** LESSON PLAN (PILOTED 2022)**

**Candidate’s name:**

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| Grade/Class/Subject: | Grade 4/5, Social Studies | School: | Sacred Heart |
| Date: | March 7/2022 | Allotted Time: | 45min- 1hr |
| Topic/Title: | BC Explorers Biography project | | |

1. **LESSON ORIENTATION**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.* |
| To finish learning about trading posts and the explorers that contributed to the discovery of British Columbia and Prince George. |

1. **CORE COMPETENCIES**

**Key resources:** <https://curriculum.gov.bc.ca/competencies>

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| **Core /Sub-Core Competencies** *(check all that apply):* | *Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.* |
| COMMUNICATION – Communicating  COMMUNICATION – Collaborating  THINKING – Creative Thinking  THINKING – Critical Thinking  THINKING – Reflective Thinking  PERSONAL AND SOCIAL – Personal Awareness and Responsibility  PERSONAL AND SOCIAL – Positive Personal and Cultural Identity  PERSONAL AND SOCIAL – Social Awareness and Responsibility | Questioning and investigating and Reflecting and assessing   * I explore and engage with materials and sources.   Students are expected to engage with the core competencies by exploring new resources in the research process where they will investigate a historical figure and answer questions about them.  Students also engage with reflective thinking if the information is presented they will process information using visuals and word clues before engaging in critical thought processes in the final “Why” question. |

1. **INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

**Key resources:** First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/indigenous-education/awp_moving_forward.pdf)

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| **FPPL to be included in this lesson** *(check all that apply):* | *How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?* |
| Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.  Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).  Learning involves recognizing the consequences of one’s actions.  Learning involves generational roles and responsibilities.  Learning recognizes the role of Indigenous knowledge.  Learning is embedded in memory, history, and story.  Learning involves patience and time.  Learning requires exploration of one’s identity.  Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. | These two FPPL are embedded in this lesson as both options allow students to learn about important people in their history as students in BC. This lesson is also holistic, reflective, and relational by allowing students to explore the information presented to them which focuses on the connection Simon Fraser (or others) had with the land they live on today. |

1. **BIG IDEAS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

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| *What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?* |
| British Columbia followed a unique path in becoming a part of Canada.  Essential Question: Who were/ was the early explorer/s that contributed to the discovery of British Columbia? |

1. **LEARNING STANDARDS/INTENTIONS**

**Key resources:** <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

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| **Curricular Competencies:**  *What are students expected to do?* | **Content:**  *What are students expected to learn?* |
| * Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions   Students are expected to apply strategies for note taking and organizing information gathered from a variety of information sources. Students will ask questions and choose information to gather and communicate to the teacher. | * the fur trade in pre-Confederation Canada and British Columbia   Students are expected to learn about the important individual/s who contributed to the discovery of British Columbia and their significance. |

1. **ASSESSMENT PLAN**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0) and<https://curriculum.gov.bc.ca/classroom-assessment>

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| *How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be* ***formative****,* ***summative****, or both?* |
| Students will demonstrate their learning by doing the biography flip book and they will know they are proficient when they can answer at least half to the best of their ability with the option for support. Evidence will be collected and documented at the end of the lesson or after students finish it for homework. Students will have the opportunity for feedback as teachers and EA’s circulate the room helping with spelling, research, or processing from source to paper. Teacher will give students summative/ formative assessment based on how well students can answer questions.  “I can learn about important BC figures and present that information meaningfully.” |

1. **DESIGN CONSIDERATIONS**

**Key resources:** [Instructional Design Map](https://www.dropbox.com/s/g7l0nd7jah1o927/InstructionalDesignMap.pdf?dl=0)

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| *Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.* |
| All Students: must complete the biography flipbook with support throughout  Most Students: can complete the biography flipbook with little to no support (\*\*I’m not sure about this idea of support in this area I am not grading whether a student needs support or not, but I do consider it something that all students can take advantage of at varying degrees ??)  Some Students: could add extra details into their flipbook or on another page of paper  EA’s should circulate the room helping those who need it most with spelling, transferring critical thinking from thought to paper, and other needs they see) |
| **Required preparation:** *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.* |
| * Biography flipbook: TPT Resource |

1. **LESSON OUTLINE**

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| **Instructional Steps** | **Student Does/Teacher Does** *(learning activities to target learning intentions)* | **Pacing** |
| **OPENING:**  *e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge* | Students will be reminded of learning on Friday with the question:  Who discovered Prince George?  Students will answer what they remember which should include Simon Fraser’s name. | 2min |
| **BODY:**   * *Best order of activities to maximize learning -- each task moves students towards learning intentions* * *Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback* * *Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling* * *Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations* | Short Research Project 1  Begin by introducing that we will be doing a short biography project for the day and students will have a choice between researching Simon Fraser, Alexander Mackenzie, or David Thompson.   * Explain that students will be answering 4 questions about the explorer as well as expectations of each point; who, what, when, why: the directions for each of these pages is listed under parameters below. * Appropriate Resources will include: The Canadian Encyclopedia and Britannica   Which will be written on the board.  Students will get their computers while teacher hands out easy biography flip report.  Students may work alone or in pairs and if they run out of room on their flip book they may write additional points on a piece of paper to give to the teacher.  \*Research grade level? Enough time? Would this kind of task be too much for them to benefit from? I would 100% do this with a grade 7, but can a grade 4 do this proficiently (can those who struggle with spelling be successful in this lesson?); I want to set the students up for success for my last socials lesson with them.  \*\*Alternative lesson 2- \*Even if I do not do this one this part can play as an answer key for Simon Fraser  Teach facts about the explorer Simon Fraser asking students to fill out flip book worksheet during the lesson and draw a picture of the explorer at the end.  Explain Simon Fraser according to the pages:  Who?  Simon Fraser, explorer and fur trader. Simon Fraser is best known for his daring exploration of the Fraser River. Fraser was the youngest of 10 children.  Pause at each slide for at least 5-10min so students have enough time to write information down in their flipbook.  X4 - Students are expected to choose parts of this information to write down in their flipbook according to the parameters:  Student clearly identified who they read about and gives at least 3 true facts about the person  What?  He founded the first European settlements in central British Columbia, establishing Fort McLeod in 1805, Fort St James and Fort Fraser in 1806 and Fort George (present Prince George) in 1807. He called the area New Caledonia, as it reminded him of his mother’s descriptions of the Scottish Highlands.  Simon Fraser is best known for his daring exploration of the Fraser River (then believed to be the Columbia). On 28 May 1808, hoping to discover a new transportation route to the Pacific.  X3 – Parameters: Student accurately identifies why this person is famous and their contribution.  When?  Born 20 May 1776 in Mapletown, Hoosick Township, New York \*Provide map\*; died 18 August 1862 in St Andrews West, Canada West). Fraser was alive during: The Fur Trade, Canada bans slavery, the gold rush begins, the establishment of Australia, George Washingtons presidency, a French Revolution, invention of the steam boat.  X2- Parameters: Student describes the time the person lived (years) and includes at least 3 relevant facts about what life was like in that time period  Why? \*\*Students must answer this one themselves based on what they have learned  X1 – Parameters: Student provides an evidence-based explanation for why everyone should know about this person and explains why knowing about this  individual is helpful.  Students who finish early or if time permits can \*draw a picture of Simon Fraser based on the image that will be displayed on the board when students are answering why. (Or separate art lesson?)  OVERALL FINISH: WORK QUALITY  Student completed the assignment to the best of his/her ability including writing his/her name and writing neatly | 10min  5min  20-30min  \*Begin Lesson ver2  5min  10min  10min  10min  10-15min |
| **CLOSING:**   * *Closure tasks or plans to gather, solidify, deepen or reflect on the learning* * *review or summary if applicable* * *anticipate what’s next in learning* * *“housekeeping” items (e.g. due dates, next day requirements* | Finish by collecting the flip book, and assigning it to finish if students did not complete it in class. End with a thank you for learning social studies with the teacher as it will be the last socials lesson for this class. | 2min |

1. **REFLECTION** *(anticipate if possible)*

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| * *Did any reflection in learning occur, e.g. that shifted the lesson in progress?* * *What went well in the lesson (reflection on learning)?* * *What would you revise if you taught the lesson again?* * *How do the lesson and learners inform you about necessary next steps?* * *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?* * *If this lesson is being observed, do you have a specific observation focus in mind?* |
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