|  |  |  |
| --- | --- | --- |
| Subject/Grade: 9 Lesson Title: Identity and Justice Teacher: Brandon M.C. Ryan | | |
| Stage 1: Identify Desired Results | | |
| **Established Goals:** (Learning outcomes)  [**CR9.1a**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=35&oc=74333)  View, listen to, read, understand, and respond to a variety of texts that address identity (eg, The Search for Self), social responsibility (eg, Our Shared Narratives), and efficacy (eg, Doing the Right Thing).  Indicators:  (d)Paraphrase text's content, purpose, and point of view.  (a)View, listen to, read, and respond to a variety of visual, oral, print and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).  (f)Identify and explain connections between what is viewed, heard, and read and personal ideas and beliefs. | | |
| **Understandings:** (can also be written as ‘I Can’ statements)  *Students will understand that….*   * I can determine my own identity * I can recognize the identity in others * I recognize and understand racism and social-injustice * I can respond to racism and social-injustice * I can relate to texts exploring self and social responsibility | | **Essential Questions:**  Why is identity important to people?  Why is responsibility important?  How do we compare to others?  How do we determine our role in society?  How is social-injustice related to us?  How do we do the right thing? |
| *Students will know….*   * *What their identity is* * *Recognize and understand social-injustice* * *Some ideas to help the under-privileged* * *how to relate the text to their own philosophy* * *how to interpret the text* | *Students will be able to….*   * Understand texts that address identity or social-justice * Write a reflection related to the texts * connect it to their own ideas * interpret the texts that address identity and social-justice * paraphrase content from texts | |
| Instructional Strategies:Wholistic: I will use a Wholistic (not holistic) [SIC] pedagogy fused with ability-grouping. This strategy will emphasize storying, relating, reflecting, listening, and reading in groups. Hopefully, the students will be interpreting, analyzing, reflecting, and relating the texts in groups, and they will be working together as a team. A bit of inquiry is used within this assignment, too. **Guided-Inquiry:** this task will utilize a modified version of guided-inquiry and ability-groups (groups of varying educational ability types). Individually, the group members will share their reflections with each other, and they will gain a sense of community and team-work with it. Peer evaluation will be used as a tool for students to learn from and improve. | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| **Student-Work:** A written reflection and response to a text. This will be collected after groups share. The reflections will be evidence for responding, paraphrasing, and relating.  **Student-Performance**: Reading the created text to a group of students. This data will be collected with formative assessment during the creation of the reflections and group sharing. This will help the teacher know if the student has read and is responding to the text.  **Peer-Evaluation**: The students will evaluate their peer’s reflection based on the presentation, and the peer-evaluation will be compared to a teacher evaluation. This will be used to decide on a final grade.  **Teacher-Evaluation**: After sharing, the reflections will be collected, and each peer evaluation will be compared to the teacher’s evaluation to progress towards a mark for the reflection. This will help the educator determine if the student demonstrated any evidence for the indicators in the reflection. | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement):**  **Length of Time: 1 Minutes**   * (students would be asked to read this article or text at home last class) We will start by having the teacher (standing at the front of the class) ask the students what the main idea of the text is. The teacher will focus on the word heteronormativity. We will write the word hetero and normativity on the whiteboard or chalkboard. After, we will proceed to ask students to interpret what hetero and normative as seperate words are (only some students need to reply).   **Development: Time: 40 minutes**   * The teacher will then draw a diagram of the gender binary (male and female) and gender unicorn diagram (gender diversity). After, the teacher will ask the class which diagram provides justice for everyone (this is a rhetorical question to inspire, guide, and engage the students for their written reflections). Lastly, the educator will ask the class what they think their identity is? Again, this is rhetorical to get them to think, so right after, the teacher will tell them to think about this and reflect on it. This will lead into the facilitation. * Quick assignment facilitation: the teacher will ask the students to write a reflection of the text. Some restrictions will be explained: they must have at least three paragraphs, paraphrases to support their views, and must conclude their reflection with an idea for action (some might arise from this aspect; if asked, guide the students towards taking action for justice). After, handout a written rubric to each student. * The rest of class will be used for work-time on the reflections. During this time, formative assessment will be provided by the teacher (the teacher will walk around to each student and provide formative assessment and help if needed). (Quick micro-lessons on specific areas might be needed). Some questions to use: “how does this relate to us?” and “ what can be a solution?”   **Closure: Time: 3 minute**   * At the end, the instructor will ask the studentswhat an example of identity is? (The educator will pick two students to answer). After, the educator will ask the students how they can help with those that suffer in society (this is rhetorical). * Finally, the educator will tell the class to be prepared to share their reflections in groups next class, and the teacher will explain that we will create groups next-class by lottery. | | **Materials/Resources:** A printed off sheet of paper that contains this article: <https://www.edutopia.org/blog/heteronormativity-in-schools-jason-flom>. The article will be printed off and copies will be made for each student. Also, this resource is useful for the teacher to use for modeling purposes:<https://scmainweb.s3.us-west-1.amazonaws.com/files/resources/the-gender-unicorn.pdf>.   * a printed-off rubric (for the reflection) for each student   **Possible Adaptations/**  **Differentiation:** if a student has exceptionalities with blindness the article will be read to them. If there is access to computers they can read the article from the link online, too.  **Management Strategies:** Try to provide the full 17 or more minutes for writing of the reflection. During the development,  **Safety Considerations:** Work towards creating a safe, comfortable, and inclusive classroom. This topic is sensitive, so guide students toward positive and constructive ideas (efficacy). |
| **Stage 4: Reflection** | | |
| *Professional Development Goal is…*  Communication: clear and understandable passage of oral information  Proper use of names: referring to my students by their names  Effective Formative assessment: proper guiding questions when asked for further help from individual students.  Foster a comfortable and inclusive classroom. | | |