

EDUC 5177 P/J Assignment # 2: Creating A Lesson Plan

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<p>Specific Expectation(s): B1.2 create a plan of action to address a social issue of local, provincial/territorial, and/or national significance, specifying the actions to be taken by the appropriate government or governments, including Indigenous governments, as well as by citizens.</p> <p>Learning Goals:</p> <ul style="list-style-type: none">- I will identify an important social issue.- I will create an action plan to deal with / solve the social issue.- I will identify the government(s) and the actions they could take to deal with the social issue.- I will identify what actions citizens can take to help deal with / solve the social issue. <p>Success Criteria:</p> <ul style="list-style-type: none">- I can explain a significant social issue.- I can outline a plan of action to deal with / solve the issue.- I can explain which government(s) level can deal with the issue and what actions they can take.- I can specify what citizens can do to help deal with / solve this issue.	<p>Subject: Social Studies / Simple Coding</p> <p>Grade: Grade 5</p> <p>Topic: Addressing Different Social Issues</p> <p>Time Frame: One and a half weeks of classes (7 periods)</p> <p>Materials and Resources Used:</p> <ul style="list-style-type: none">- Bristol boards- Makey Makey equipment- Cooper strips- Markers- Chrome books (for research and coding)- Scratch (for coding)- Video from TVO Learn
<p>Introduction: How will you engage the students? This is commonly known as the "hook."</p> <p>Watch the "Super Citizens: Elizabeth – Grandma Club Volunteer" from the TVO Learn Page: https://tvolearn.com/pages/grade-5-social-studies-people-and-environment-learning-activity-7</p> <p>Discussion with students: What issue is important to Elizabeth in the video? What issues are important to you and why? This will allow us to generate a list of different social issues. Then in groups have students discuss what steps need to be taken in order for an action plan to be developed. Finally, come together as a class after the group discussion to develop some steps that are needed when creating an action plan.</p> <p>Key Learning Task: This is the application portion of the lesson plan (the part where students show their learning).</p> <p>Students will pick a social issue and conduct research on it. They will also conduct research on what government levels can ostensibly deal with and address such social issues.</p>	<p>Guiding Questions: What questions will you ask during your lesson to engage learners?</p> <p>In the introduction section of the lesson I would ask the following questions to encourage/engage discussion:</p> <ul style="list-style-type: none">- What are some important issues facing people/animals in our society?- What can we do to help deal with/solve the social issue you are looking at?- Who could best provide those services or do these things? <p>While students are working on the project I can ask the following questions and take notes about students' thinking and progress while they are working on their posters:</p> <ul style="list-style-type: none">- <i>What levels of government need to be involved in addressing these issues?</i>- <i>What does that/these level(s) of government need to do?</i>- <i>What can citizens do to help?</i>- <i>What is an action plan that could be used to deal with this social issue?</i> <p>Key Vocabulary: Use of a word wall.</p> <ul style="list-style-type: none">- <i>Social Issue</i>

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<p>Students will develop a plan of action for dealing with their social issue of choice by coming up/finding online what actions could be taken to deal with the issue and who can take those actions. So, which government level(s) can deal with this issue, and what actions can they take. As well as, what actions can citizens take to help alleviate this social issue.</p> <p>Students will take the information they gather and come up with, and create a bristol board explaining the social issue, outlining a plan of action by identifying ways to deal with/solve the issue, and outlining how governments and citizens can help.</p> <p>Consolidation: How do you bring everything together? This lesson will be consolidated with a gallery walk using a look-for checklist. All students will place their work on display and the whole class will take a walk to different projects and learn about different social issues and action plans to address these issues.</p> <p>Students will have coded their voice explaining their project using Scratch. As such, using Makey Makey equipment all the students can be walking around and not just standing by their boards as their boards are interactive. Anyone that stands in front of their board can touch a copper strip on their board and learn more.</p>	<ul style="list-style-type: none"> - <i>Action Plan</i> - <i>Citizens</i> - <i>Government(s) / Government levels</i> <p>Assessment: How will you measure the learning? Be specific to the type of assessment (diagnostic, formative, summative) and how you will measure it (rubric, checklist, anecdotal notes).</p> <ul style="list-style-type: none"> - I will use formative assessment to assess the students' learning. During their project process I will use anecdotal notes to record their learning. As well, during the gallery walk I will use a checklist and anecdotal notes to assess the students' learning and final product. - Students will be using the same checklist as I, for self-assessment and as a way to have a "look-for" while they are on the gallery walk. <p>The checklist will include the following:</p> <ol style="list-style-type: none"> 1. Does the project briefly explain the social issue? 2. Does the project outline a plan of action to deal with/solve the social issue? 3. Does the project identify which government level can deal with the issue? 4. Does the project include what actions the government(s) can take? 5. Does the project outline what citizens can do to help deal with/solve the issue?
<p>Differentiation/Accommodations/Modification: How will you ensure you accommodate for various learning needs.</p> <p>In my classroom I have an ELL learner who is not very confident with speaking in front of the class. As such the use of coding and Makey Makey equipment for students to present their work will alleviate the student's stress of having to present in front of the class.</p> <p>Similarly, given that the student is an ELL learner I will sit with them one-on-one when everyone is working on their projects to ensure that they understand what they are required to do. Might use google translate to verify their understanding, this will help ensure that the focus is on the social studies concepts and lesson requirements.</p>	<p>Technology: How will you incorporate technology? You can assume that you have access to Chromebooks, iPads, etc.</p> <p>In this lesson students will use chromebooks to conduct their research on their social issue of choice. They will use the chromebooks to program their voices explaining different sections of their bristol board using Scratch. So, we will be incorporating simple coding into the lesson. Finally, students will use their bristol board, the copper strips, Makey Makey equipment, and chromebooks to display their projects for the gallery walk.</p>