

Date of Lesson:

Timeframe: 1 class – 75 minutes (plus two working periods) = 3 periods total

of students: 17

Age range: 14-15

Grade level: Grade 10 - open

Subject: Civics

MUNICIPAL GOVERNMENT – Community Guide

This lesson corresponds to the following portions of the Ontario Curriculum:

- describe and explain the main features of local, provincial, and federal governments in Canada and explain how these features work;
- demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;
- demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);
- demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;
- demonstrate an ability to contribute to a positive climate in group settings;

PRE-ASSESSMENT

- Students have a prior understanding of how the Federal and Provincial Governments of Canada are organized. This lesson will further dissect the organization by explaining how the municipal level of government functions.
- I will assume that all students in the class are familiar with using the internet, but will provide assistance for anyone who requires it because they completed the “Political Parties Lesson Plan” last week.

OBJECTIVE

By the end of this lesson, **the class** will produce a community guide that focuses on municipal government services, communication, cultural, educational and recreational services.

By the end of this lesson, **students** will be able to complete a worksheet (fill in the blanks) and produce a specific section of the class community guide within a group setting.

MATERIALS

Supplied by Teacher:

- Required handouts
- Phone book
- Inside/Out guide for the City of Mississauga
- Cerlox binding for final product
- File Folders for work

Supplied by Students:

- Writing paper, pens and pencils

PROCEDURES

Prior to class

- prepare handouts

- photocopy handouts
- number file folders to keep work in the classroom

Motivator (15 minutes)

1. Discuss the organization of Mississauga’s municipal government.
2. Discuss the different services offered to citizens of Mississauga. (brainstorm – mind map on black board)

Development (55 minutes)

3. Explain the assignment to the class.
Using the internet and in groups, you will produce a “Guide to Mississauga”.
4. Assign groups of 2-4 for different sections of the guide.
 - Explain that research will be kept by me to ensure the work still gets done if a member of the group is absent.

Closure (5 minutes)

5. “Are there any questions or concerns?”
6. Students to place work in file folders to ensure that if a member of the group is absent, the work can still be completed.

LIMITS & INTERVENTIONS

Time – this class is very “excitable” and will require me to keep them on task.

ALTERNATIVES

Should activities run more slowly than anticipated, the opinion paragraph will be assigned for homework.

Should activities run more quickly than anticipated, students will be given time to look for news articles for their scrapbooks.

ENRICHMENT

- Students may research the costs of producing such a book. Where does this money come from? (taxes).

REMEDICATION

- Some students may not be comfortable on the internet. Websites will be given to students so that the research time is reduced and additional textual resources will be supplied.

FOLLOW-UP:

- This is the last unit of the term.
- Students will be moving onto “Careers” in their next class with a different teacher.

EVALUATION:

Formative:

- Students will be marked on how they participate within the class discussions.
 - demonstrate an ability to contribute to a positive climate in group settings;
 - demonstrate an ability to work collaboratively and productively with others when

- researching civics topics in their community.
- demonstrate an ability to collaborate effectively when participating in group enquiries and community activities;
- Students will be marked on their individual contributions to the community guide.
- Students will be marked as a group on their contributions to the class's community guide.
- Mark's will be deducted from "learning skills" for work not completed
- Demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers);
- Student's Paragraphs will be marked
 - demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist;

Summative:

Unit test