

UNBC School of Education EDUC 490	Teacher Candidate: <u>Jeyah Moss</u> Date: <u>June 6/22</u> School: <u>Shas Ti Lu</u> Time: <u>30 min</u> Coaching Teacher: <u>Erin Barker</u> Grade: <u>8</u> Subject/Lesson: <u>Hum 8 / Ren Thought</u> Practice Evaluator: _____
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- Criteria Guidelines:
This list of topics is suggested only:
- Professional Qualities** ✓
- Communication Skills
 - Work Ethic/Initiative
 - Attitude/Commitment
 - Interpersonal Skills
 - Humour
 - Energy/Appearance
 - Professional Ethics
 - Reflectivity/Self-Evaluation
 - Collegiality/Teamwork
 - Parent Communication
- Planning/Preparation** ✓
- Curriculum expectations
 - Competency expectations
 - Content Knowledge
 - Overviews/Unit Plans
 - Advance Preparation
 - Lesson Plans
 - Principles of Learning
 - Organization
 - Time Management
 - Differentiated Instruction
 - Assessment (Formative and Summative)
- Relationship Building** ✓
- Classroom Community
 - Relationship with Students
 - Teaching Presence
 - Gaining and Keeping Focus on learning
 - Student Engagement and Motivation
 - Transitions/Directions/Routines

To date:

Jeyah has been a fantastic addition to Shas Ti Lu. She has helped with our flight of the 7th Grader event, encouraged student participation & community building. She attended our valedictory ceremony where she felt pride in contributing to student success. She has attended Leadership Council to observe staff involvement in school decisions. I have no doubt Jeyah will excel in her teaching role & become a contributing member to the School Community.

Lesson - Silent Reading - modelling ✓
 - Current events - daily - so important - more to the world than the community!
 - local, provincial, federal, world ✓✓

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

Lesson on Humanism & Thought

- Darth Vader - power! Good Student involvement
- philosophies!

- Vader vs. Skywalker
Lesson delivery - more comfortable & dynamic - excitement & movement. ✓
- proximity to chattiness ✓

Darth Vader = Machiavelli?

- Students made connection
- better to be feared than loved.
- discussion of quotes - making way thru class to participate in group discussions.
- Machiavelli brought lots of discussion
- Comp to Modern World
 - Trudeau, Putin, Kim, Trump

Congratulations Leyp! It's been an absolute pleasure to have you here!

Name of Observer:

Erin Barker

Date:

June 6/22

Teacher Candidate Name: Leyah Moss

Subject/Lesson: Hum 9

Date: June 6/22

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

Completed by: Erin Barker

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

Teacher Candidate Name: Leyah Moss

Subject/Lesson: Hum 8

Date: June 6/22

Standard 7 Educators engage in professional learning	<ul style="list-style-type: none">• Employs reflective practices that enhance understanding and skill• Educators recognize and meet their individual professional needs	U/S
	<ul style="list-style-type: none">• Develops and refines personal philosophy	U/S
Standard 8 Educators contribute to the profession	<ul style="list-style-type: none">• Contribute their expertise to activities offered by their schools	U/S
Standard 9 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">• Focus on connectedness and relationships to oneself, family, community and the natural world.• Integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.• Embed First Peoples Principles of Learning into classroom community of learners• Embeds TRC calls to action in daily classroom activities	U/S

U=Unsatisfactory
S= Satisfactory

Completed by: Erin Banker

Candidate's name:

Grade/Class/Subject:	Humanities 8	School:	Shas Ti Kelly Road Secondary School
Date:	June 6, 2022	Allotted Time:	81 mins
Topic/Title:	Thought in the Renaissance		

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: Learn about thought and politics of the Renaissance

2. CORE COMPETENCIES

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

<p>Core /Sub-Core Competencies (check all that apply):</p> <p><input checked="" type="checkbox"/> COMMUNICATION – Communicating</p> <p><input type="checkbox"/> COMMUNICATION – Collaborating</p> <p><input type="checkbox"/> THINKING – Creative Thinking</p> <p><input type="checkbox"/> THINKING – Critical Thinking</p> <p><input type="checkbox"/> THINKING – Reflective Thinking</p> <p><input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility</p> <p><input type="checkbox"/> PERSONAL AND SOCIAL – Positive Personal and Cultural Identity</p> <p><input type="checkbox"/> PERSONAL AND SOCIAL – Social Awareness and Responsibility</p>	<p><i>Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.</i></p> <p>Communication on what parts of humanism are reflected in other parts of the renaissance</p>
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

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

<p>FPPL to be included in this lesson (check all that apply):</p> <p><input type="checkbox"/> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p><input checked="" type="checkbox"/> Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</p> <p><input type="checkbox"/> Learning involves recognizing the consequences of one's actions.</p> <p><input type="checkbox"/> Learning involves generational roles and responsibilities.</p> <p><input type="checkbox"/> Learning recognizes the role of Indigenous knowledge.</p> <p><input type="checkbox"/> Learning is embedded in memory, history, and story.</p> <p><input type="checkbox"/> Learning involves patience and time.</p> <p><input type="checkbox"/> Learning requires exploration of one's identity.</p> <p><input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p>	<p><i>How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?</i></p> <p>Learning is relational as we build on the past lessons of the Renaissance in discussions and about the Renaissance man, as well as the reintroduction of the Medici family.</p>
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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?

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)

Curricular Competencies:

What are students expected to do?

Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

Content:

What are students expected to learn?

social, political, and economic systems and structures, including those of at least one indigenous civilization

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?*

N/a

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.*

- Week 4 note page
- Extra poster assignments
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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>Silent reading – hand back completed poster assignments and a sticky note that the assignment isn't done for those who haven't handed it in ✓</p> <p>Current events ✓</p> <p>Hand out week 4 note page</p>	<p>15 mins</p> <p>15 mins</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>Hook: Play the imperial march music https://www.youtube.com/watch?v=uqOglwBzFT4 and have the students try to come up with what type of philosophy darth vader would have ✓</p> <p>PowerPoint</p> <ul style="list-style-type: none"> - Humanism definition ✓ - Theo Oration on the Dignity of Man - What parts of the renaissance reflect humanism – discussion - Petrarch – return of the renaissance man - Machiavelli – thoughts and implications ✓ - Have groups read and discuss the Machiavelli quote – what does it mean, do you agree - Modern politics – is the goal to be feared or loved? - The Medici family - The invention of banking - Why does this matter today? <p>If extra time: will look at renaissance music (cut from last week)</p>	<p>3 mins</p> <p>5 mins each = 45</p> <p>2 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>Tell them that tomorrow we will have Glen visiting from the university to watch our class ✓</p>	

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?*

Humanities 8 Renaissance Notes Week 4

Name: _____

Humanism _____

Petrarch said cultured people _____

Machiavelli wrote about _____

The Medici family _____

Literature in the Renaissance _____

Shakespeare _____

Shakespearean Sonnets:

Petrarchan Sonnets:

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RENAISSANCE THOUGHT

- <https://www.youtube.com/watch?v=HGOQLW8ZFY>
- WHAT THOUGHTS ABOUT HOW THINGS SHOULD BE RUN WOULD DARTH VADER HAVE?
WHAT ABOUT LUKE SKYWALKER?



HUMANISM

- HUMANISM IS A SYSTEM OF THOUGHT THAT FOCUSES ON HUMANS AND THEIR VALUES, CAPACITIES, AND WORTH
- HUMANISM ORIGINATED IN ANCIENT GREECE AND ANCIENT ROME
- WITH HUMANISM THERE WAS MORE FOCUS ON THE HUMANITIES
 - GRAMMAR
 - RHETORIC (WRITING AND SPEAKING EFFECTIVELY)
 - HISTORY
- FOCUSED ON THE GOALS OF HUMAN BEINGS MORE THAN SPIRITUAL THINGS
- USE REASON NOT RELIGIOUS TEXTS
- EVERYONE CAN CREATE THEIR OWN DESTINY, NOT JUST IN GOD'S HANDS

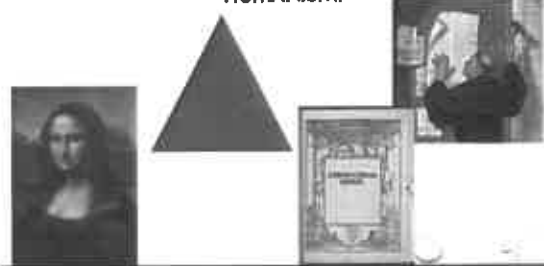
THE WAYS HUMANISM IS DISPLAYED

- **ON THE MIND AND BODY:**
 - YOU SHOULD PRAY FOR A SOUND MIND IN A SOUND BODY - JUVENAL
- **ON HISTORY:**
 - TO BE IGNORANT ON THE LIVES OF THE MOST CELEBRATED MEN OF ANTIQUITY (GREAT AGE) IS TO CONTINUE IN A STATE OF CHILDHOOD ALL OUR DAYS - PLUTARCH
- **ON EDUCATION:**
 - THE EDUCATED DIFFER FROM THE UNEDUCATED AS MUCH AS THE LIVING FROM THE DEAD - ARISTOTLE

THE ORATION ON THE DIGNITY OF MAN

- BY GIOVANNI PICO DELLA MIRANDOLA
- HUMANISM QUOTE YOU WHO ARE CONFINED BY NO LIMITS, SHALL DETERMINE FOR YOURSELF YOUR OWN NATURE, IN ACCORDANCE (AGREEMENT) WITH YOUR OWN FREE WILL, IN WHOSE HAND I HAVE PLACED YOU. I HAVE SET YOU AT THE CENTRE OF THE WORLD, SO THAT FROM THERE YOU MAY MORE EASILY SURVEY WHATEVER IS IN THE WORLD... YOU MAY FASHION YOURSELF IN WHATEVER FORM YOU PREFER.
- THINK PAIR SHARE – WHAT DOES THIS MEAN? IS THIS WHAT OUR MODERN CANADIAN SOCIETY OPERATES ON?

WHAT PARTS OF THE RENAISSANCE REFLECT HUMANISM?



PETRARCH

- A RENAISSANCE MAN – WRITER, POET, HUMANIST
- SAID THAT HE LOVED THE CULTURE OF ANCIENT ROME MORE THAN HIS OWN TIME
- SAID THAT ARTISTS AND WRITERS SHOULD STUDY THE CLASSICS TO MOVE ART IN A NEW DIRECTION
- SAID THAT CULTURED PEOPLE READ GOOD BOOKS, SAW
GERBY, 887, 891, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

MACHIAVELLI

- WAS A CIVIL SERVANT IN FLORENCE AND TRAVELLED ON DIPLOMATIC MISSIONS TO FOREIGN COURTS WHERE HE SAW THE TREACHERY AND DISHONESTY OF POLITICS IN ITALY
- BASED ON HIS EXPERIENCE AND HISTORY HE WROTE "THE PRINCE"

READ AND DISCUSS THE MEANING OF THESE QUOTES

- MEN OUGHT EITHER TO BE INDULGED OR UTTERLY DESTROYED, FOR IF YOU MERELY OFFEND THEM THEY TAKE VENGEANCE, BUT IF YOU INJURE THEM GREATLY THEY ARE UNABLE TO RETALIATE, SO THAT THE INJURY DONE TO A MAN OUGHT TO BE SUCH THAT VENGEANCE CANNOT BE FEARED.
- IT IS BETTER TO BE FEARED THAN LOVED, IF YOU CANNOT BE BOTH.
- THERE IS NO AVOIDING WAR; IT CAN ONLY BE POSTPONED TO THE ADVANTAGE OF OTHERS.
- THE FIRST METHOD FOR ESTIMATING THE INTELLIGENCE OF A RULER IS TO LOOK AT THE MEN HE HAS AROUND HIM.
- HE WHO WISHES TO BE OBEYED MUST KNOW HOW TO COMMAND.

MACHIAVELLI CONTINUED

- HE DID NOT TELL LEADERS HOW TO BE HONOURABLE RULERS BUT INSTEAD HOW TO WIN AND HOLD ONTO POWER
- 2 SIDES: DID HE APPLY REASON TO THINKING ABOUT HUMAN NATURE AND POLITICS OR WAS HE EVIL/ INCREASING THE ABILITY FOR EVIL?
- NOW THE WORD MACHIAVELLIAN MEANS THE USE OF DISHONESTY AND TRICKERY TO STAY IN POWER

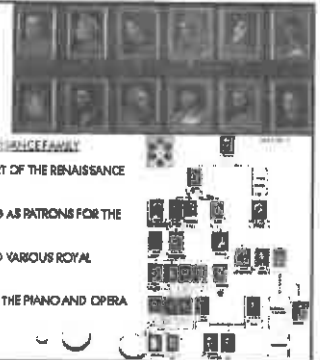
CONNECTION TO OUR MODERN WORLD

IS THE GOAL TO BE FEARED OR LOVED?



THE MEDICI FAMILY

- WERE A VERY POWERFUL AND IMPORTANT RENAISSANCE FAMILY
- GOT POWER IN FLORENCE JUST BEFORE THE START OF THE RENAISSANCE BECAUSE OF WORK IN BUSINESS AND BANKING
- WERE INFLUENCING THE RENAISSANCE BY ACTING AS PATRONS FOR THE ARTS
- WERE INFLUENTIAL IN THE CHURCH (4 POPES) AND VARIOUS ROYAL FAMILIES (FOR ALMOST 300 YEARS)
- THEY CLAIM TO HAVE FUNDED THE INVENTION OF THE PIANO AND OPERA



THE INVENTION OF BANKING

- THE MEDICI'S SET UP A BANK THAT WAS REVOLUTIONARY BECAUSE OF THE DEVELOPMENT OF THE DOUBLE ENTRY SYSTEM OF TRACKING DEBITS AND CREDITS OR DEPOSITS AND WITHDRAWALS
- AT THE END OF THE RENAISSANCE, THE REPUBLIC OF VENICE SET UP THEIR FIRST PUBLIC BANK

WHY DOES THIS MATTER TODAY?

- DO TODAY'S RICHEST PEOPLE STILL HAVE THE POWER TO INFLUENCE CULTURE?
- NOTABLE PHILOSOPHICAL WRITINGS HAVE INFLUENCED MAJOR POLITICAL FIGURES
- THE REVIVAL OF HUMANISM DURING THE RENAISSANCE CAN SHOW HOW HISTORY CAN REPEAT ITSELF