> Listen respectfully during class discussion Answer questions on Page 115 	<ul style="list-style-type: none"> Participate during class discussion (ask questions, demonstrate learning intentions) 	<ul style="list-style-type: none"> Volunteer to read paragraphs Volunteer to answer questions
Access/All	Most	Few/Challenge

Resources, Materials, and Technology Preparation: *What resources, materials and preparation are required?*

- Textbook
- Smartboard
- Chalkboard
- Paper
- Pens/Pencils

Teacher Activities:	Student Activities:	Pacing
Before Lesson:	Students enter class	8:30
Have agenda on the board Ask 3 students if they would feel comfortable reading pages 114-115 in class today	Students listen to front loading	8:35
Motivator/Start of Lesson:	Students ask any questions they have	
Front Load students on the agenda Ask for any questions or confirmation before beginning	Students get out textbooks	8:40
Ask students to open textbooks to page 108 Ask students what they see? (Prompt discussion) Ask students Q1-4 on page 108 and lead discussion on figure 4-20.	Students analyze figure 4-20 and share with the class their thoughts/ questions/ inquiries? Students carry a class discussion on the photo	
Ask students how this relates to cause and effect? What caused this? How is this going to affect Canadians in the long run?	Students listen to what the learning intention is	8:50
During Lesson:		
<ul style="list-style-type: none"> ● Cause & Effect ● Actions Have Consequence ● Sample questions page 108 ● Discussion 		8:55
Activities to apply learning:	Students read out questions on page 114-115	
Ask for volunteers to read out questions Ask for volunteer to read (these students have been forewarned/ asked about reading prior to now)	Students read page 114-115	
Stop students in between reading when an answer to a questions arises, have class identify the answer and discuss throughout the reading for all questions	Students engage in class discussion of questions from the readings	9:15
Review/Summary:	Students listen to summary of today's learnings	9:17
Summarize the activities and what we have learned Ask students to begin working on questions individually	Students begin working individually on questions on page 115	9:20
Remind students they can show their learning in a variety of ways	Students engage with teacher individually and share where they are at with their learning activity	
Go around the room- check for understanding or questions		10:00
Dismissal		

PART 3: REFLECTION

How did the learning go? How do you know what to teach next? In what ways are the learners informing you about the next steps?

I really liked how engaged the students were the entire time. I think because we have done tons of work with collaboration and really encouraging each other to explore thoughts, students have become empowered to believe in their thinking. Students were analyzing, exploring questions, and challenging themselves while also feeding off of each other in discussion. I am proud of the students who volunteered to read (I asked them in advance before class if they were comfortable with it so they had time to prep) and found that the whole class was listening respectfully while their peers shared with them. After, many were on task with the individual questions, and I had students confirming with me on the learning intention and advocating for their learning as I walked around the room and checked in. Overall, a successful lesson.

Lesson Planning Guide (adapted from Thompson Rivers University)

The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.

Rationale: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by). Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).

Curricular Connections:

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. **Big ideas** capture the “big picture” or general area of learning (e.g. inter-dependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND. **Curricular competencies** are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The **learning standards for content or concepts** are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.

Learning Intentions: How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.

Prerequisite Concepts and Skills: What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?

Materials and Resources /References List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g. read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.

Differentiated Instruction (DI): (accommodations): How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP's?

Assessment and Evaluation: Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.

Organizational/Management Strategies: Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.

Aboriginal Connections / First Peoples Principles of Learning: Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?

Lesson Activities/Structure:

Connect: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?

Process: What sequence of activities will the student's experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)

Transform: How will students apply and personalize the learning? What will they do or create to show you that they have learned?

Closure: How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”

Reflections: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else?