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| **Schulich_SOE_logo+NUwordmark_GREYSCALE.jpg** | **Lesson Plan  Template** |

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| **1. Lesson Plan Information** | |
| **Subject/Course:** Social Studies | **Name:** Gillian Higgins |
| **Grade Level:** 6 | **Date: October 18 Time: 1:40** |
| **Topic:** First Nation | **Length of Period:** 40 minutes |

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| **2. Expectation(s)** |
| **Expectation(s) (*Directly from The Ontario Curriculum):***  **Social Studies**  The students will “examine various theories about the origins of First Nation and Inuit peoples in North America” (p. 31)  Language  The students will “read a wide variety of texts from diverse cultures, including literary texts and informational texts” (p.111)  **Learning Skills *(Where applicable):***  Catholic Graduate Expectations   * Reflective and creative thinkers * Self-directed, responsible, life long learner |

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| **3. Content** |
| ***What do I want the learners to know and/or be able to do?***  The students should be able to explain the different theories about the origin of First Nation peoples in North America.  The students will understand what the word theory means and be able to explain their own theory of how First Nations people came to Canada.  The students will understand that at different times of our history the water level changed and a land bridge was made between Serbia and Alaska.  **Today learners will:**  Explore the various theories about the origins of First Nation and Innuit peoples in North America, and examine their own theories of the origin of First Nations. |

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| **4. Assessment (collect data) / Evaluation (interpret data)**  **(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)** |
| ***Based on the application, how will I know students have learned what I intended?***  **Formative Assessment**  The teacher will use informal teacher observation to determine if the students understand that their may be different theories for things, in this case the origin of First Nation people.  **Observation** is a process of systematically viewing and recording student behaviour for the purpose of making programming decisions. Observation can take place anytime or in any setting, to assist the teacher in making the decisions required for effective teaching.  **Anecdotal assessment** will be used through post it notes |

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| **5. Learning Context** |
| **A. The Learners**  **(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?***  The teacher will ask the students their past knowledge of First Nations people to understand where they stand in their knowledge. As the students have not been formally taught about Aboriginal persons.  **(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all students?* (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)**  There are 13 girls and 14 boys in the class  SC has a LD and requires extra help in math and is given an EA, JB may require extra help and sits beside SC in order for the Mrs. Mccormbery to assist him as well.  MN has ADHD and he will be given the chance to walk around if needed.  M will be seated alone in order for her to focus on her work. |
| **B. Learning Environment**  The lesson will take place in the regular classroom. |
| **C. Resources/Materials**  Smartboard, Paper and pen or pencils. |

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| **6. Teaching/Learning Strategies** |
| **INTRODUCTION**  ***How will I engage the learners?* (e.g., motivational strategy, hook, activation of students’ prior knowledge, activities, procedures, compelling problem)**  The teacher will tell the students that they are beginning a new unit on First Nations in Canada in Social Studies.  **MIDDLE:**  **Teaching: *How does the lesson develop?***  **How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).**  The teacher will use the Smart board technology to explain the lesson, and will use the Sage on the stage technique. The responsibility will be given to the students after the lesson has been developed and they are able to decipher their own theory of First Nation people’s origin.  **Consolidation and/or Recapitulation Process*: How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?***  The teacher will ask the students these following questions   1. What does the word theory mean? 2. Which one of the theories do you feel is more correct?     **Application: What *will learners do to demonstrate their learning?* (Moving from guided, scaffolded practice, and gradual release of responsibility.)**  The students will explore their own theory of how the First Nations people arrived in Canada  **CONCLUSION: *How will I conclude the lesson?***  Ask them what they learned today and have them put their books away and clear of their desks. |

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| **7. My Reflections on the Lesson** |
| ***What do I need to do to become more effective as a teacher in supporting student learning?***  I think that the students enjoyed learning about the different theories of how the First Nations people arrived in Canada. I think I would take it a bit further next time and develop the theory of how they may have followed the animals they were hunting to North America. I also would chose a different activity for them to do, perhaps have them tell me which theory they agree with instead of having the make up their own theory, as they got a little silly. I will continue with this expectation in the next lesson and expand the theory that they followed certain animals. |