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**Social Studies/ Using Technology to Support Learning/ Career Education**

**(Revised 2020)**

***Community Helpers***

**Zachary Forster, EDUC 491**

**Elementary Years**

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| **Name:** | **Zachary Forster** |

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| **Grade** | 1 | **Topic** | ***Community Helpers –* Social Studies/Career Education – *I can use computer technology to explore my community.*** |  |
| **Date** | March 5, 2020 | **Allotted Time** | 35 minutes |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Grade 1 Curriculum – Social Studies/Career Education  Google Earth | | | |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Students have been introduced to community helpers and have considered how important these jobs are in our community. The use of computer technology, Google Earth, will allow students to explore their community further by locating these important work places. They will also experience the power of this program to help them answer questions. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication**   * **Communicating** * **Collaborating** | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * **Social Awareness & Responsibility** |
| Students will be communicating and collaborating both with the teacher and with peers during this lesson. |  | Students will gain social awareness as they are review community helper roles.  Students will review the responsibilities of various community helpers as workplaces are located using the program. |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| * Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors | This lesson locates the helping roles embedded within various careers. Students will be considering how these helpers support the community and the individual. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***  Big Idea(s):  Our rights, roles and responsibilities are important for building strong communities. (Social Studies)  Communities include many different roles requiring many different skills. (Career Education)  *Essential or Guiding Question(s):*  ***Where do community helpers work and how do they support our community?*** |
| ***Do***  Curricular Competencies (Learning Standards):  **Social Studies** - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  **Career Education –** Identify and appreciate the roles and responsibilities of people in their communities |
| ***Know***  Content (Learning Standards):  **Social Studies** - Characteristics of the local community that provide organization and meet the needs of the  community  **Career Education –** Roles and responsibilities in the local community   * Jobs in the local community |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning

* Teacher observation of students’ participation
* Children will have opportunities to discuss their artifact with elbow partners

SUMMATIVE ASSESSMENT: (Assessment of Learning)

* Teacher review of student artifacts

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | Students will be able to generate a response to the essential question:  ***Where do community helpers work and how do they support our community?*** |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | * Active participation in the process of exploring our community using Google Earth * Children will have opportunities to discuss their artifact at work tables with an elbow partner * Completion of student artifact |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | * Participate in the lesson * Complete student activity sheet * Point and Share conversation of own work with elbow partner * Returning to a whole class situation where the class reviews a collective response to the essential question |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do   * Participate in the lesson * Complete the student activity sheet individually with support * Participate in a point and share conversation regarding the completed artifact with encouragement * Participate as the class generates responses to the essential question with support   Access/All | Students can do   * Participate in the lesson      * Complete the student activity sheet individually * Participate in a point and share conversation regarding the completed artifact with encouragement * Participate as the class generates responses to the essential question   Most | Students could do/try to   * Participate in the lesson * Complete the student activity sheet individually * Complete an additional example of where we used Google Earth to see where community helpers work * Participate in a point and share conversation regarding the completed artifact with encouragement * Participate as the class generates responses to the essential question   Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| BC Grade 1 Curriculum – Social Studies  BC Grade 1 Curriculum – Career Education  Computer with projection capability  Google Earth Program  Student activity sheets  Student materials, pencils, crayons  Extra paper |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| * Consider transitions * Ensure that we have access to the computer with projection capability and that Google Earth is available and working |

**Lesson Development:**

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| **Connect:**  *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | | Pacing |
| **Teacher will**   * Put the following questions on the white board: * What are some places where our community helpers work? * How did we find this data (information)? * Explain that today we are going to be reviewing our community helpers and using a computer program, Google Earth, to help us locate where these important people work in our community. * Who can remember some of our community helpers? The teacher is holding the cards used in our last Community Helpers lesson without showing what is written. * Who can remember what they did? How they helped our community? * As students volunteer answers the teacher finds the appropriate card listing the helper and what he or she does in the community. These are displayed. (This process is repeated until all of the cards have been identified with the accompanying role description.) * Where do you think these helpers work in our community? * Today we are going to use a computer program, Google Earth to explore our community and locate some of the places in our community where these helpers can be found working? | **Students will**   * Listen to the introduction * Participate in review and consider questions | 10  minutes |

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| **Process:**  *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?* | | Pacing |
| **Teacher will**   * Invite students to use line file system to transition to spots in front of screen * Using Google Earth locate potential work places for our community helpers: hospital, building site, Dentist’s office, farm,   Fire Station, Police Station, our school, post office, etc.   * Direct students to return to their desks | **Students will**   * Use line file system to relocate within the classroom * Volunteer potential locations * Attend and participate during the searches * Return to their desks | 10  minutes |

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| **Transform:**  *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | | Pacing |
| **Teacher will**   * Project activity sheet and review how to complete * Circulate and assist where students may be having trouble getting started * Direct students who complete early to complete an additional example of where we used Google Earth to see where community helpers work * Direct students to begin a point and share conversation with an elbow partner at the appropriate time | **Students will**   * Listen to the instructions and follow along with the demonstration * Complete student activity sheet   We used Google Earth to explore our community.  I saw a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ where \_\_\_\_\_\_\_\_\_\_\_\_\_ work to help our community.   * Participate in point and share conversation | 10  minutes |

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| **Closure:**  *How will you solidify the learning that has taken place and deepen the learning process?*  *Refer back to the learning intention, connect to next learning.* | | Pacing |
| **Teacher will**   * Invite three volunteers to share what we did today? * Make a consolidation statement | **Students will**   * Listen and participate as selected | 5 minutes |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| I handed out the sheets before using the doc cam to complete an example. This may have encouraged some students to copy my example rather than to be original. Next time I will complete the example first and then have students receive and complete their assignment.  It was a highly engaging lesson, with students asking to use this technology again. They produced wonderful artifacts.  It was a lesson with a low floor and a high ceiling, making it an inclusive learning experience for students. |