

LESSON 6

POLITICAL PARTIES

CURRICULUM LINKS

<i>Grade 5</i>	<i>Overall Expectations</i>	<i>Specific Expectations</i>
Social Studies	<p>B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues</p> <p>B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada</p>	<p>B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues</p> <p>B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues</p> <p>B3.4 describe different processes that governments can use to solicit input from the public (e.g., elections, town hall meetings), and explain why it is important for all levels of government to provide opportunities for public consultation</p> <p>B3.6 explain why different groups may have different perspectives on specific social and environmental issues</p>
Oral Communication	<p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p>	<p>2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p>
Writing	<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p>	<p>1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources</p> <p>3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</p>
Reading	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p>	<p>1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views</p> <p>1.9 identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives</p>
Media Literacy	<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p>	<p>3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques</p>