

LESSON 7

MY CANDIDATES

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 (FOCUS ON: Perspective)</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 (FOCUS ON: Significance)</p>	<p>B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues</p> <p>B2.3 analyze and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues</p> <p>B3.4 describe different processes that governments can use to solicit input from the public</p> <p>B3.7 describe some different ways in which citizens can take action to address social and environmental issues (<i>e.g., by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with;</i>)</p>
Oral Communication	<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p>	<p>Point of View - 1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view</p> <p>Clarity and Coherence - 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</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>Variety of Texts - 1.1 read a variety of texts from diverse cultures, including informational texts</p>