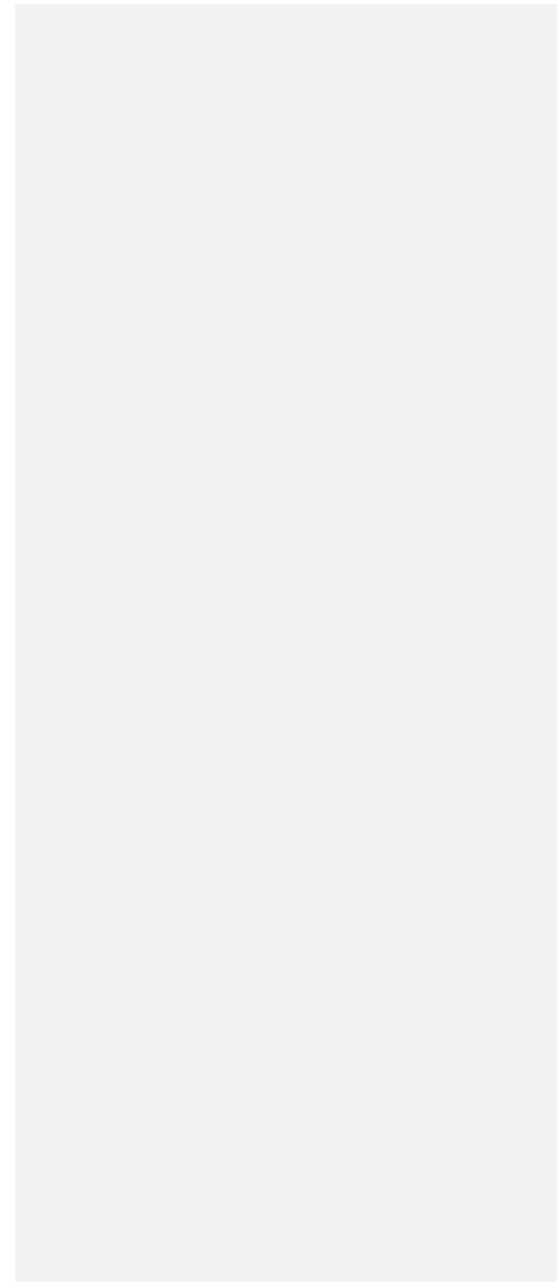


What is a Family?  
Social Justice Lesson Plan  
EDUC 450  
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273222  
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March 4, 2019



### Classroom Preamble

This following lesson plan is the first lesson of a three-lesson unit entitled “**Our Families, Our Classrooms, Our Communities**”. In the first lesson the students will be using mentor texts read by the teacher to gain a deeper understanding of their own families, and how there are many different family types, and that all of these types are valid. In lesson two, students use the prompt “**Some Families...**” to create a drawing of their families on an 8 X 10 piece of paper that is cut out in the shape of a puzzle. At the conclusion of the second lesson students will work together in groups to find their puzzle piece spaces on a provided template. This will allow students to visually see how their family fits into the greater classroom community. The third and final lesson of the “Our Families, Our Classroom, Our Community” unit provides students with an opportunity to reflect using a sharing circle to explain what they had written on the “**Some Families...**” drawing, as well as any insights that they now know to be true about different families. Finally, at the conclusion on the third lesson, the “**Think, Explore, Puzzle**” (Ritchhart, 2011, p. 71-77) chart is brought out for students to reflect on what we knew at the beginning of lesson one, and what we now know to be true at the conclusion of lesson three.

The classroom is full of inquiry centres. Art, Science, Literacy, Technology, and Nature centres surround the classroom with 3 large round tables in the centre. Each centre has materials and items that can inspire and support learning through the year. At the front of the classroom is the smart board, and main desk. There is a large carpet at the front of the room that is used for sharing, group discussion, and chart work. At the back of the classroom is a quiet reading tent, as well as a singular desk and desktop computer, available for research or writing whenever needed. As this is the beginning of the year, we are in the process of learning about one another, and I am doing formative assessments to better understand my class and their abilities and areas of improvement. We have recently finished a unit on “**All About Me!**” to begin our lessons on communities.

### LESSON ONE

<b>Date</b>	October 1st 2019	<b>Lesson Title</b>	What is a family?	<b>Grade Level</b>	1
<b>Time in Lesson</b>	40 mins	<b>Subject</b>	Social Studies & English Language Arts	<b>Lesson #</b>	1
<b>Developed by</b>	Alisha Brignall				

## IDENTIFY DESIRED RESULTS

Learner Outcomes from the Program of Studies (What are the SPECIFIC outcomes to be addressed in this lesson?)	
<p><b>Social Studies</b></p> <p>The overall general outcome for this lesson is <b>General Outcome 1</b>, more specifically 1.1.3: “examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry: What different types of communities or groups do you belong to? In what ways do we belong to more than one group or community at the same time? In what ways do we benefit from belonging to groups and communities? What are our responsibilities and rights at home, at school, in groups and in communities?” (Alberta Education, 2005).</p> <p>Other specific outcomes that this lesson will cover are;</p> <p>1.1 Values and Attitudes ; 1.1.3 Knowledge and Understanding; 1.2.1 Values and Attitudes</p> <p>Skills and Processes</p> <p>Dimensions of Thinking: 1.S.1.; Social Participation as Democratic Practice: 1.S.5, 1.S.6; Research for Deliberative Inquiry: 1.S.7; Communication: 1.S.8</p> <p><b>English Language Arts</b></p> <p>The overall general outcome for this lesson is <b>General Outcome 1</b>, more specifically 1.2: Clarity and Extend.</p> <p>Other specific outcomes that this lesson will cover are;</p> <p>1.1 Discover and Explore ; 2.1 Use Strategies and Cues; 2.2 Respond to texts. ; 3.1 Plan and focus; 3.3 Organize, Record and Evaluate; 3.4 Share and Review; 4.3 Present and share; 5.1 Respect others and Strengthen community ; 5.2 Work within a group</p>	
Objective in student-friendly language (What will students understand/experience/appreciate as a result of this lesson?)	Assessment Strategies (What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?)
<p>Students will use literature to explore the diversity of families</p> <p>Students will identify the similarities and differences that create families.</p> <p>"I can see that there are many different types of families."</p>	<ul style="list-style-type: none"> <li>I will ask if the students if they understand and look for nods and other body language to assess if they need further explanation.</li> <li>I will pause between pages and ask the students guiding questions to extend their thinking.</li> <li>I will randomly ask individual students their thoughts and level of understanding with guiding questions.</li> </ul>

**Commented [AB1]:** “General Outcome 1 My World: Home, School, and Community” (Alberta Education, 2005).

**Commented [AB2]:** Specific Outcome 1.1.2 “value the groups and communities to which they belong:

- demonstrate a willingness to share and cooperate with others
- appreciate how their actions might affect other people and how the actions of others might affect them
- demonstrate a willingness to resolve issues and/or problems peacefully
- assume responsibility for their individual choices and actions” (Alberta Education, 2005).

**Commented [AB3]:** Specific Outcome 1.1.3 Knowledge and Understanding  
“Students will: ... [1]

**Commented [AB4]:** Specific Outcome 1.2.1 ... [2]

**Commented [AB5]:** Dimensions of Thinking 1.S.1 ... [3]

**Commented [AB6]:** Social Participation as Democratic ... [4]

**Commented [AB7]:** Social Participation as Democratic ... [5]

**Commented [AB8]:** Research for Deliberative Inquiry 1.S.7 [6]

**Commented [AB9]:** Communication 1.S.8 ... [7]

**Commented [AB10]:** “General Outcome 1 ... [8]

**Commented [AB11]:** “Specific Outcome 1.2 Clarify and ... [9]

**Commented [AB12]:** “Specific Outcome 1.1 ... [10]

**Commented [AB13]:** “Specific Outcome 2.1 Use Strategies ... [11]

**Commented [AB14]:** “Specific Outcome 2.2 Respond to ... [12]

**Commented [AB15]:** “Specific Outcome 3.1 Plan and Focus ... [13]

**Commented [AB16]:** “Specific Outcome 3.3 Organize, ... [14]

**Commented [AB17]:** “Specific Outcome 3.4 Share and ... [15]

**Commented [AB18]:** “Specific Outcome 4.3 Present and ... [16]

**Commented [AB19]:** “Specific Outcome 5.1 Respect Others ... [17]

**Commented [AB20]:** “Specific Outcome 5.2 Work Within ... [18]

	<p>(Knowing which students are uncomfortable with being asked to speak publicly).</p> <ul style="list-style-type: none"> <li>• Listen to the conversations that the students are having as they discuss the differences between the books.</li> <li>• Watch which students raise their hands when sharing to understand who understands and who may need more support on the topic.</li> </ul>
<b>What materials/resources/technology will be required?</b>	<b>Where have your students been and where are they headed? What prior knowledge do they have and what do they require? What misconceptions may they have?</b>
<p>Chart Paper Markers Mentor Texts: 1) We Are Family. by Patricia Hegarty 2) Who's in my Family? by Robie H. Harris 3) The Family Book. by Todd Parr Access to Literacy Library Centre in Classroom</p>	<p>As this is the first week in October, I have finished assessing my students' strengths and areas for growth. I know which children work well together and have created a plan to support this.</p> <p>This lesson is part of growing our collaborative class culture, as well as the first lesson for our overall yearlong project on My World: Home, School, and Community" (Alberta Education, 2005).</p> <p>Some of the misconceptions that my students may have are stereotypes that "refer to reduced or simplified characteristics of a group" (Sensoy &amp; DiAngelo, 2012, p. 52). Some of these stereotypes may include:</p> <ul style="list-style-type: none"> <li>• people who are LGBTQ do not have families,</li> <li>• people with disabilities do not have families,</li> <li>• families who are different colours are weird or wrong,</li> <li>• families made up of one caregiver and a child is not a family,</li> <li>• adopted children are not part of a family,</li> <li>• foster children are not part of a family.</li> </ul>

**Commented [AB21]:** My classroom is a literacy rich environment. As it states in The Third Teacher, "A well-stocked, co-constructed classroom library with a variety of text forms, genres and text levels – organized and labelled; selections should be changed on a regular basis according to students' needs, interests and what they are thinking about at any given time" (Ontario Education 2012, p. 2) will encourage my students' ability to enhance strategies for interpretation, and practice with language.

	As these students are in Grade 1, there are many misconceptions that they may have from popular television shows, things that friends or family have said to them, misconceptions that they may have only because they have not learned that there is diversity in family structure.
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### LESSON PLAN SEQUENCE

<p style="text-align: center;"><b>How will you ACTIVATE prior knowledge and ENGAGE them in the lesson? How does this lesson connect to prior lessons?</b></p>
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Students will have been asked to bring in pictures of their families to create an “All About Me” bulletin board in the classroom. For those students who have not brought in any pictures I have asked them to please draw a picture of their family as homework to substitute for photographs. I have also included pictures of my own family to show the children that I am also a part of the classroom community.

To start this lesson, I will gather all the students on our sharing/ group discussion carpet at the front of the classroom. I will ask students to tell me words (adjectives) that describe what a family is. As the children call out, I will write these on chart paper for reference.

This lesson will connect to our prior lessons on “**All About Me**”, where I asked students to create a life-sized representation of all of the things that make up their individual selves. At the conclusion of that lesson we discussed similarities and differences, and placed them on a chart, showing that the students were just as similar as they were different. As “students are more likely to concentrate and make an effort when their school work is personally meaningful, and engaging” (Alberta Education, 2008, p.21), the “**What is a Family**” lesson begins with students thinking about their own families, however, this will lead up to thinking about the greater communities that they belong to.

<p style="text-align: center;"><b>What is the learning/activity sequence?</b></p>
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<p style="text-align: center;"><b>How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.</b></p>
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<p style="text-align: center;"><b>How will you TAILOR and PERSONALIZE the learning to optimize the learning for ALL students?</b></p>
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What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
Using the “ <b>Think, Puzzle, Explore</b> ” Routine I will ask the students about their ideas on what they know to be true about families.	The students are sitting in a group on the carpet. They are listening to their classmates respectfully and raising their hands to share what they know about different families.	<b>4 mins</b>
I will encourage students to tell me about what they think a family is, and I will ask guiding questions about how some families may have two houses, or that some families have one parent, and that some may have two, or four or even more! I will continue to record all of the answers that they give me. <ul style="list-style-type: none"><li>• See Teachers Notes</li></ul>	Students will continue to share ideas, questions, misconceptions and connections that they make about families in our community.	<b>3 mins</b>
Once we have made a list that satisfies all of the ideas that the students have; we will then move our attention toward the three mentor texts that I have supplied for this lesson. I will ask the students to pay special attention to the similarities and differences between the three books and our chart.	Students will listen and view the books that are examples of families in our community. While focusing on the similarities and differences of families in the books, and in relation to our chart.	<b>1 min</b>
I will read the first book of “We are Family” to the students and pause to ask the students if their family is represented on the pages. As different families are represented, I will ask students to raise their hands if they feel that the family in the book is the same as their family. As I go through the book, I will further ask questions so the students can relate to the material in the literature. Questions like;	Students are attending to the story, listening to the rhythm of the words and formulating thoughts and ideas about what will happen next. As I ask the questions about the different families, my students will start to formulate their own ideas and raise their hands to contribute to our discussion.	<b>6 min</b>

**Commented [AB22]:** The “Think Puzzle Explore” (Ritchhart 2011, p. 71-77), allows students to inquire about a topic more deeply. It allows them the ability to ask not only what they “think” about the topic, but also “What puzzles [them] about the topic” (Ritchhart 2011, p. 71) as well as how they will be able to explore the concept to understand it more deeply.

**Commented [AB23]:** These guiding questions are “engaging and challenging questions for students” (Alberta Education 2017, p. 21).

**Commented [AB24]:** Competency Connection Managing Information (Alberta Education, 2016).

<ul style="list-style-type: none"> <li>• “What people are in this family?” “Is this family on our chart?” “Are there different families in this book that we can add to the chart?”</li> </ul>		
<p>After finishing the first book, I will go back to the “<b>Think, Puzzle, Explore</b>” routine chart and ask the students if they think that “We are Family” is a good example of different types of families and why. I will record their answers on the chart.</p> <ul style="list-style-type: none"> <li>• <b>See Teachers Notes</b></li> </ul>	<p>Students will share with me and each other the similarities and differences that we have observed between book one and the “<b>Think, Puzzle, Explore</b>” chart.</p>	<p><b>2 min</b></p>
<p>Next, I will read the second book “Who’s in my Family?”.</p> <p>Again, I will stop on pages that have representations of families that the students may have misconceptions about. I will ask questions like;</p> <ul style="list-style-type: none"> <li>• “Who has a big family?” “Who has a small one?” “Some families can be just one caregiver and a child, while others can have friends included. It is up to you to decide who you feel is in your family. We all have adults who love and take care of us!”</li> <li>• “Who has a family who has different colours of people?” “Who has a family that has the same?” “There are many families that have a rainbow of people that all live and care about each other. Some people are adopted, and some people have different colours of hair, or eyes! We all have adults who love and care for us!”</li> </ul>	<p>Students will listen and again look for similarities and differences between “Who’s in my Family?” with “We are Family” and the “<b>Think, Puzzle, Explore</b>” chart.</p> <p>When asked if they have families like the ones represented in the book, they have the opportunity to raise their hands.</p> <ul style="list-style-type: none"> <li>• <b>See Teachers Notes</b></li> </ul>	<p><b>6 min</b></p>
<p>After completing “Who’s in my Family?” I will again ask the students if they think this is a good example of a book that shows different families. If the students have noticed similarities and differences that we have not covered, we will add them to our “<b>Think, Puzzle, Explore</b>” chart.</p>	<p>Students will discuss with me and with their classmates what they think are the similar and different characteristics of families to add to our “<b>Think, Puzzle, Explore</b>” chart. They will raise their hands before telling me what to write on the chart.</p>	<p><b>2 min</b></p>

**Commented [AB25]:** Using summative assessment that “involves both [the] teacher and pupils reviewing and reflecting on the assessment data” (Friesen 2003, p. 5) promotes a strong culture of learning.

<p>Finally, I will read the last mentor text, “The Family Book.” to the students. I will again stop on the pages that students may have misconceptions about. I will continue to ask questions like;</p> <ul style="list-style-type: none"> <li>• “Who has a family with two moms?” “One with two dads?” “One with one mom and one dad” “One that is different than that?” “Some people have two moms, and one dad, or two moms and two dads, and some have something else – but we all have adults who love and care for us!”</li> <li>• “Who shares a house with other families?” “Who has two houses?” “Who stays somewhere else altogether? (homeless, or students living in shelters)” “Many new families who come to Canada like to live all together to share their food, and warm homes... and we all have adults who love and care for us!”</li> <li>• <b>See Teachers Notes</b></li> </ul>	<p>Students will listen to the story “The Family Book.”, they will concentrate to see if we have any more similarities and differences that we need to add to our chart.</p> <p>Again, students will raise their hands if they see their families represented in the literature.</p>	<p><b>6 min</b></p>
<p>I will ask the students to think if there are any more similarities or differences that they noticed in the books that need to be added to the “<b>Think, Puzzle, Explore</b>” chart.</p>	<p>They will wait until I am finished reading and then raise their hands to contribute any further similarities or differences that they noticed in any of the three books, and/or our “<b>Think, Puzzle, Explore</b>” chart.</p>	<p><b>2 min</b></p>
<p>Finally, I will ask the students to look at our chart and see where their own families are. I will ask them if they want to share about their own family.</p>	<p>The children will listen respectfully because we have created a classroom culture that allows each child the ability to speak without being interrupted.</p>	<p><b>8 mins</b></p>
<p><b>How will you conclude the lesson? How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?</b></p>		
<p>To conclude this lesson, I will ask them to observe all of the families that they see afterschool and think if they match with our chart. I let them know that I will be asking them in the next lesson if they have anything else that they want to add to our “<b>Think,</b></p>		



**Puzzle, Explore”** chart.

Once the children are finished sharing, I will ask all of the students to keep a look out for other books that show different examples of families. If they have any from home or the library that they would like to share that they can bring them into the classroom to show everyone. \*See **Theoretical Framework**

I will let them know that they all did a really good job at helping me to chart out all the differences and similarities of family structures, and that we will be working on an art project showcasing our own families and classroom community in the next two lessons, so that they are aware of what comes next.

#### **Social Justice Considerations**

As these children are 6 years old conversations surrounding race, ableism, genderism, sexism, prejudice, marginalization and oppression must be broached in easy to understand using grade level vocabulary. While the “success of hegemony relies on individuals internalizing dominant values, and relies as well on these values shaping intersubjective relationships between individuals” (Boler & Zembylas, 2003, p.119), asking children to think critically at a young age what they believe to be true and helping to guide them to understand what hegemony is. Encouraging them to value diversity by starting in their own classroom is the first step to a more equitable community.

#### **Notes to Teacher**

- In the book “We are Family” a family with disabilities is featured. This is an opportunity to mention how families are also made up by those with and without disabilities.
- It is important to note that there may be students in the classroom that may feel uncomfortable of their family structure because of the patriarchal and hegemonic ideals of society. It is important that they are not pressured to share personal information that creates anxiety. If, however, the student wants to share about their individual family, you must be aware of your own bias and only support the student. This lesson must be taught with no judgement.
- When speaking about racism it is important to acknowledge white privilege and the power dynamics that exist in society. When children of colour share their experience, it is to be normalized and celebrated. The goal of this lesson is to show children that all of their family structures are valid.
- If there are students with families that are part of the LGBTQT community be careful not to make the student feel pressured to speak for the community. Again, the students must be supported regardless of personal internalized bias that may be present. (Alberta Education, 2016c).

#### **Theoretical Framework**

Following the guidelines for creating welcoming, caring, respectful, safe learning environments “designed to help children and youth achieve their full potential and create a positive future for themselves, their families and their communities” (Alberta Education, 2016c), this lesson showcases how each students’ family structure is valid and supported by the classroom community. It also encourages students to recognize that their own families are part of a bigger classroom community, and an even larger community outside of the school walls.

As “it is incumbent upon school districts to take affirmative steps to provide a positive, supportive, and safer school culture for all students, rather than waiting for a youth activist to seek court intervention” (Meyer & Strader, 2009, p.143), this lesson broaches the topics of racism, ableism, sexism, and genderism in child friendly vocabulary that allow students to start to think critically about the families that they see in their larger communities.

Young children are just starting to develop their “ideas about people in terms of their race, class, gender, sexuality, ethnicity, religion, ability, and citizenship from the culture that surrounds them” (Sensoy & DiAngelo, 2017, p. 44), therefore this lesson will be a pivotal one to encourage these students to question the hegemony that surrounds them.

While “concepts such as the ideal family, normal relationships, and which neighborhoods are dangerous are all standardized through ongoing representations in popular culture” (Sensoy & DiAngelo, 2017, p.30), there are books available at the library that show other ways of being. By asking the students to look out for these materials I am asking them to use critical thinking skills when viewing literature.

Lastly, the very nature of this lesson uses social justice teachings and critical pedagogy as part of the Universal Design for Learning that this lesson is based upon. The variability of this lesson is derived from a “multiplicity of factors including biology, family context, cultural background, history with schooling, socioeconomic status, moment-to-moment internal and external changes, and, most importantly, the context in which the learner is functioning” (Meyer, Rose, & Gordon, 2014, p.100-101).

#### **Additional Resources and Lesson Plans**

- Resources for Embracing Family Diversity <http://www.welcomingschools.org/resources/school-tips/diverse-families-what/>
- Doucette Library LBQT Lit Kit (Books on Family) <https://www.pinterest.ca/tflander/lgbtq-lit-k-6/>
- Missing Adventures: Diversity and Children’s Literature <https://www.youtube.com/watch?v=Yq2opVincIA>
- Family Structure Video <https://www.youtube.com/watch?v=yHvaKv9NOVE>
- Our Family A Film on Family Diversity [https://www.youtube.com/watch?v=cTqC4U\\_98Xo](https://www.youtube.com/watch?v=cTqC4U_98Xo)
- Diverse Families Toolkit (Australian) <https://www.buzzfeed.com/lanesainty/diverse-families-program-for-schools>
- Children’s Books Featuring Multi-racial Families <https://www.whatdowedoallday.com/childrens-books-with-multiracial-families/>

- My Family Rocks Lesson Plan <https://www.tolerance.org/classroom-resources/tolerance-lessons/my-family-rocks>
- Family Quilts Keep Us Warm Lesson Plan <https://www.scholastic.com/teachers/lesson-plans/teaching-content/family-quilts-keep-us-warm/>
- What makes a Family? Video for classroom use (images diversity in race, ability, religion, family structure) <https://www.youtube.com/watch?v=3KyfSxq6XYo>

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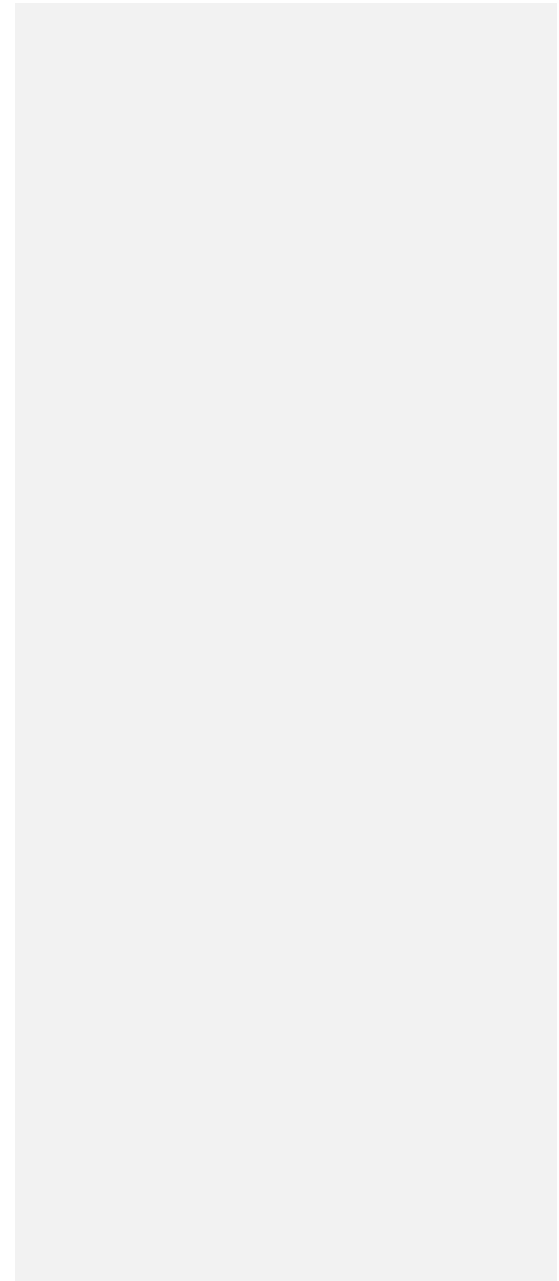
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**Page 3: [1] Commented [AB3] Alisha Brignall 3/2/19 11:42:00 AM**

Specific Outcome 1.1.3

Knowledge and Understanding

"Students will:

- Examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:
- What different types of communities or groups do you belong to?
- What helps us to recognize different groups or communities?
- In what ways do we belong to more than one group or community at the same time?
- In what ways do we benefit from belonging to groups and communities?
- What are our responsibilities and rights at home, at school, in groups and in communities?" (Alberta Education, 2005).

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Specific Outcome 1.2.1

Values and Attitudes

"Students will:

- appreciate how stories and events of the past connect their families and communities to the present.
- recognize how their families and communities might have been different in the past than they are today
- appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging
- recognize how their ancestors contribute to their sense of identity within their family and communities
- appreciate people who have contributed to their communities over time
- recognize how diverse Aboriginal and Francophone communities are integral to Canada's character
- acknowledge and respect symbols of heritage and traditions in their family and communities" (Alberta Education, 2005).

**Page 3: [3] Commented [AB5] Alisha Brignall 3/4/19 10:41:00 AM**

Dimensions of Thinking 1.S.1

"develop skills of critical thinking and creative thinking:

- examine ideas and information from varied sources
- choose and justify a course of action" (Alberta Education, 2005).

**Page 3: [4] Commented [AB6] Alisha Brignall 3/2/19 11:51:00 AM**

Social Participation as Democratic Practice 1.S.5

"demonstrate skills of cooperation, conflict resolution and consensus building:

- consider the ideas and suggestions of others
- work and play in harmony with others to create a safe and caring environment • demonstrate a willingness to share space and resources" (Alberta Education, 2005).

**Page 3: [5] Commented [AB7] Alisha Brignall 3/2/19 11:52:00 AM**

Social Participation as Democratic Practice 1.S.6

"develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- behaviour in accordance with classroom, school and community expectations" (Alberta Education, 2005).

**Page 3: [6] Commented [AB8] Alisha Brignall 3/2/19 11:54:00 AM**

Research for Deliberative Inquiry 1.S.7 "apply the research process:

- ask questions to make meaning of a topic
- compare and contrast information gathered” (Alberta Education, 2005).

**Page 3: [7] Commented [AB9] Alisha Brignall 3/2/19 11:56:00 AM**

Communication 1.S.8

“demonstrate skills of oral, written and visual literacy:

- interact with others in a socially appropriate manner
- respond appropriately, verbally and in written forms, using language respectful of human diversity
- listen to others in order to understand their point of view” (Alberta Education, 2005).

**Page 3: [8] Commented [AB10] Alisha Brignall 3/2/19 1:14:00 PM**

“General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences” (Alberta Education 2000).

**Page 3: [9] Commented [AB11] Alisha Brignall 3/2/19 1:19:00 PM**

“Specific Outcome 1.2 Clarify and Extend

- Consider the ideas of others
  - listen and respond appropriately to experiences and feelings shared by others
- Combine Ideas
  - group ideas and information into categories determined by an adult
- Extend Understanding
  - ask questions to get additional ideas and information on topics of interest” (Alberta Education 2000).

**Page 3: [10] Commented [AB12] Alisha Brignall 3/2/19 1:21:00 PM**

“Specific Outcome 1.1

Express Ideas and Develop Understanding

- share personal experiences that are clearly related to oral, print and other media texts
- make observations about activities, experiences with oral, print and other media texts” (Alberta Education, 2000).

**Page 3: [11] Commented [AB13] Alisha Brignall 3/4/19 10:45:00 AM**

“Specific Outcome 2.1 Use Strategies and Cues

- Use prior knowledge
  - use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts
  - use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning
  - use knowledge of print, pictures, book covers and title pages to construct and confirm meaning
- Use textual cues
  - preview book cover, pictures and location of text to assist with constructing and confirming meaning” (Alberta Education 2000).

**Page 3: [12] Commented [AB14] Alisha Brignall 3/2/19 1:35:00 PM**

“Specific Outcome 2.2 Respond to Texts

-Experience Various Texts

- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons

- Construct Meaning From Texts

- relate aspects of stories and characters to personal feelings and experiences
- tell, represent or write about experiences similar or related to those in oral, print and other media texts” (Alberta Education 2000).

**Page 3: [13] Commented [AB15]**

**Alisha Brignall**

**3/2/19 1:41:00 PM**

“Specific Outcome 3.1 Plan and Focus

- Focus attention

- explore and share own ideas on topics of discussion and study
- connect information from oral, print and other media texts to topics of study

- Determine Information Needs

- ask and answer questions to satisfy information needs on a specific topic

- Plan to Gather Information

- follow spoken directions for gathering ideas and information” (Alberta Education 2000).

**Page 3: [14] Commented [AB16]**

**Alisha Brignall**

**3/4/19 10:47:00 AM**

“Specific Outcome 3.3 Organize, Record and Evaluate

- Organize Information

- identify or categorize information according to sequence, or similarities and differences
- list related ideas and information on a topic, and make statements to accompany pictures

- Record Information

- represent and explain key facts and ideas in own words

- Evaluate Information

- recognize and use gathered information to communicate new learning” (Alberta Education, 2000).

**Page 3: [15] Commented [AB17]**

**Alisha Brignall**

**3/2/19 1:47:00 PM**

“Specific Outcome 3.4 Share and Review

- Share ideas and information

- share ideas and information from oral, print and other media texts with familiar audiences

answer questions directly related to texts” (Alberta Education 2000).

**Page 3: [16] Commented [AB18]**

**Alisha Brignall**

**3/2/19 1:50:00 PM**

“Specific Outcome 4.3 Present and Share

- Demonstrate attentive listening and viewing

- ask questions to clarify information
- be attentive and show interest during listening or viewing activities” (Alberta Education 2000).

**Page 3: [17] Commented [AB19]**

**Alisha Brignall**

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“Specific Outcome 5.1 Respect Others and Strengthen Community

- Appreciate diversity

- share personal experiences and family traditions related to oral, print and other media texts

- Use Language to Show Respect

- use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns” (Alberta Education 2000).



“Specific Outcome 5.2 Work Within a Group

- Work in groups
  - ask questions and contribute ideas related to class investigations on topics of interest
  - take turns sharing ideas and information” (Alberta Education 2000).