

# Formal #1

<p><b>UNBC</b> <b>School of Education</b></p> <p><b>EDUC 490</b></p>	<p>Teacher Candidate: <u>Jayah Moss</u> Date: <u>Wed May 18/22</u>          School: <u>Shas Til</u> Time: <u>65 min</u>          Coaching Teacher: <u>Erin Barker</u>          Grade: <u>8</u> Subject/Lesson: <u>Hung/Italian Family</u>          Practice Evaluator: _____</p>
<p>Criteria Guidelines: <i>This list of topics is suggested only:</i></p> <p><b>Professional Qualities</b></p> <ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Work Ethic/Initiative</li> <li>• Attitude/Commitment</li> <li>• Interpersonal Skills</li> <li>• Humour</li> <li>• Energy/Appearance</li> <li>• Professional Ethics</li> <li>• Reflectivity/Self-Evaluation</li> <li>• Collegiality/Teamwork</li> <li>• Parent Communication</li> </ul> <p><b>Planning/Preparation</b></p> <ul style="list-style-type: none"> <li>• Curriculum expectations</li> <li>• Competency expectations</li> <li>• Content Knowledge</li> <li>• Overviews/Unit Plans</li> <li>• Advance Preparation</li> <li>• Lesson Plans</li> <li>• Principles of Learning</li> <li>• Organization</li> <li>• Time Management</li> <li>• Differentiated Instruction</li> <li>• Assessment (Formative and Summative)</li> </ul> <p><b>Relationship Building</b></p> <ul style="list-style-type: none"> <li>• Classroom Community</li> <li>• Relationship with Students</li> <li>• Teaching Presence</li> <li>• Gaining and Keeping Focus on learning</li> <li>• Student Engagement and Motivation</li> <li>• Transitions/Directions/Routines</li> </ul>	<p><u>Lesson Goal</u> → based upon reflection of previous lessons          → minimize &amp; channel chaos of Grade 8s</p> <p><u>Lesson:</u></p> <p>1) Silent Reading start → some chattiness, some on phone → within a few minutes they were on task ✓</p> <p>Jayah is continuing to build relationships, learning names. She already has a rapport with a few students → before class engaging meaningfully w/students. ✓</p> <p>2) Current Events → remember voice volume &amp; to get student attention before starting          ✓ → NATO tiktok song improved ✓ → dissected for understanding ✓</p> <p>3) Class Brainstorm → gentle guidance ✓          blended → 'Canadian Family' on board          dysfunctional → sports → wilderness → opinionated → parents          married for love → kids</p>

Name of Observer: Erin Barker

Date: May 18/22



## Learning Activities

### Instruction and Assessment

- Learning Intentions
- Co-developed or teacher developed Criteria
- Lesson Introduction
- Development/Flow/Progression of Learning
- Closure
- Resources/Hands-on Activities
- Instructional Strategies
- Supervision/Safety
- Questioning
- Assessment Strategies: self assessment, peer assessment and teacher assessment / evaluation
- Communicating Student Learning

4) Italian Family Activity - Jigsaw  
→ instruction → getting into groups  
→ grouped by seating area.  
→ be more clear w/ groups.

→ each group is a member of the Italian Family → read info sheet to understand role of fam member

→ suggestion; chunk instructions

← 1) get students into groups  
2) then hand out info sheets & explain & pre load w/ choosing one to share out.

get up?  
move seats  
to be here,  
(group like)

→ check for understanding before letting them get to it.

→ good job rotating between groups and dealing with random scenario Qs.

→ what's the accountability for students to be paying attention to share out?

→ after share out, students create groups so there is 1 member of each family group → movement ✓

→ chaotic - trouble finding groups → some students refused to move → how to approach.

→ conclusion → coming back to Can family comp to Italian family.

Review of Goal → getting there! When asking for listening ensure volume ↑, wait time for all to be paying attention.

Overall → great approach! I enjoy jigsaws, getting students involved in sharing info. Well done!

Name of Observer: Erin Barker

Date: May 19/22

Teacher Candidate Name: Leyah Moss

Subject/Lesson: Humor/Italian Family

Date: May 18/22

**EDUC 490 Main Standards Checklist**

To be completed for each Formal Observation and summarized on the *Summative Evaluation* form. By the end of the practicum every standard must have been observed by CT or PE

BCTC Standard	Component Description	Goal
<b>Standard 1</b> Educators value the success of all students. Educators care for students and act in their best interests.	<ul style="list-style-type: none"> <li>Approach to classroom management indicates pleasant, caring, respectful and fair attitude towards students</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Ensures student learning environment is appropriate to activity</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Understands that equity does not necessarily mean equal</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Establishes balance in the classroom between intellectual and social goals and the expectations of society in education</li> </ul>	U/S
<b>Standard 2</b> Educators act ethically and maintain the integrity, credibility and reputation of the profession	<ul style="list-style-type: none"> <li>Educators are held to a higher standard and are accountable for their conduct on and off duty.</li> </ul>	
<b>Standard 3</b> Educators understand and apply knowledge of student growth and development	<ul style="list-style-type: none"> <li>Designs activities and assignments in an age, grade and culturally appropriate way</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Assesses individual and group performance in order to design instruction that meets individual learners' needs and interests</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Instructional materials reflect individual needs and interests of students</li> </ul>	U/S
<b>Standard 4</b> Educators value the involvement and support of parents, guardians, families, and communities in schools	<ul style="list-style-type: none"> <li>Lessons are planned and interactions occur in a way that relates to students' diverse personal, family, and community experiences, and are culturally appropriate</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Lessons are planned and interactions occur authentically in a way that focuses on students' personal, family, community experiences, and cultural backgrounds</li> </ul>	U/S
	<ul style="list-style-type: none"> <li>Differentiated instruction provides appropriate activities to support or challenge</li> </ul>	U/S
<b>Standard 5</b> Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development	<b>CLASSROOM COMMUNITY</b> <ul style="list-style-type: none"> <li>Classroom expectations are clear to students</li> <li>Behaves in a proactive manner, anticipates and remediates student responses in a respectful way</li> <li>Acknowledges the power of relationship and collaborates with the adult who has a long term relationship with student</li> <li>Non-instructional duties within the classroom are handled efficiently and in a professional manner</li> <li>Minimal loss of possible instructional time</li> </ul>	U/S
	<b>PLANNING</b> <ul style="list-style-type: none"> <li>Lesson plans and classroom learning activities indicate thoughtful planning has taken place in advance of lessons</li> <li>In response to suggestions, adjustments are made to plans</li> <li>Plans are linked to knowledge of classroom diversity and to students' needs and abilities</li> </ul>	U/S

Completed by: Erin Barker

<p><b>Standard 5 continued...</b></p>	<p><b>INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Pacing is reflexive and demonstrates the TC awareness of the learning</li> <li>• Monitors students to determine appropriate pace</li> <li>• Checks for student understanding</li> <li>• Effective transitions between individual activities are well planned and lead to little loss of instructional time</li> <li>• Specific procedures for changing subject/content area are taught and used effectively</li> <li>• Consistently helps students make connections between current content and their own background and experiences</li> <li>• Involves students in constructivist/inquiry-based learning</li> <li>• Provides variety of questions, probes for understanding, and helps students to articulate ideas</li> <li>• Ensures all students are involved in discussion</li> <li>• Provides sufficient wait time</li> <li>• Students actively engaged in the lesson</li> <li>• Checks for student understanding of problem solving and critical thinking</li> <li>• A variety of instructional strategies are incorporated into lesson based on subject matter and needs of students</li> <li>• Uses a variety of technologies to add impact to instruction and to increase student learning</li> </ul>	<p>U/S</p>
	<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Conveys consistent expectations for student achievement</li> <li>• Strong use of Assessment for Learning strategies</li> <li>• Instruction is appropriate for the grade level or course and is driven by student feedback</li> <li>• Appropriately challenges students by presenting material at a qualitatively high level</li> <li>• Students co-create criteria, or effective criteria is stated</li> <li>• Feedback includes qualitative comments to highlight both strengths or needs and there is evidence that students have implemented feedback</li> <li>• A cycle of instruction informed by assessment is established</li> <li>• Formative and/or summative evaluation uses a number of assessments</li> <li>• System for scoring and recording data is fully effective and up to date</li> <li>• Administration and parents receive data from multiple sources</li> <li>• Assessment and evaluation data is shared weekly with the Coaching Teacher</li> </ul>	<p>U/S</p>
<p><b>Standard 6 Educators demonstrate a broad knowledge base and an understanding of areas they teach</b></p>	<ul style="list-style-type: none"> <li>• Displays solid conceptual knowledge in subject areas</li> <li>• Uses inter-disciplinary approaches and plans for multiple ways of learning</li> </ul>	<p>U/S</p>
	<ul style="list-style-type: none"> <li>• Builds student capacities for intercultural understandings, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.</li> <li>• Invites students to elaborate upon the material based upon personal understandings</li> </ul>	<p>U/S</p>

Teacher Candidate Name: Jeyah Moss  
 Subject/Lesson: Italian Family Date: May 13/22

<b>Standard 7</b> Educators engage in professional learning	<ul style="list-style-type: none"> <li>• Employs reflective practices that enhance understanding and skill</li> <li>• Educators recognize and meet their individual professional needs</li> </ul>	U/S
<b>Standard 8</b> Educators contribute to the profession	<ul style="list-style-type: none"> <li>• Develops and refines personal philosophy</li> <li>• Contribute their expertise to activities offered by their schools</li> </ul>	U/S
<b>Standard 9</b> Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deep understanding of ways of knowing and being, histories and cultures of First Nations, Inuit and Metis in Canada	<ul style="list-style-type: none"> <li>• Focus on connectedness and relationships to oneself, family, community and the natural world.</li> <li>• Integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.</li> <li>• Embed First Peoples Principles of Learning into classroom community of learners</li> <li>• Embeds TRC calls to action in daily classroom activities</li> </ul>	U/S

U=Unsatisfactory  
 S= Satisfactory

Completed by: Erin Barker



Candidate's name: Leyah Moss

Grade/Class/Subject:	Humanities 8	School:	Shas TI Kelly Road Secondary School
Date:	Wednesday May 18, 2022	Allotted Time:	65 mins
Topic/Title:	The Italian Family		

**1. LESSON ORIENTATION**

Key resources: Instructional Design Map

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.

Purpose: Learn about the roles and responsibilities of the Italian family  
Refer to Contextual Considerations from Unit Plan.

**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 checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" 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	<p>The students will communicate and collaborate on the properties of an Italian family member and then will collaborate on each role and responsibility of various family members.</p>

**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 checked="" 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.	<p>experiential → act out material &amp; focus on connectedness</p>

#### 4. BIG IDEAS

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

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
Refer to Curricular Considerations and Why Does It Matter from Unit Plan.

#### 5. LEARNING STANDARDS/INTENTIONS

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

<b>Curricular Competencies:</b> <i>What are students expected to do?</i>	<b>Content:</b> <i>What are students expected to learn?</i>
<u>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</u>	<u>changes in population and living standards</u>

#### 6. ASSESSMENT PLAN

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

<i>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?</i>
The students will continue working on the formative notes.

#### 7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

<i>Make brief notes to indicate how the lesson will meet needs of your students for: <u>differentiation</u>, especially for known exceptionalities, learning differences or barriers, and language abilities; <u>inclusion of diverse needs, interests, cultural safety and relevance</u>; <u>higher order thinking</u>; motivations 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>
Refer to Design and Inclusion Considerations on Unit Plan.
<b>Required preparation:</b> <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>
- Father/Mother/Son/Daughter Information sheet



## 8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does ( <i>learning activities to target learning intentions</i> )	Pacing
<b>OPENING:</b> <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>	Silent Reading Current Events	10 mins 15 mins
<b>BODY:</b> <ul style="list-style-type: none"> <li>• <i>Best order of activities to maximize learning – each task moves students towards learning intentions</i></li> <li>• <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></li> <li>• <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modelling</i></li> <li>• <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i></li> </ul>	<p>Ask: <u>What</u> is a Canadian family in 2022? What are the roles of the members of the family?</p> <p>Divide class into 4 groups: Father, Mother, Daughter, Son. Each group will have a dedicated actors, readers, timers, showrunners (keeping the conversation on track), and they will read excerpts about what their family member's roles and responsibilities are in the typical Italian family. They will discuss how their family member would act in the Renaissance.</p> <p>The actors of each group will then present how they act in their roles. "I am the father of the Italian family, in a typical day I will... My job is to ..."</p> <p>Then all of the students will join groups with other family members and draw out the Italian family roles and responsibilities into the weekly notes.</p> <p style="color: purple; font-style: italic;">prep for this to potentially go into tomorrow</p>	3 mins 15 mins 10 mins 10 mins
<b>CLOSING:</b> <ul style="list-style-type: none"> <li>• <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i></li> <li>• <i>review or summary if applicable</i></li> <li>• <i>anticipate what's next in learning</i></li> <li>• <i>"housekeeping" items (e.g. due dates, next day requirements)</i></li> </ul>	Reset the class to before the group moved, clean up, pack up.	2 mins

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

- *Did any reflection in learning occur, e.g. that shifted the lesson in progress?*
- *What went well in the lesson (reflection on learning)?*
- *What would you revise if you taught the lesson again?*
- *How do the lesson and learners inform you about necessary next steps?*
- *Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?*
- *Are there specific focus points you'd like to include in a pre-conference?*
- *If this lesson is being observed, do you have a specific observation focus in mind?*

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Name: \_\_\_\_\_

May 16-20

Humanities 8 Notes

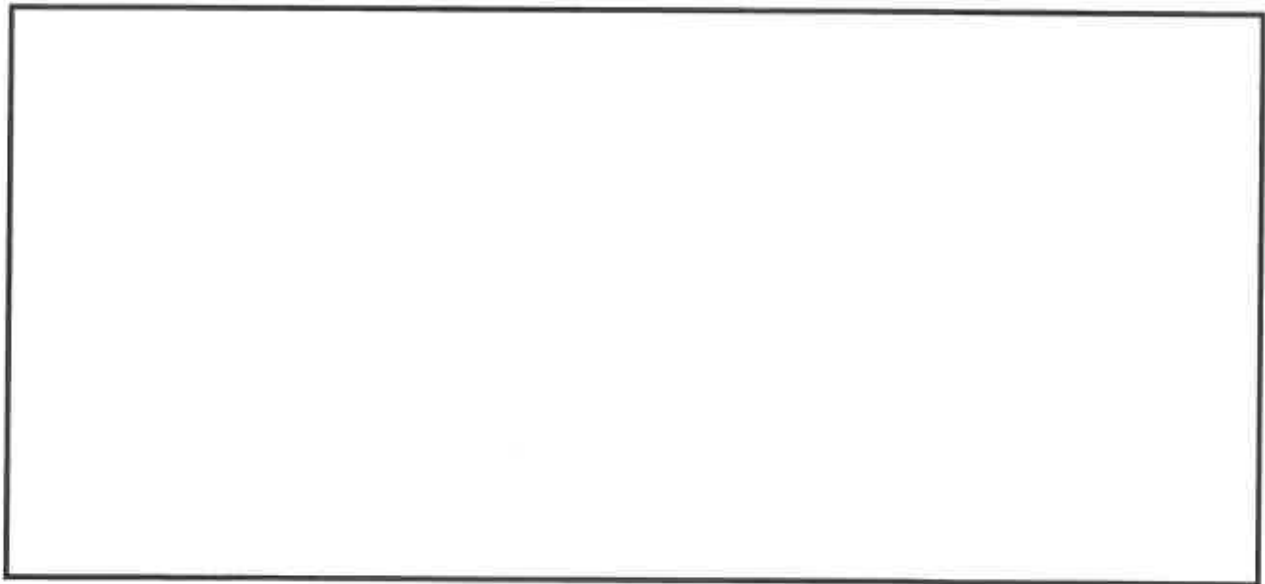
The Renaissance is \_\_\_\_\_

The Renaissance was from \_\_\_\_\_ - \_\_\_\_\_ in \_\_\_\_\_

The global renaissance:

- The Northern Renaissance: \_\_\_\_\_
- The Spanish Renaissance: \_\_\_\_\_
- The French Renaissance: \_\_\_\_\_
- The English Renaissance: \_\_\_\_\_
- The German Renaissance: \_\_\_\_\_

Draw the Italian family and their roles



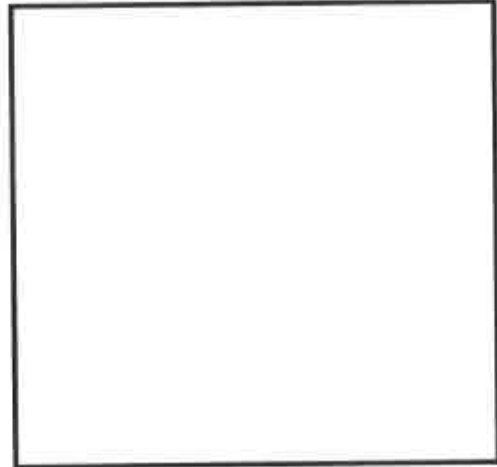
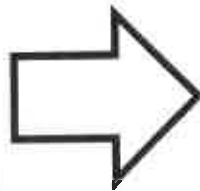
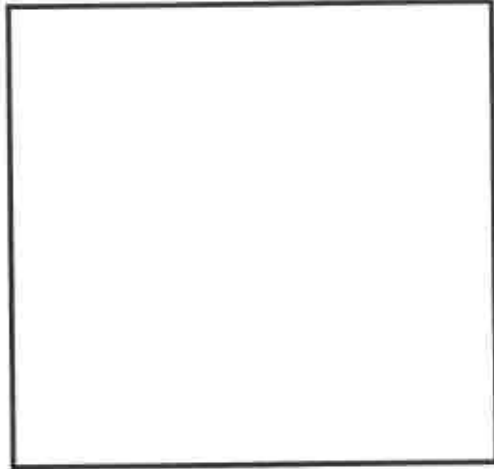
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Name: \_\_\_\_\_

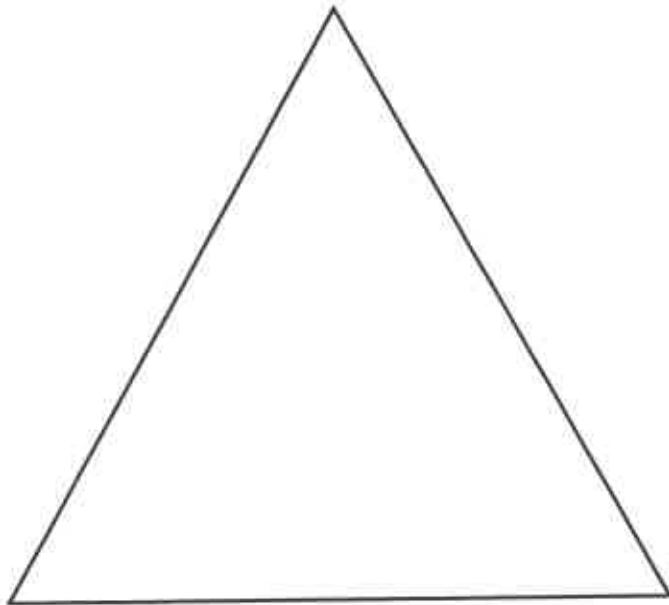
May 16-20

If I created a rule change in my life:

\_\_\_\_\_ would change to \_\_\_\_\_



Label the structure of power during the renaissance:



## The Italian Mother

Overall, families in the Renaissance often had other family living near them. The family living in the home included parents, children, and sometimes grandparents, widowed mothers, and unmarried sisters. Large families could control parts of cities. Fights between two people became fights between their whole families.

In Italy during the Renaissance lower class women could partially choose who to marry, but, rich families had arranged political marriages. If the woman married a man who had a higher social status she would give him a large dowry (money or property given to the groom in order to get married). A wealthy bride would wear extravagant gowns with peacock feathers, pearls, or flowers. If she married a man from a lower social class she would pay a smaller dowry. The Italian mother would tend to get married at about 15 or 16 years old.

The mother would control the household and family. Some women joined guilds (a group for craftsmen or merchants) or worked in their husbands' businesses. They were expected to have many children because about 50% of children died before reaching age twenty and taking over a family. This was very stressful for women because about 10% of them died during childbirth.

## The Italian Father

Overall, families in the Renaissance often had other family living near them. The family living in the home included parents, children, and sometimes grandparents, widowed mothers, and unmarried sisters. Large families could control parts of cities. Fights between two people became fights between their whole families.

In Italy during the Renaissance lower class men could partially choose who to marry, but, rich families had arranged political marriages. The father was the center of the family. He made all the family decisions like what the daughter and son should do with their lives and where the family should invest money.

Men got a dowry (money or property given to the groom in order to get married) when getting married. The Italian father usually got married from about the age of 30 to 45.

The Italian father could become the head of their entire families which led to the power of these men. This structure allowed them to build famous families with many important family members that they ruled over as the head of the family.

## The Italian Daughter

Overall, families in the Renaissance often had other family living near them. The family living in the home included parents, children, and sometimes grandparents, widowed mothers, and unmarried sisters. Large families could control parts of cities. Fights between two people became fights between their whole families.

The daughter would have all life and career decisions made by the father. The daughter only would become an adult when they were legally freed by their father in court, not when they hit the age of 18. The daughter usually became an adult after getting married which tended to be at 15 or 16 years old.

When a child was born the family would be given a gift of a decorative wooden plate or bowl, to feed their mother after she gave birth. They then were originally sleeping in a wooden cradle or crib and baptized in the church.

The daughter was raised to become a married mother and keep the household running as a child. The daughter was also expected to help raise her siblings. Unmarried daughters could potentially become a nun when they grew up.

## The Italian Son

Overall, families in the Renaissance often had other family living near them. The family living in the home included parents, children, and sometimes grandparents, widowed mothers, and unmarried sisters. Large families could control parts of cities. Fights between two people became fights between their whole families.

The son would have all life and career decisions made by the father. The son only would become an adult when they were legally freed by their father in court, not when they hit the age of 18. The son usually became an adult from the early teens to the late twenties. For the son, they became a legal adult often long before they got married, where they could build their lives for sometimes nearly twenty years.

When a child was born the family would be given a gift of a decorative wooden plate or bowl, to feed their mother after she gave birth. They then were originally sleeping in a wooden cradle or crib and baptized in the church.

Boys were very valued and sons to wealthy families were given an education. Some sons became an apprentice from a young age to learn a craft.