

## KDU (Know Do Understand) Lesson Plan Template

| Unit Title :  | TC Name   |
|---|---|
| Grade(s)  | Subject(s)  |
| Lesson duration /timing   | Date/Time of Teaching   |
| <p><b>Know &amp; Do</b> –Content &amp; Curricular Competencies</p> <p><u>BC's Digital Literacy Framework :</u><br/>           1a) b)<br/>           2a)<br/>           3<br/>           4b) d)<br/>           6e)</p> <p><u>Social Studies Learning Standards :</u></p> <p>Significance, Evidence<br/>           Continuity and Change<br/>           Perspective</p> | <p>Students will KNOW...</p> <ul style="list-style-type: none"> <li>• That open digital primary source collections exist</li> <li>• That digital primary sources are a useful format for investigating history</li> </ul> <p>Students will DO...</p> <ul style="list-style-type: none"> <li>• Locate open digital primary resource collection<br/>             Utilize feature tools of personal technologies to download, manipulate, edit digitized materials and publish original works.</li> <li>• Utilize a variety of technologies i.e.) software tools, cell phone, tablet or Chromebook camera etc...</li> </ul> <p>Students will KNOW...</p> <ul style="list-style-type: none"> <li>• How to examine digital primary sources to identify technologies, transportation modes, clothing, demographics, pop culture, other social mores and norms of a Vancouver neighbourhood at a captured moment in time</li> <li>• How to compare those findings with a current digital photograph</li> </ul> <p>Students will DO... ( Learning demonstration options )</p> <ul style="list-style-type: none"> <li>• Comparative digital photo essay with expository writing support</li> <li>• Presentation to class using projected images with expository writing support</li> <li>• Additional creative writing piece – one from a different voice perspective, from each of the moments in time; personal letters; one in cursive writing or printing, one in typeface</li> <li>• Graphic comic strip telling the story of a day in the life from each other time periods</li> </ul> |

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| <b>Understand</b> – Big Idea(s)/Essential Question(s) - <i>how does this lesson relate back to the overall unit?</i>               | Gr. 4 – Demographic changes in North America created shifts...<br>Gr 5. – Immigration and Multiculturalism continue to shape Canadian society...<br>Gr 10. – Canadian Identities<br>Gr. 11 - Social, cultural, or technological innovations and developments in the 20th century  |
| <b>Learning intention/Lesson Objective</b> (may be written as “I Can statements” or SWBAT)   | SWBAT...<br>Digital Competencies, Language, Social Studies <ul style="list-style-type: none"> <li>• Through analysis of digital primary resources, demonstrate knowledge and understanding of technologies, transportation modes, clothing, demographics, pop culture, commerce, other social mores and norms during two distinct time periods.</li> <li>• Analyze the social changes that have or have not taken place between these two time periods.</li> <li>• Explain and expand on their findings in a variety of ways : reading, writing, speaking, visual art and / or digital presentation</li> </ul><br>Experiential Learning, Community Connections <ul style="list-style-type: none"> <li>• Students and Teacher plan a public transit route; independence level varies according to grade and physical mobility</li> <li>• Students and Teacher travel to location identified and take photographs to be used as comparators to previously explored digital photo from UBC Open Collections</li> </ul> |
| <b>Assessment:</b> I will know... because... (How will the Teacher know objectives have been achieved and how will students know?) | Teacher will know : A visible work product will be created as well as a written, narrative piece explaining steps taken and learning gained from the process<br><br>Students will know: They will have successfully retrieved the digital objects, utilized them in analysis, created new digital objects, reflected on learning through writing, speaking visual art etc...  |

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| <p><b>Adaptations/Modifications:</b> (How are you meeting the needs of varied learners in your class including students requiring enrichment?)</p> | <p>Ensuring access to equipment needed: request home permission for student to use personal device, Chromebook sign out from School Library, Teacher personal mobile or tablet device utilization.</p> <p>Enrichment: Confer with students ahead of time to identify those with more advanced skills who can offer to serve as "technology/writing &amp; editing / art mentors" to other students while working on their projects.</p> <p>Supports: Confer with IEPs and/or with Ss ahead of time to identify areas where potential support may be required, determine from whom this support should come; peer, teacher, resource teacher.</p> <p>Allow all Ss wide range for exploring and coming up with ideas for extension activities.</p> |         |
| <p><b>Materials</b> (<i>remember to consider multi-modal resources</i>)</p>  | <p>Cell phone, tablet or Chromebook with Camera<br/>           Computer with internet connection, projector<br/>           Other, will vary depending upon student demonstration of learning ideas.</p>   |         |

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### Do - Activity Outline

| Elements of the lesson   | Estimated Time | What the teacher says/does | What the students do |
|--|----------------|----------------------------|----------------------|
| <b>MENTAL SET</b> ( <i>Opener/"hook"</i> )   |                |                            |                      |
| <b>Introducing the Learning Intention</b> ( <i>concept to be taught</i> )  |                |                            |                      |
| <b>Activity Sequence</b>   |                |                            |                      |
| <b>Extension</b> activity for students who are ready.  |                |                            |                      |
| <b>Closure:</b> an opportunity to revisit the learning intention   |                |                            |                      |
| <b>Teacher Reflections:</b> What went well and how might I improve the lesson (My next lesson or this same lesson for next time) |                |                            |                      |