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Subject/Grade: Grade 9 Social Lesson Title: World View Understandings Teacher: Group U

Stage 1: Identify Desired Results

Established Goals: (Learning outcome/s & indicator/s from curriculum)

Outcome- Analyze the ways a worldview is expressed in the daily life of a society.

Indicator 1- Distinguish the worldviews represented in the literature of a society studied.

Indicator 2- Investigate the worldview of the local community as represented through features including literature, the arts, cultural celebrations and traditions, education (including Elders' teachings of indigenous peoples), sports and recreation, and architecture.

Understandings: (can also be written as 'I Can' statements)

Students will understand...

(Adjectives)

- Daily life
- Features
- Local
- I can identify what activities are a part of daily life in multiple cultures.
- I can independently and collaboratively research various aspects of a culture/community.

Essential Questions:

What are the defining features of a society?

What is a worldview?

Students will know...

K

What worldview is
 What a society is
 Literature
 Culture and Tradition
 The definition of community

Students will be able to...

D

Students will be able to investigate, distinguish, and analyse different forms of media.

Stage 2: Determine Evidence for Assessing Learning

As a group, students will choose a society of interest and compare it with the local community within Saskatchewan. They will do this by creating a Venn diagram collage with an additional one-page write-up. One paragraph for each researched community/society. This can be presented in class and handed in for a grade. Also, have students hand in their graphic organisers or any alternative way they may have decided to collect their research. There is the option to present their collages with the class to encourage and appreciate their classmates' work, as well.

Stage 3: Build Learning Plan	
<p>Instructional Strategies: Direct instruction Compare and contrast Small groups Discovery Class presentation Formative Feedback</p>	
<p>Set (Engagement): Length of Time: 25 mins</p> <p>(In a prior English class, students will have learned how to effectively research information and look for accurate information or identify bias in data)</p> <ul style="list-style-type: none"> - Discuss what a worldview is. - Discuss what the defining features of a society are. - Explain the assignment and timeline for their project. - Begin by analysing the local community’s worldview and how it is expressed in daily life. - The local community will be the example of how they will analyse the country they pick and they will compare it to the local community. 	<p>Materials/Resources:</p> <ul style="list-style-type: none"> - Computers/books - Paper - Scissors - Glue or tape - Pencils - KWL charts <p>Possible Adaptations/ Differentiation:</p> <p>If the class struggles with decision-making, provide a list of societies to choose from or randomly assign.</p> <p>Group sizes can be increased in larger classes.</p> <p>Give students the choice of presenting to the class or just the teacher at another determined time. Or could opt out of presenting as it isn’t an indicator and just have it handed in directly to the teacher.</p>
<p>Development: Time: 20 mins</p> <ul style="list-style-type: none"> - Provide all groups with KWL graphic organisers ideally each group would receive two one for each community they are researching. - Split into groups. - Pick a country and begin researching its customs, language, traditions, daily life habits, teachings, art, etc... - Ask questions like “Has this country been colonized or is it being colonized right now?” 	<p>Management Strategies:</p> <p>Have groups spaced out to lessen distractions and keep students on task.</p>
<p>Closure: Time: 5 mins</p> <ul style="list-style-type: none"> - Put computers away. - Next class will be for more research and writing a 1 page write up summarizing the data collected. - If there is extra time, ask if anyone has learned something they are surprised by! 	

	Safety Considerations: Watching for the safe use of scissors. Ensure students aren't portraying harmful stereotypes.
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Stage 4: Professional Development Goal

In this plan, we have focused on developing this particular aspect of our teaching practice:

- Encouraging students to think deeper about given information (biases in data).
- Cross-disciplinary teaching and learning for students.
- Managing classroom discussions.