

Candidate's name: Doll

Grade/Class/Subject:	compcult12	School:	CANT SHARE
Date:	tuesday march 11	Allotted Time:	80
Topic/Title:	breaking down the KOH		

1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i>
Students will use their prior knowledge of the film kingdom of heaven and pair it with their knowledge of medieval culture and warfare to determine the accuracy of Ridley Scotts 2005 film 'Kingdom of Heaven'

2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility <input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity <input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility	<ul style="list-style-type: none"> - reflect on understanding of the first crusades and the politics of the Holy Land - compare and contrast prior knowledge to that of the film to analyse accuracy of historical events, beliefs and thoughts - compare and contrast modern ideologies to that of historical

3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: [First Peoples Principles of Learning \(FPPL\)](#); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <input type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). <input type="checkbox"/> Learning involves recognizing the consequences of one's actions. <input type="checkbox"/> Learning involves generational roles and responsibilities. <input type="checkbox"/> Learning recognizes the role of Indigenous knowledge. <input type="checkbox"/> Learning is embedded in memory, history, and story. <input type="checkbox"/> Learning involves patience and time. <input type="checkbox"/> Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<ul style="list-style-type: none"> - through the analysis of the film students will develop an understanding of the events that occurred and inquire further on topics relating to the event - students will discuss warfare tactics and evolution in the context of cause and consequence

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum, match lesson to one or more Big Ideas)

What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?

Students will be developing an understanding of the difference of modern ideologies, practices and ways of being to that of medieval and how to recognise historical accuracy and inaccuracies within film through the break down of the recently watched film "Kingdom of Heaven".

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<ul style="list-style-type: none">- Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond (ethical judgment)- Evaluate inferences about the content, origins, purposes, context, reliability, and usefulness of multiple sources from the past and present (evidence)	<ul style="list-style-type: none">● role of value systems and belief systems in the development of cultures● interactions and exchanges between cultures● interactions between cultures and the natural environment

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

*How will students demonstrate their learning or achieve the learning intentions? How will they know if they are proficient? How will the evidence be collected, documented and shared? Will you use **observations**, have targeted **conversations**, or collect **products**? Mention any opportunities for feedback, descriptive or otherwise, and other forms of self-assessment, peer assessment, and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be **formative**, **summative**, or both?*

students will be expected to participate in class discussion

students will be expected to complete assignment on Kingdom of Heaven - official due date March 13 at 3pm

- assignment to be either typed or hand written
- expectation of complete sentences that are grammatically correct and well supported with evidence
- expectation that student work is unique to themselves and no evidence of AI or any other plagiarism is present

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural

<p><i>safety and relevance; <u>higher order thinking</u>; <u>motivations</u> and specific <u>adaptations or modifications</u> for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.</i></p>
<ul style="list-style-type: none"> - students will have access to computers <ul style="list-style-type: none"> - students who require speech to text are able to do so - students have voted for the class to be mostly quiet with soft music playing - students who chose to do so are allowed to listen to their own music - peer editors are allowed - if students want I will also be willing to help edit/overlook student work - students will have access to definitions of key terms
<p>Required preparation: <i>Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.</i></p>
<ul style="list-style-type: none"> - evidence sourced from material all students have been given the chance to watch in class -

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Morning greeting and introduction</p> <ul style="list-style-type: none"> - greet students while they enter the class room (silent attendance) - student vote for study music <ul style="list-style-type: none"> - jazz cafe - fantasy reading music - let students know that I will be floating across class if they need me to help them with terminology, sentence structure etc. 	<p>30</p>

<p>BODY:</p> <ul style="list-style-type: none"> ● <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> ● <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> ● <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i> ● <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>Class work day</p>	<p>75 mins</p>
<p>CLOSING:</p> <ul style="list-style-type: none"> ● <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> ● <i>review or summary if applicable</i> ● <i>anticipate what's next in learning</i> ● <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>Announce that tomorrow we will be moving on to a new subject focus - Modern War fare!</p> <p>Remind students that assignment is due tomorrow at 3pm</p>	<p>5 mins</p>

9. **REFLECTION** (anticipate if possible)

<ul style="list-style-type: none"> ● <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> ● <i>What went well in the lesson (reflection <u>on</u> learning)?</i> ● <i>What would you revise if you taught the lesson again?</i> ● <i>How do the lesson and learners inform you about necessary next steps?</i> ● <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i> ● <i>Are there specific focus points you'd like to include in a pre-conference?</i> ● <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<ul style="list-style-type: none"> - next time i teach something like this I would like to review with students proper nouns, pronouns, and run-on sentences - students worked very well together in the instance of peer edits - music was a good touch for class - glad that i allowed students the choice of ear buds though as for the two students who did not want to listen to the class voted music were able to listen to something else <ul style="list-style-type: none"> - one student requested that they use their own noise cancelling headphones which I allowed as it was more beneficial for said student to work efficiently.

