

<p><b>UNBC</b> <b>School of Education</b></p> <p><b>EDUC 490</b></p>	<p>Teacher Candidate: <u>Jeyah Moss</u> Date: <u>May 24, 2022</u>          School: <u>Shas Ti Kelly Road</u> Time: <u>80 min</u>          Coaching Teacher: <u>Erin Barker</u>          Grade: <u>8</u> Subject/Lesson: <u>Hum 8 / Renai Man</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>Pre-lesson</u></p> <ul style="list-style-type: none"> <li>• agenda on board ✓</li> <li>• bantering w/students ✓ relationship growing!</li> </ul> <p><u>Lesson</u></p> <p><u>during</u></p> <ul style="list-style-type: none"> <li>• Silent Reading - checking work compl.</li> <li>→ suggestion → check in w/students who aren't doing what they're supposed to (ie no book out, chatting w/neighbour) or modelling after hmwk check</li> <li>• Current Events - Ontario storm ✓</li> <li>- calling out students who are off task</li> <li>✓ - World, Cdn, BC, PG &amp; us/canada relations</li> <li>- 1yr anniversary of Kaml.</li> <li>• Italian Renaissance Man notes</li> <li>→ suggestion - have a private convo w/student who has consistently been calling out negative remarks about everything - he's trying to get a rise</li> <li>→ Renaissance Man video - I over here!</li> <li>- Modern Ren. People - Class input, before examples</li> </ul>

Name of Observer: Erin Barker

Date: May 24, 2022

**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

Showered Sistine Chapel  
via Virtual tour  
→ cool!

wait time! Ch chattiness from same students - don't talk over them, its ok to make wait awkward.

Great examples throughout PPT ✓  
→ perspective + proportion

• Activity - blank paper - fold into 3  
→ demo again a 3 fold once all have their papers.

→ activity broken into chunks ✓  
step-by-step

→ getting students up & moving ✓  
→ ha! on walls! above head!  
→ some students used desks to help w/above head - problem solving! I LOVE THIS!!

→ shake out - big smiles  
→ connections

→ recognized the need to spend time on this → will pick up rest of lesson tomorrow ✓

Keep working on controlling the chattiness  
→ even during teaching - proximity to talkers can help.

Name of Observer:

Erin Banker

Date:

May 24, 2022

Teacher Candidate Name: Leah Moss

Subject/Lesson: Humor/Renaissance Date: May 29, 2022

**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

Standard 5 continued...	<b>INSTRUCTION</b> <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>	U/S
	<b>ASSESSMENT</b> <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>	U/S
Standard 6 Educators demonstrate a broad knowledge base and an understanding of areas they teach	<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>	U/S
	<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>	U/S

Teacher Candidate Name: Jayah Moss

Subject/Lesson: Hum 9

Date: May 24, 2022

<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
	<ul style="list-style-type: none"><li>• Develops and refines personal philosophy</li></ul>	U/S
<b>Standard 8</b> Educators contribute to the profession	<ul style="list-style-type: none"><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 Baker



**Candidate's name:** Leyah Moss

<b>Grade/Class/Subject:</b>	Humanities 8	<b>School:</b>	Shas Ti Kelly Road Secondary School
<b>Date:</b>	Tuesday May 24 <sup>th</sup> , 2022	<b>Allotted Time:</b>	80 mins
<b>Topic/Title:</b>	The Renaissance Man and Renaissance Art Intro		

**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>
Purpose: Discuss various forms of Renaissance art and the Renaissance Man.

**2. CORE COMPETENCIES**

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

<b>Core /Sub-Core Competencies (check all that apply):</b>	<i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i>
<input type="checkbox"/> COMMUNICATION – Communicating <input type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input type="checkbox"/> THINKING – Critical Thinking <input checked="" 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	Reflective thinking on historical Renaissance men to modern comparisons

**3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES**

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

<b>FPPL to be included in this lesson (check all that apply):</b>	<i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i>
<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 checked="" type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.	<p>Experience the difficulties of painting the Sistine Chapel to learn rather than just hearing about it.</p> <p>Some knowledge is sacred and must only be shared in specific ways about the respect and conservation of the Sistine Chapel with no photography rules.</p>

#### 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?*

Contacts and conflicts between peoples stimulated significant cultural, social, political change.

Essential Question: How and why is art created?

#### 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>
<u>Assess the significance of people, places, events, or developments at particular times and places (significance)</u>	<u>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</u>

#### 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?*

During silent reading I will check their notes from last week. They will start the week 2 formative notes.

#### 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 safety and relevance; **higher order thinking**; **motivations** and **specific adaptations or modifications** 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.*

Refer to Design and Inclusion Considerations on Unit Plan.

**Required preparation:** *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.*

- PowerPoint
- Bring in paper for Sistine Chapel activity
- Week 2 Formative Notes



## 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 – check notes from last week and hand out slide printouts to 3 students for their IEPs	15 mins
	Current Events	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>	Hand out week 2 formative notes	
	<b>PowerPoint:</b> <ul style="list-style-type: none"> <li>- What is a Renaissance man (fill in notes)</li> <li>- Renaissance man song <a href="https://www.youtube.com/watch?v=2J-tGfnQfrY">https://www.youtube.com/watch?v=2J-tGfnQfrY</a></li> </ul>	2 mins 3 mins
	<ul style="list-style-type: none"> <li>- Example Leonardo DaVinci (brief as we will come back to him)</li> <li>- Are there any modern Renaissance Men or Women? i.e. Donald Glover, Lady Gaga, John Legend, Kanye West, Ellen DeGeneres, Justin Timberlake</li> </ul>	3 mins 7 mins
	<ul style="list-style-type: none"> <li>- Characteristics of Renaissance art – perspective and proportion (fill in notes and draw an example)</li> </ul>	3 mins
	One of the most iconic pieces of art from the Renaissance is the Sistine Chapel: Activity <ul style="list-style-type: none"> <li>- First students are given 2 mins to draw something on a page placed on their desk</li> <li>- Then they are given 2 mins to recreate it holding their page to a wall in the classroom</li> <li>- Lastly they must try to draw the same picture in 2 mins holding the paper above their head</li> </ul>	8 mins
	The painting of the Sistine Chapel and a virtual look through the Sistine Chapel <a href="https://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/tour-virtuale.html">https://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/tour-virtuale.html</a> including discussion of how you cannot photograph it, the conflict of Michelangelo not wanting to do it, and looking at the Creation of Adam – then will show the cats recreating the Creation of Adam	5 mins
	<a href="https://www.reddit.com/r/MemeTemplatesOfficial/comments/ksbc7s/cats_mimicking_michelangelos_the_creation_of_adam/">https://www.reddit.com/r/MemeTemplatesOfficial/comments/ksbc7s/cats_mimicking_michelangelos_the_creation_of_adam/</a> and other Creation of Adam memes	5 mins
<b>PowerPoint</b> → <i>pick up tomorrow</i> <ul style="list-style-type: none"> <li>- Renaissance architecture</li> </ul>	5 mins	
Renaissance Music – play examples of it and can compare to other forms of music	9 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>	<b>Pack up</b>	<b>1 min</b>
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**9. REFLECTION (anticipate if possible)**

<ul style="list-style-type: none"> <li>• <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i></li> <li>• <i>What went well in the lesson (reflection <u>on</u> learning)?</i></li> <li>• <i>What would you revise if you taught the lesson again?</i></li> <li>• <i>How do the lesson and learners inform you about necessary next steps?</i></li> <li>• <i>Comment on any ways you modelled and acted within the Professional Standards of BC Educators and BCTF Code of Ethics?</i></li> <li>• <i>Are there specific focus points you'd like to include in a pre-conference?</i></li> <li>• <i>If this lesson is being observed, do you have a specific observation focus in mind?</i></li> </ul>

## Humanities 8 Renaissance Week 2

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

1. The Renaissance man \_\_\_\_\_.
2. The main difference of Renaissance art was \_\_\_\_\_.
3. Renaissance portraits \_\_\_\_\_.
4. Label the "Teenage Mutant Ninja Turtle" renaissance man and draw or write their major works.


5. Renaissance fashion \_\_\_\_\_.
6. Da Vinci's trebuchet \_\_\_\_\_.



# THE ITALIAN RENAISSANCE MAN

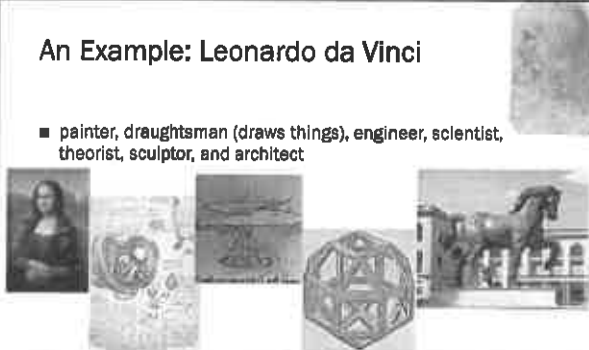
Art of the Renaissance

## The Renaissance Man

- The Renaissance man is a person who is good at many different types of things
- For example: if someone is good at art, writes music, is an astrophysics researcher, and is a Jeopardy champion
- <https://www.youtube.com/watch?v=2J-tGfnOfrY>

### An Example: Leonardo da Vinci

- painter, draughtsman (draws things), engineer, scientist, theorist, sculptor, and architect



### Modern Renaissance People?



### Characteristics of Renaissance Art

- The main difference in Renaissance art was the use of perspective and proportion
- Perspective: Things in the distance are smaller
- Proportion: Size is in relation to the things near it.



### Activity

- #1: Take 1/3 of the paper and draw something for 2 mins
- #2: Take 1/3 of the paper and draw something for 2 mins holding it against a wall
- #3: Take 1/3 of the paper and draw something for 2 mins while holding the paper above your head



### Renaissance Architecture

- <https://www.britannica.com/topic/renaissance-architecture>

## Renaissance Music

- More style variations allowed than during the Middle Ages
- Rise of the three part harmony and specific harmonies called the contenance angloise
- <https://www.youtube.com/watch?v=e5bxNjooqNs>
- <https://www.youtube.com/watch?v=co4vtFJZGk>
- <https://www.youtube.com/watch?v=107gP2moTKM>
- Vs <https://www.youtube.com/watch?v=l2zpbwH-c>

