
Canada and the World

Canadian Government & Trading Partners

Including:

Unit Introduction and Initial Assessment
Introducing the Culminating Task
Teaching Research Skills
Activities
Connections
Parts of a News Magazine
Planning the Magazine & Presentation
Presenting the Magazine

An Integrated Unit for Grade 5/6

Written by:

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Length of Unit: approximately: 26.8 hours

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Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

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An Integrated Unit for Grade 5/6

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Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

Task Context

To promote public awareness about Canada, its government and place in the world, the Council of Canada has commissioned a publishing company to create a news magazine for distribution to the schools. Working in pairs, the students will name, write, and publish magazines for Catholic elementary students, featuring articles, illustrations, and advertisements.

The grade 5 students' magazines will demonstrate knowledge of the various aspects of Canadian government. It will allow the students to express the knowledge they have amassed about how governments work and are elected, the rights and responsibilities of Canadian citizens, as well as prominent political figures from the past. Each student will also contribute one article that reflects how the three levels of Canadian government demonstrate Christian values in the services they provide.

The grade 6 students' magazine will deal with the relationship between Canada and its trading partners. It will also highlight Canada's place in the Commonwealth and the U.N. In addition, the magazine will feature a selection of inspirational stories of Canadians who have made significant contributions displaying Christian values to Canada's place in the world.

Catholic Graduate Expectations

CGE - A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

CGE - A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.

CGE - A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Task Summary

This combined-grade unit facilitates the delivery of both the grade 5 and grade 6 expectations through the development of the knowledge, attitudes, skills, and habits of mind essential to responsible citizenship. Opportunities to develop inquiry/research and communication skills are used to provide starting points common to both grades. The students will develop an understanding of the importance of their Catholic social teachings in helping them to become responsible citizens of Canada and the world.

The unit is designed to guide students through the process of creating and authoring a news magazine. It includes activities to help strengthen research skills and gives information that can be used in the magazine format.

Through this unit the grade 5 students will acquire an understanding of the role and function of government at all three levels. They will become familiar with the electoral process and of their rights and responsibilities as Canadian citizens. The students will develop an understanding that a responsible Catholic citizen gives witness to Catholic social teaching by promoting peace, justice, and the sacredness of human life.

The grade 6 students will study the relationship between Canada and its trading partners, with particular focus on the United States. They will also investigate Canada's connection to one other trading partner from a different region of the world. As Catholic learners, the students will grow to understand that a responsible Catholic citizen respects and affirms the diversity and interdependence of the world's peoples and cultures.

Both grades will engage in a variety of activities that will further develop independent research and small group inquiry skills. They will have opportunities to communicate their findings in many ways, encompassing different curriculum areas.

Over the span of the unit, the students will be writing articles and creating illustrations for the purpose of producing a news magazine.

Culminating Task Assessment

In this culminating task, the students are working for a news magazine publishing company. The Council of Canada has commissioned the publishing company to create a news magazine that will promote public knowledge about Canada. The grade 5 students will create a magazine about Canadian government, and the grade 6 students will create a magazine about Canada's place in the world.

The magazine will be designed for distribution to Catholic elementary schools and will deal with current events. It will include: a table of contents, an editorial, a letter to the editor, two news articles, illustrations, and advertisements. The front cover will include the title, an illustration, publisher name, price, and date.

Students may work with a partner, but each student will prepare a magazine and present it to the Council of Canada for acceptance and distribution to elementary schools.

The magazines will be presented to the Council of Canada to be published and become Canada's latest school news magazine designed specifically for the Catholic elementary school.

Assessment will include checklists to ensure that magazines are complete and have all required materials and rubrics, as well as self-assessment checklists and anecdotal comments.

All of the completed magazines will become part of the school's periodical library for use by other students.

Catholic Graduate Expectations

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4a- demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 7h - exercises the rights and responsibilities of Canadian citizenship.

CGE 5a - works effectively as an interdependent team member.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Links to Prior Knowledge

The grade 5 students should be able to identify physical features within the provinces and territories of Canada. They should also be able to describe how the different regions are interdependent in terms of their economies and governments. The grade 5 students should be able to describe the relationships within and between the different regions, and have knowledge of provincial government and elections.

In addition to the grade 5 prior knowledge, the grade 6 students should be able to describe the functions of, and interactions between, the different levels of government in Canada. They should also be familiar with the electoral process and be able to describe it. In addition, they should understand how a person becomes a Canadian citizen and the rights and responsibilities that accompany citizenship.

Considerations

Notes to Teacher

Resources:

A number of newspapers, magazines, and news magazines will be required for the students to explore during subtask 2. These should be collected before beginning the unit. They should be reviewed for appropriateness before they are shared with the students.

Accommodations:

The activities in this unit are designed to be as open-ended as possible to allow for many learning styles and abilities. Teachers will want to choose small-group members carefully to ensure that all students needs will be met. Individual accommodations to the unit should be considered by the classroom teacher. Teachers should be aware of recommendations for accommodations in exceptional students' I.E.P.s.

Some suggested accommodations are:

- recognize effort as well as full task completion;
- provide immediate feedback;
- clarify expectations at the beginning of each lesson and perhaps provide sample responses for some students;
- repeat important information (concepts and ideas) or allow student to repeat and rephrase;
- conference, both formally and informally, with students regularly;
- present instructions orally and in writing;
- use pictures and diagrams whenever possible;
- encourage students to question for clarification and additional information before beginning work;
- vary resources with regard to reading level, amount of visual information, use of oral, written and visual data;
- modify the assignment in terms of time, quantity of work assigned, nature of the assignment;
- stress quality rather than quantity;
- provide opportunities for strengths to be used (e.g., artistic abilities could be used to good advantage in many groups);
- team students with varying abilities;
- help students keep lesson notes consistent and organized;
- adjust reading level of student material or tape-record text;
- teach note-taking and organizational skills;
- provide research material at their reading level, or with relevant information highlighted;
- use reading partners;
- assign enrichment tasks;
- vary assessment strategies.

Please refer to the Teacher Companions: Special Education Companions in the Planner for more specific Learning Accommodations .

Prior to Beginning Unit:

The culminating task is a demonstration of the learning that the students have acquired in learning activities throughout the unit. Read through the culminating task before beginning the unit in order to prepare for this special learning event.

Canada and the World**Canadian Government & Trading Partners An Integrated Unit for Grade 5/6**

1 Unit Introduction and Initial Assessment

This subtask will introduce the students to the unit topics and provide an opportunity for them to examine their prior knowledge about government. After a discussion based on Bible verses, they will reflect on the importance of working together for the common good.

Through discussion with teacher prompting, a framework for subsequent activities will be created. Students will engage in a grade-group activity to produce a KWL chart demonstrating "What We Know" and "What We Want to Know".

Grade 5 students will recall the structure and function of the provincial government, and explore their understanding of the interactions between the three levels of government.

Grade 6 students will revisit the associations between the levels of government, and investigate Canada's connections with its trading partners.

Catholic Graduate Expectations

CGE 1d - a collaborative contributor who finds meaning, dignity and vocation in work that respects the rights of all and contributes to the common good.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 4b - demonstrates flexibility and adaptability.

2 Introducing the Culminating Task

The culminating task will be introduced to the students. A discussion will take place to clarify what is expected and to answer any questions. A timeline for each aspect of the task will be developed and posted in the classroom. If magazines were developed in previous years, they can become teaching tools and used as examples.

Students will examine magazines and newspapers to predict the features of a news magazine. They will examine news magazines to verify their predictions.

Students will begin to create their unit folders, which will be used to collect and store information and ideas for the culminating task.

Catholic Graduate Expectations

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 4b - demonstrates flexibility and adaptability.

Canada and the World**Canadian Government & Trading Partners An Integrated Unit for Grade 5/6**

3 Teaching Research Skills

In this subtask, through whole class teacher-directed lessons and independent applications, the students will develop the following research skills through writing a biography about a Canadian:

- accessing resources
- processing information (i.e., highlighting, using point form notes, and summarizing).

After teacher-directed lessons, grade 5 students will research past parliamentary figures, and grade six students will research Canadians who have made significant contributions in a global setting. They will then write biographies.

Using the Beatitudes, students will reflect on the Catholic Christian attributes these people possess, that have contributed to their success.

Catholic Graduate Expectations

CGE 1h - respects the faith traditions, world religions, and the life-journeys of all people of good will.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

4 Activities

In this subtask, students will apply research skills presented in a previous subtask to complete a variety of activity cards. It will allow students to continue to develop time-management skills as they will be able to choose the order in which they complete the activities, and work at their own paces. Students will complete five activities within a ten day period.

Grade 5 activities will include: recognizing Canadian citizen's rights and responsibilities, how to become a Canadian citizen, structure of Canadian government, and different forms of government.

Grade 6 students will: locate relevant information about Canada's exports and imports, research Canada's role in peace keeping, APEC, and the United Nations.

Students will be encouraged to be collaborative contributors who work effectively as interdependent team members.

Catholic Graduate Expectations

CGE 4c - takes initiative and demonstrates Christian leadership.

CGE 4e - sets appropriate goals and priorities in school, work and personal life.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Canada and the World**Canadian Government & Trading Partners An Integrated Unit for Grade 5/6**

5 Connections

Through an interactive activity of assembling a jigsaw puzzle, students will understand the extent and complexity of their relationships with others. They will use a variety of problem-solving and interpersonal skills to achieve a common goal.

Grade 5 - students will extend the concept of interaction to how the different levels of government interact. They will research the responsibilities of different levels of government.

Grade 6 - students will extend the concept to examine Canada's involvement with other countries. They will research Canada's trading partners and Canada's involvement in international organizations.

The information gathered will be used in subsequent subtasks.

Catholic Graduate Expectations

CGE 3d - makes decisions in light of gospel values with an informed moral conscience.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

6 Parts of a News Magazine

In this subtask the students will examine a variety of magazines in small groups, in order to identify common characteristics. They will make a chart identifying characteristics of: editorials, advertisements, articles, cartoons, and illustrations.

You will guide the students as they develop their own understanding of how these components of the magazine are structured.

Each student will write a magazine article related to one of their grade's topics. It will be accompanied by an illustration. For example, the student might write an editorial and draw a cartoon, or create an illustration and write a human interest article.

Catholic Graduate Expectations

CGE - a self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.

CGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

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7 Planning the Magazine & Presentation

In this subtask the teacher will place students into their groupings for the culminating task.

The students will begin to plan their own publications using the chart completed in the previous subtask as a point of reference. They will make decisions in terms of grade appropriate content to be included in their magazines, and complete the Blackline Master outline provided, that will be submitted to the teacher for assessment.

Catholic Graduate Expectations

CGE 3d - makes decisions in light of gospel values with an informed moral conscience.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

8 Presenting the Magazine

In this culminating task, the students are working for a news magazine publishing company. The Council of Canada has commissioned the publishing company to create a news magazine that will promote public knowledge about Canada. The grade 5 students will create a magazine about Canadian government, and the grade 6 students will create a magazine about Canada's place in the world.

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CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4a- demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Unit Introduction and Initial Assessment

Canada and the World

Subtask 1

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 105 mins

Description

This subtask will introduce the students to the unit topics and provide an opportunity for them to examine their prior knowledge about government. After a discussion based on Bible verses, they will reflect on the importance of working together for the common good.

Through discussion with teacher prompting, a framework for subsequent activities will be created. Students will engage in a grade-group activity to produce a KWL chart demonstrating "What We Know" and "What We Want to Know".

Grade 5 students will recall the structure and function of the provincial government, and explore their understanding of the interactions between the three levels of government.

Grade 6 students will revisit the associations between the levels of government, and investigate Canada's connections with its trading partners.

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CGE 1d - a collaborative contributor who finds meaning, dignity and vocation in work that respects the rights of all and contributes to the common good.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 4b - demonstrates flexibility and adaptability.

Expectations

- 5z30 – demonstrate an understanding of the components of the federal government (e.g., House of Commons, Cabinet, Senate);
- 5z34 – identify services provided by the federal government (e.g., national defence);
- 5z41 – use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations;
- 5z42 – formulate questions to facilitate the gathering and clarifying of information on specific topics (e.g., the relationships among the three levels of government);
- 6z34 – formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., Canada's connections to its major trading partners);
- 6z33 – use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations;
- 4z40 – formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., effects of physical features such as mountains, hills,

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Discussion
Brainstorming

Assessment

Assess the students' prior knowledge of the various aspects of Canadian government:

Grade 5 - achievement of grade 4 expectations about government (i.e., the levels of the provincial government, how the provincial government is involved in provisions of services, and relationships between Ontario and the other provinces and territories).

Grade 6 - achievement of grade 5 expectations about government (i.e., connections among the three levels of government, services provided by the federal government, and characteristics of different systems of government).

Unit Introduction and Initial Assessment

Canada and the World

Subtask 1

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 105 mins

- plateaus, and valleys on land use; relationships among provinces; trade);
- 4z36 – identify the levels (legislative, executive, and judicial) of provincial government;
- 4z37 – demonstrate an understanding of how provincial governments are elected;
- 4z38 – identify ways in which the provincial government is involved in provision of services (e.g., provision of funding for education, highway repair, health care).

Also assess the ability to use appropriate vocabulary to describe this knowledge.

Use anecdotal records to record your observations.

Assessment Strategies

- Observation
- Questions And Answers (oral)

Assessment Recording Devices

- Anecdotal Record

Teaching / Learning

1.1 Unit Introduction - Whole Class - 15 min.

Introduce the topic of government by having the class listen to a song based on the theme of unity and peace, such as *We are the World* or *People of Peace* (May We be One Year 5 Catechist, Born in the Spirit program).

Discuss:

- ways in which people help each other;
- why it is important to work together for the common good of everyone;
- where they see people working together;
- how governments work for the common good.

Tell the class that they will be working on a unit about Canada's government and Canada's trading partners. They will be expected to complete a culminating task for which they will be preparing throughout the unit. (This task will be presented in subtask 2.)

Reflection on Helping Others

Teacher-directed - Whole Class - 10 min.

Read the following bible verses to the class: Matthew 5.21-22, 33-34, 37-45, 47-48. Allow a few minutes for students to reflect. During a discussion, have them share their thoughts on how they might take the extra step to help others.

Individual/Independent - 20 min.

Have each student trace his or her footprint on construction paper and then cut out the shape. Have them write a reflection about how they could "take the extra step" on the footprint and decorate it. Display the footprints on a bulletin board.

1.2 Assessing Prior Knowledge KWL Chart - Grade Groups - 45 min.

Creating KWL Charts - Grade Groups

Teacher-directed - Grade 5

While the grade 6 students are working on the footprint activity, facilitate a discussion around knowledge previously acquired about government with the grade 5 students.

Consider the following points for discussion and prompt when necessary:
-the levels of the provincial government (i.e., legislative, executive, judicial)

Unit Introduction and Initial Assessment

Canada and the World

Subtask 1

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 105 mins

- how the provincial government is involved in provision of services (i.e., funding education, highway repair, health care)
- relationships between Ontario and the other provinces and territories (i.e., natural resources).

Distribute a sheet of chart paper and a coloured marker to each group. Ask students to make a chart with the headings What We Know, What We Want to Know and What We Learned.

Under the heading What We Know, students will list what they know about Canada's government.

Under the heading What We Want to Know, have students brainstorm what they want to know about how the three levels of government are connected.

What We Learned will remain blank and be completed as the unit progresses.

When every group has completed its chart, the charts can be taped on the board for display. Students can then work independently on their footprint reflections.

Examine the displayed charts for prior knowledge. Check the criteria in the assessment section. Use this information to adapt the following subtasks.

Teacher-directed Lesson - Grade 6

While the grade 5 students complete their charts and the footprint activity, discuss with the grade 6 students knowledge previously acquired about government.

Consider the following points for discussion and prompt when necessary:

- connections among the three levels of government (i.e., federal, provincial, municipal);
- services provided by the federal government (i.e., postal, immigration, money, banks and taxes);
- characteristics of different systems of government (i.e., democratic, dictatorship, monarchy).

Follow the same format as for the grade 5 lesson, except under the heading What We Want to Know. Have the grade 6 students brainstorm what they want to know about the Canadian government's interactions with other countries.

Examine the displayed charts for prior knowledge. See the criteria in the assessment section. Use this information to adapt the following subtasks.

Compiling Information on Class KWL Charts

Teacher-directed - Grade 5 - 15 min.

While the grade 6 students work on their charts and footprint reflections, gather the grade 5 students and examine the KWL lists for similarities and differences. Compile a grade 5 master chart. Keep it displayed throughout the unit so students are able to make new entries in the What We Learned section of the chart as they acquire new knowledge.

Teacher-directed - Grade 6 - 15 min.

While the grade 5 students work on their charts and footprint reflections, gather the grade 6 students and examine their KWL lists for similarities and differences. Compile a grade 6 master chart. Keep it on display throughout the unit so that students are able to make new entries in the What We Learned section of the chart as they acquire new knowledge.

For both grades, continue to assess prior knowledge during the compilation. Gaps in knowledge may require remediation lessons.

Adaptations

See notes in unit Overview for general adaptations.

Level 1 and Level 2 learners can work with a partner (a Level 3 learner).

Unit Introduction and Initial Assessment

Canada and the World

Subtask 1

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 105 mins

Some groups may require prompting to elicit their prior knowledge or assistance with recording this knowledge.

Resources



You Shall Be My Witness

Born in the Spirit, Catechetical Program Year 6



May We be One

Born in the Spirit, Catechetical Program Year 5



Bible



May We be One

Born in the Spirit, Catechetical Program Year 5



coloured marker - one per group



chart paper - one per group



**construction paper - one per student
(Copied)**

Notes to Teacher

This subtask integrates Language and Religion.

The activities and lessons described in this subtask may require more than one period depending on how long the social studies periods are.

Teacher Reflections

Introducing the Culminating Task

Subtask 2

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

90 mins

Description

The culminating task will be introduced to the students. A discussion will take place to clarify what is expected and to answer any questions. A timeline for each aspect of the task will be developed and posted in the classroom. If magazines were developed in previous years, they can become teaching tools and used as examples.

Students will examine magazines and newspapers to predict the features of a news magazine. They will examine news magazines to verify their predictions.

Students will begin to create their unit folders, which will be used to collect and store information and ideas for the culminating task.

Catholic Graduate Expectations

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 4b - demonstrates flexibility and adaptability.

Expectations

- 5z30 A – demonstrate an understanding of the components of the federal government (e.g., House of Commons, Cabinet, Senate);
- 6z33 A – use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations;
- 5a38 A – organize their art works to create a specific effect, using the elements of design (e.g., create a still life depicting their favourite foods, and explain how they used colour, texture, and shape to appeal to the viewer's senses);
- 6a39 A – describe, in their plan for a work of art, how they will research their subject matter (e.g., by examining photographs and art works on the same theme), select their media, and use the elements and principles of design in solving the artistic problems in the work;
- 5z40 A – demonstrate an understanding of the significance of Canada's official buildings and symbols (e.g., Parliament Buildings, Peace Tower, the Speaker's Mace).
- 5z41 A – use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations;
- 5z42 A – formulate questions to facilitate the gathering and clarifying of information on specific topics (e.g., the relationships among the three levels of government);

Groupings

Students Working As A Whole Class
Students Working In Small Groups
Students Working Individually

Teaching / Learning Strategies

Concept Clarification
Discussion
Direct Teaching

Assessment

Observe the student's depth of understanding of what a news magazine is. Remedial lessons may be required for some students.

Assessment Strategies

Observation
Performance Task

Assessment Recording Devices

Anecdotal Record

Introducing the Culminating Task

Subtask 2

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

90 mins

- 6z23 • describe Canada's connection to the United States and at least one country from another region of the world.
- 6z34 A – formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., Canada's connections to its major trading partners);
- 6z24 A – identify some of Canada's major trading partners (e.g., countries in Europe, Pacific Rim, Central America, South America);
- 6z39 A – create sketch maps to show the relative positions of places (e.g., location of trading partners);
- 6z22 A • identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;
- 5z48 A – research ways in which the three levels of government work together (e.g., in responding to natural disasters).

Teaching / Learning

2.1 Introducing the Culminating Task - Teacher-directed - Whole Class - 20 mins

The students are introduced to the following premise behind the culminating task:
The students are working for a news magazine publishing company. The Council of Canada has commissioned their publishing company to create a news magazine that will promote public knowledge about Canada. The grade 5 students will create a magazine about Canadian government, and the grade 6 students will create a magazine about Canada's place in the world.

The magazine will be designed for Catholic elementary students and will deal with current events. It will include an editorial, a letter to the editor, a biography, two news articles, illustrations, and advertisements. The front cover will include the title, an illustration, publisher name, price, and date. The magazine will also have a table of contents. Students will work in pairs, but each student will prepare a magazine and present it to the Council of Canada for acceptance and distribution to elementary schools.

Distribute the following:

- Task Assignments - **Blackline Master: Grade 5 Task Assignment (BLM 8.1a)**, and **Blackline Master: Grade 6 Task Assignment (BLM 8.1b)**
- Letters to Parents - **Blackline Master: Letter to Parents - Grade 5 (BLM 2.1a)**, and **Blackline Master: Letter to Parents - Grade 6 (BLM 2.1b)**
- Culminating Task Rubrics as appropriate - (see subtask 8)

Review the assignment and the rubrics that will be used to assess the news magazine. Answer any questions.

Create a timeline for completion of the various components of the magazine.

Explain that the students will conference with you upon the completion of each component of the magazine. You will initial their task assignment sheet before they move on to the next task.

2.2 Comparing Familiar Magazines and Newspapers to Predict What a News Magazine Is - Teacher-directed - Whole Class - 40 min.

The culminating task requires the students to create a news magazine. They may not be familiar with the

Introducing the Culminating Task

Subtask 2

Canada and the World

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90 mins

genre. A comparison of familiar newspapers and magazines will help them understand what news is. They will then transfer this knowledge to what a news magazine is.

The students discuss in their groups what makes a magazine different from a newspaper. Have them use the **Blackline Master: Venn Diagram (BLM 2.2a)** to illustrate the similarities and differences between the forms of publications.

As a whole class, discuss what a news magazine might be like. Make a co-operative chart listing the features the students think a news magazine has.

Share some news magazines with the class. Discuss the contents of these magazines and refine the co-operative chart as necessary. Post the chart for future reference. Have the magazines also available for future reference.

2.3 Work Folders - Homework

Have the students design and illustrate folders to hold their assignments over the course of the unit. Construction paper folded and stapled works well, as do legal size file folders. Have a safe place to store these so the students can begin to compile the components of their magazines.

These folders can go home with the parent letter, the task assignment, and the assessment rubrics. The folders can be decorated at home. Everything but the letter is returned to school.

Have a safe place to store these so the students can begin to compile the components of their magazines. Construction paper folded and stapled works well, as do legal size file folders.

Adaptations

See Overview Notes for generic adaptations.

Some students may need to be grouped during the magazine and newspaper examination so you can lead them through the identification of the various features.

Resources

 2.2a Venn Diagram	2.2a Venn Diagram .cwk
 2.2b Venn Diagram - Teacher Version	2.2b Venn Diagram Teacher .cwk
 2.1a Letter to Parents - Grade 5	2.1a Letter to Par. Gr5.cwk
 2.1b Letter to Parents - Grade 6	2.1b Letter to Par. Gr6.cwk
 Macleans Magazine	
 OWL	
 Sports Illustrated For Kids	
 The Toronto Star	

Introducing the Culminating Task

Subtask 2

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

90 mins



The Globe and Mail



Toronto Star



Globe and Mail



Macleans



Constuction Paper



Markers



Chart Paper

Notes to Teacher

You need a collection of magazines and newspapers that the students are likely to be familiar with. If you ask the students to bring them from home, check their contributions for appropriateness in a classroom.

The lesson on comparing newspapers and magazines may be completed during the language block.

Teacher Reflections

Description

In this subtask, through whole class teacher-directed lessons and independent applications, the students will develop the following research skills through writing a biography about a Canadian:

- accessing resources
- processing information (i.e., highlighting, using point form notes, and summarizing).

After teacher-directed lessons, grade 5 students will research past parliamentary figures, and grade six students will research Canadians who have made significant contributions in a global setting. They will then write biographies.

Using the Beatitudes, students will reflect on the Catholic Christian attributes these people possess, that have contributed to their success.

Catholic Graduate Expectations

CGE 1h - respects the faith traditions, world religions, and the life-journeys of all people of good will.

CGE 7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Expectations

- 5e3 A • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- 5e22 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
- 5e44 A – locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).
- 5z38 A – identify the significance of early Canadian Members of Parliament (e.g., Sir John A. Macdonald, Sir Wilfrid Laurier, Agnes McPhail);
- 5z41 – use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations;
- 5z42 – formulate questions to facilitate the gathering and clarifying of information on specific topics (e.g., the relationships among the three levels of government);
- 5z44 – sort and classify relevant information to test hypotheses and make comparisons;
- 5z45 A – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine services provided by

Groupings

- Students Working As A Whole Class
- Students Working In Small Groups
- Students Working Individually

Teaching / Learning Strategies

- Improvisation
- Research
- Mini-lesson

Assessment

Observe and make anecdotal notes on the following.

- Do students access various resources independently?
- Do students apply research skills independently?
- Do students participate willingly in dramatic arts activities?
- Do they require encouragement?

Use the Biography Research Rubric provided to evaluate the biography assignment. Distribute this rubric and the **Blackline Master: Biography Checklist (BLM 3.6)**, to students before starting the assignment.

The grade 6 communication expectations

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 485 mins

- 6e23 the different levels of government);
• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;
- 6e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
- 6e36 A – plan a research project and carry out the research;
- 6z34 – formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., Canada’s connections to its major trading partners);
- 6z42 A – identify outstanding contributions of Canadians from various backgrounds to the global community through dance, sports, music, literature, art, science, and technology;
- 6z44 – describe influences Canada has on other countries (e.g., through the arts, technology, sports, literature, media);

(6z38) could also be assessed using this rubric.

Use **BLM 3.6: Checklist for self-assessment.**

Assessment Strategies

- Performance Task
- Self Assessment

Assessment Recording Devices

- Rubric
- Anecdotal Record
- Checklist

Teaching / Learning

3.1 Identifying Famous Canadians - Teacher-directed - Whole Class - 20 min.

Improvisation

Students go to a party bringing along an imaginary guest who is a famous Canadian, past or present. Allow a few minutes for students to think of who they might bring and how they will introduce their companions to other guests. Have the students get in role and mix and mingle. Each student introduces his or her guest by telling the guest's name and something about him or her. Allow about five minutes for mingling and introductions.

Generating a List of Famous Canadians

Have students recall some of the guests they met at the party. Generate a list of names on chart paper. Ask students to name other famous Canadians that they know and add them to the list. Guide the suggestions so that political figures are also included on the list. See **Blackline Master: Famous Canadians (BLM 3.1a)** for suggestions of famous Canadians (including past parliamentary figures).

Small Combined-Grade Groups

Assign each group five different names from the class chart and have the groups brainstorm why each Canadian is famous.

On chart paper, have each group write the five names it was assigned along with notes about why they are famous. Each group selects a recorder and a reporter. Have the responses shared.

Categorizing Famous Canadians - Whole Class

Return to the famous Canadians class chart and tell the students that they will group the names by occupation/claim to fame. Have the students suggest categories and put the suggestions on the chalkboard (singers, sports figures, authors, politicians, etc.).

Have each student create a chart with the categories identified. They then place the names from the class chart on their individual charts under the appropriate heading.

Tell the students that they will use these charts when selecting a person to research and write a biography about.

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Identifying Positive Personal Attributes - Whole Class - 30 min.

To help the students identify positive attributes of people, read Matthew 5.1-12 from the Bible and facilitate a discussion around these beatitudes.

Examine the class chart of famous Canadians and discuss some of the Catholic values these people may possess that have enabled them to make great contributions to our country (honesty, commitment, determination, loyalty, love, etc.).

Have each student independently complete the **Blackline Master: Catholic Values and Positive Attributes (BLM 3.1b)**. Ensure that there are several copies of the Bible for students to use. (The grade 5 students complete **BLM 3.1b** while the teacher reviews the criteria for the biography with the grade 6 students. Repeat for the grade 6 students.)

3.2 Researching Information about A Famous Canadian - Teacher Directed - Grade Groups

a) Assigning the Biography Task

Tell the students that they will begin working on some activities that will help them complete a biography task.

Assign the biography task at this time so that students will be considering a possible person to research as they are learning research skills. Clarify expectations, such as the length of the biography. They are also expected to include how the individual displays Catholic values.

Grade 5 - Choosing an Early Parliamentary Figure to Research

From the class list of famous Canadians, have each student choose a different early parliamentary figure. (At this point, they may suggest other names to be added to the list.)

Grade 6 - Choosing a Canadian to Research Who has Made an Outstanding Global Contribution

From the class list of famous Canadians, have each student choose a different person. (At this point, they may suggest other names to be added to the list. They cannot choose an early parliamentary figure.)

b) Components of a Biography - Teacher-directed - Whole Class - 30 min.

Lead a discussion about what a biography is. Have students share information about a biography they may have read or seen on TV.

Provide students with several short, one-page sample biographies. In small combined-grade groups, have the students examine common components of biographies such as:

- personal facts (date and place of birth, family members, etc.);
- highlights of events in the person's life that helped ensure his or her success;
- setbacks that may have taught the person an important lesson;
- achievements.

Make a class chart of these components for future reference.

Small Grade Groups

Have students read the **Blackline Master: A Biography of Terry Fox (BLM 3.2a)**.

Using the **Blackline Master: Components of a Biography (BLM 3.2b)**, have students record information from the biography that illustrates the various components. Ask each group to choose a person to share the group's response.

Assess the responses to ensure that all students are aware of the components of a biography.

3.3 Accessing Information: Internet - Whole Class - 30 min.

Tell the students that they need to access different sources of information for their biographies. The Internet is one of these sources, and the following lesson will help them use the Internet more efficiently.

Review some basic Internet terminology with students (i.e., user name, user password, logging on, Web site, search engines).

Brainstorm a list of search engines.

On the Internet, (in pairs, or individually, depending on the number of computers available), have students practice locating specific information as outlined on the **Blackline Master: How to Surf for Information (BLM 3.3)**.

Upon completion, this activity can be taken up orally in a whole-class setting. Ask students to keep this blackline master in their folders for future reference.

Application:

Have students find information for their biographies. Students place this information in their folders to be used in a subsequent activity.

Students may use the **Blackline Master: How to Surf for Information (BLM 3.3)** as a guide.

3.4 Accessing Information - Print Material - 30 min.

Discuss the types of print resources that students can use to get information for their biographies.

Arrange a visit to the school's resource centre. If needed, review how to obtain information from print resources (encyclopaedias, catalogued books, etc.).

Have students sign out appropriate resources or note encyclopaedia resources. (They can record the name and volume number of the encyclopaedia.)

3.5 Research Skills - Highlighting, Point form Notes, Summarizing - Teacher-directed - Whole Class - 90 min.

Model the following research skills:

- highlighting relevant information
- point form notes
- summarizing

For each skill listed above, use the following formats.

Highlighting

1. Choose a short article about an individual. Make an overhead and provide each student with a copy.
2. Demonstrate how to highlight important information relative to the components of a biography. The students should also highlight/underline the information on their copies.
3. Prepare a second page of information for students to apply the skill independently.
4. Discuss what they highlighted and why.

Point form notes:

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Using the same articles, repeat the process to produce point form notes (i.e., using dashes, lists, using key words, or phrases).

Summarizing:

Using the same articles, repeat the process to summarize information (i.e., paraphrasing in own words).

3.6 Writing a Biography - 210 min.

Through a whole class discussion, review

- components of a biography
- research skills

Individually, students apply the research skills taught to complete a one-page biography they need for the culminating task. (Some students may need to work in the library if they are using encyclopaedias.)

Biography Requirements

a) Tell students that they must gather information from at least three resources:

- one Internet printout
- a non-fiction book
- a self-selected source.

b) They must apply the research skills taught.

c) The biography must include as many components of a biography as possible.

d) At the end of the biography, students also write a short reflection on the Christ-like values demonstrated by the famous Canadian.

Distribute **BLM 3.4: Biography Checklist** to each student to help them keep track of the tasks. Discuss how they will use the checklist.

Students submit all research notes and the checklist along with the completed biography.

Also, discuss with students how much time should be allocated for each step of the project (i.e., one period for collecting resources, two to three periods for research, one period for summary, one period to prepare for oral presentation), decide on a manageable time frame for them to complete this assignment and establish a due date.

A rubric is provided to assess this activity.

Students are asked to keep information related to this activity in their folders, to be used in the culminating task.

3.7 Biography Presentations - 30 min.

In small grade groups, students present their biographies orally to each other. While the biographies are being presented, students make notes about each biography presented on the **Blackline Master: Biography Presentations (BLM 3.5)**. Each student now has information about 4 people, plus the one her or she researched.

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3.8 Who Am I?: A Dramatic Arts Activity - 15 min.

In the same small groups, each student writes the name of the person her or she has chosen for his or her biography on a strip of paper and place it in a container.

Have each student draw a strip of paper from the container. Tape the strip of paper to each student's back.

Have students try to guess who they are by asking yes-or-no questions of other students in the same group. (They can use **BLM 3.5** if necessary.) Each student must ask at least three questions to three different people before hazarding a guess. When the student has guessed correctly he or she tapes the strip of paper on his or her front and continues to help others.

(Taken from *Improvisation: Learning Through Drama*, by David Booth and Charles J. Lundy.)

Adaptations

See notes in unit Overview for general adaptations.

Some students will need to work with a partner or require a visual aid, such as **Blackline Master: How to Surf for Information (BLM 3.3a)** to locate information on the Internet. Provide resources for students.

Allow Level 1 and Level 2 learners to refer to the chart for the activity in lesson 3.8.

Resources

	Biography Research Rubric	
	3.1a Famous Canadians	3.1a Famous Canadians.cwk
	3.4 Biography Checklist	3.6 Biography Checklist.cwk
	3.1b Catholic Values and Positive Attributes	3.1b Catholic Values .cwk
	3.2a A Biography of Terry Fox	3.2a Biography -Terry Fox.cwk
	3.2b Components of a Biography	3.2b Biography Components .cwk
	3.3 How to Surf for Information	3.3a Surf for Information.cwk
	3.5 Biography Presentations Chart	3.7 Biography Pres.cwk
	The Canadians (Series)	Fitzhenry & Whiteside Ltd.
	You Shall Be My Witness	
	May We be One	
	Improvisation: Learning Through Drama (Copied)	Booth, David, Lundy, Charles J.
	Bibles	

Teaching Research Skills

Subtask 3

Canada and the World

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	Information Studies	published by Ontario School Library Association 1999
	Dictionary of Canadian Biography	Millennium Bureau of Canada/National Post/Hollinger Inc./ Historica
	Encyclopedia Britannica	
	Famous People	
	The Canada Page	
	Government of Canada	
	chart paper - two per class	
	hat or bag - two per class	
	overhead transparency - one per class (Copied)	
	highlighter or coloured pencil - one/person (Copied)	
	overhead marker - one per class	
	lined paper - one per person	1
	masking tape - one per class	1
	chart paper	1
	maker	1
	chart paper - one per group	
	scissors - one per group	
	overhead projector	1

Notes to Teacher

Information about the Beatitudes can be found in the grade 6 Born in the Spirit religion program.

This subtask integrates Language, Religion, and Dramatic Arts.

Use the **Blackline Master: Famous Canadians (BLM 3.1a)**, if students are having difficulty brainstorming names of famous Canadians.

Before teaching subtask 3.3, ensure that the Web site used to complete **BLM 3.3** is still available, as Web sites change from time to time. If it is no longer available, choose another appropriate website from which students can obtain the same type of information and make changes to the **BLM 3.3** accordingly.

If students do not have access to a printer, have them make note of the Web sites available and give them an opportunity to use the Internet once point form notes are taught in a subsequent subtask.

Arrange a visit to the school resource centre or public library to research information for biographies. You may want to investigate the possibility of having books put on reserve at the public library.

You may want to review both skills in subtask 3.4 before allowing students to access information, in order to avoid overcrowding in the reference sections of the library. You could ask the grade 5 students to search for books, while the grade 6 students browse through the encyclopaedias. After a certain amount of time students can switch locations.

Discuss with the teacher-librarian the possibility of allowing small groups (of four to five students) to visit the library for various research needs. A class trip to a public library may be an option.

If students do not have access to a highlighter for subtask 3.5, they can shade in or underline the relevant information using a coloured pencil or marker.

Provide each student with a copy of the biography rubric before they begin their research.

Teacher Reflections

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

425 mins

Description

In this subtask, students will apply research skills presented in a previous subtask to complete a variety of activity cards. It will allow students to continue to develop time-management skills as they will be able to choose the order in which they complete the activities, and work at their own paces. Students will complete five activities within a ten day period.

Grade 5 activities will include: recognizing Canadian citizen's rights and responsibilities, how to become a Canadian citizen, structure of Canadian government, and different forms of government.

Grade 6 students will: locate relevant information about Canada's exports and imports, research Canada's role in peace keeping, APEC, and the United Nations.

Students will be encouraged to be collaborative contributors who work effectively as interdependent team members.

Catholic Graduate Expectations

CGE 4c - takes initiative and demonstrates Christian leadership.

CGE 4e - sets appropriate goals and priorities in school, work and personal life.

CGE 4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Expectations

- 5z26 A • describe the functions and interactions of different levels of government in Canada;
- 6z21 A • describe the ways in which Canada is connected to the rest of the world through trade;
- 6z29 A – describe Canada's involvement in the Commonwealth, Francophonie, Organization of American States (OAS), and Asian Pacific Economic Community (APEC);
- 6z33 A – use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations;
- 6z34 A – formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., Canada's connections to its major trading partners);
- 6z35 A – locate relevant information about Canada's exports and imports from a variety of primary sources (e.g., interviews, field trips, classroom speakers) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 6z46 A – identify countries to which Canada has contributed assistance (e.g., aid, peacekeeping);
- 6z47 A – demonstrate an understanding of the possible reasons for the presence of Canadian peacekeepers in other countries;
- 5z28 A • describe how immigrants become Canadian citizens.

Groupings

Students Working Individually (copied)
 Students Working In Small Groups (copied)

Teaching / Learning Strategies

Learning Centres (copied)
 Independent Study (copied)

Assessment

Observe and make anecdotal notes on the following.

- Do students remain on task?
- Do students work independently?
- Do students budget their time effectively?
- Do students use the tracking sheet effectively?

A student self-assessment is used (**BLMs 4.1c and 4.1d**) to encourage self-awareness.

A teacher check list (**BLM 4.2**) is used to assess individual work habits.

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

425 mins

- 5z29 A – identify the structure of Canada’s federal government;
- 5z31 A – identify the connections among the three levels of government (i.e., local, provincial, federal);
- 5z32 A – identify the characteristics of different systems of government (e.g., democracy, dictatorship, monarchy);
- 5z35 A – demonstrate an understanding of the rights of Canadians, including those specified in the Charter of Rights;
- 5z36 A – demonstrate an understanding that for every right (e.g., the right of democratic governance) there is a responsibility (e.g., the responsibility to vote);
- 5z37 A – describe how immigrants apply for citizenship and become Canadian citizens;
- 6z41 A – use time zones to identify time differences among trading partners.
- 6z39 A – create sketch maps to show the relative positions of places (e.g., location of trading partners);

Assessment Strategies

- Observation
- Performance Task
- Self Assessment

Assessment Recording Devices

- Anecdotal Record
- Checklist

Teaching / Learning

4.1 Activities Overview - Whole Class - 15 minutes

In this subtask the students work individually to complete five independent activities.

Review the following with the students.

They must complete five activities over a period of about ten days.

They can work in small groups, or with a partner, but each student completes each activity.

Activities, as outlined in **Blackline Master: Activities Instructions Cards - Grade 5 (BLM 4.1a)**, and **Blackline Master: Activities Instructions Cards - Grade 6 (BLM 4.1b)** may be completed in any sequence, except for grade 5, activity 4, which needs to precede activity 5.

The students will keep track of which activities are completed on **Blackline Master: Grade 5 Student Tracking Sheet and Self-Assessment (BLM 4.1c)**, and **Blackline Master: Grade 6 Student Tracking Sheet and Self-Assessment (BLM 4.1d)**

Discuss where resources can be accessed. Some support resources have been attached. See Blackline Masters 4.1e through 4.1n (Answers for 4.1n may be found at www.un.org).

Grade Groups

Working with one grade at a time, go over the activity cards in detail, clarify any expectations, and suggest specific resources that will help them complete the activities.

Throughout the research period of this unit, it is necessary to group the students for lessons on specific topics to reinforce or extend concepts. The number of lessons required will be evident through conferences and ongoing observations of students as they complete the tasks.

4.2 Work in Progress - Whole Class - 400 min.

At the start of each day discuss any expectations for the day and address any problems the students may be having with activities.

As the students are working at the centres:

- circulate and help as needed
- conduct individual conferences
- teach mini-lessons as required

Canada and the World**Canadian Government & Trading Partners An Integrated Unit for Grade 5/6**

425 mins

- assess communication of required knowledge and learning skills using **Blackline Master: Activity Centres Teacher Checklist (BLM 4.2)**

4.3 Sharing Research - 10 min.

After 10 days, have students share any points of interest found in their research within a whole-class setting.

At this point students complete the appropriate self-assessment Blackline Master.

Ask students to place activities to be used in the culminating activity in their folders.

Adaptations

See notes in unit Overview for general adaptations.

Allow more time for the completion of activities.

Reduce the number of activities to be completed.

Provide more pictorial type books.

Level 1 and Level 2 learners can work with a partner (a Level 3 learner).

Resources

	4.1a Activities Instructions Cards - Gr. 5	4.1a Activities Cds. Gr. 5.cwk
	4.1b Activities Instructions Cards - Gr. 6	4.1b Activities Cds. Gr. 6.cwk
	4.1c Gr. 5 Student Tracking Sheet and Self-Assessment	4.1c Tracking Sheet .cwk
	4.1d Gr. 6 Student Tracking Sheet and Self-Assessment	4.1d Gr. 6 Tracking Sheet .cwk
	4.1e Activity #1 Right or Responsibility	4.1e Activity #1.cwk
	4.1g United Nations Rights of the Child	4.1g UN Rights of Child.cwk
	4.1h Activity #2 Citizenship Interview	4.1h Activity #2.cwk
	4.1i Activity #3 Structure of the Canadian Government	4.1i Activity #3.cwk
	4.1j Activity #3 The Structure of the Canadian Government-Answer Key	4.1j Activity #3 Answer.cwk
	4.1k Activity #4 Similarities and Differences	4.1k Activity #4.cwk
	4.1l Marketing	4.1l Marketing .cwk
	4.1n United Nations Worksheet	4.1n UN Worksheet .cwk
	4.1p Lester B. Pearson Fact Sheet	4.1p Lester B. Pearson.cwk
	4.2 Activity Centres Teacher Checklist	4.2 Act.Cent.Tch.Checklist.cwk

Canada and the World**Canadian Government & Trading Partners** An Integrated Unit for Grade 5/6425 mins

**Citizenship and Immigration Canada
(Copied)****United Nations****Notes to Teacher**

The students require access to many resources to complete these activities. They should be able to access the information that they require with the experiences of the previous subtask. Some students may need to use the library and this may need to be pre-arranged with the teacher-librarian.

Teacher Reflections

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 210 mins

Description

Through an interactive activity of assembling a jigsaw puzzle, students will understand the extent and complexity of their relationships with others. They will use a variety of problem-solving and interpersonal skills to achieve a common goal.

Grade 5 - students will extend the concept of interaction to how the different levels of government interact. They will research the responsibilities of different levels of government.

Grade 6 - students will extend the concept to examine Canada's involvement with other countries. They will research Canada's trading partners and Canada's involvement in international organizations.

The information gathered will be used in subsequent subtasks.

Catholic Graduate Expectations

CGE 3d - makes decisions in light of gospel values with an informed moral conscience.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Expectations

- 5z31 A – identify the connections among the three levels of government (i.e., local, provincial, federal);
- 5z34 A – identify services provided by the federal government (e.g., national defence);
- 5z39 A – identify current political leaders (local, provincial, and federal);
- 5z40 A – demonstrate an understanding of the significance of Canada's official buildings and symbols (e.g., Parliament Buildings, Peace Tower, the Speaker's Mace).
- 5z41 A – use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations;
- 5z43 A – locate relevant information about the electoral process from primary sources (e.g., interviews, field trips, eyewitness speakers) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 5z44 A – sort and classify relevant information to test hypotheses and make comparisons;
- 5z45 A – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine services provided by the different levels of government);
- 6z21 A • describe the ways in which Canada is connected

Groupings

- Students Working As A Whole Class
- Students Working In Pairs
- Students Working Individually

Teaching / Learning Strategies

- Collaborative/cooperative Learning (copied)
- Brainstorming
- Research

Assessment

Observe and make anecdotal notes on the following.

- Do students remain on task?
- Do students budget their time effectively?
- Have students researched their topics thoroughly?
- Is the information presented relevant?

A self/group-assessment and teacher checklist (**BLM 5.2f**) is used to encourage self-awareness and to assess learning skills.

The Facts About BLMs are assessed for accuracy.

Canada and the World**Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 210 mins**

- to the rest of the world through trade;
- 6z23 A • describe Canada's connection to the United States and at least one country from another region of the world.
- 6z24 A – identify some of Canada's major trading partners (e.g., countries in Europe, Pacific Rim, Central America, South America);
- 6z25 A – demonstrate an understanding of the different connections Canada shares with its trading partners;
- 6z26 A – identify products that Canada imports (e.g., fruit, vegetables, chemicals, motor vehicles) and exports (e.g., newsprint, grain, timber, natural gas);
- 6z27 A – identify the countries to which Canada exports goods (e.g., United States, Japan, United Kingdom, Germany, other European countries, former U.S.S.R.);
- 6z33 A – use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations;
- 6z35 A – locate relevant information about Canada's exports and imports from a variety of primary sources (e.g., interviews, field trips, classroom speakers) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);
- 6z43 – describe how sharing of goods and culture between Canada and other countries can influence the lifestyles of Canadians;
- 6z44 A – describe influences Canada has on other countries (e.g., through the arts, technology, sports, literature, media);
- 6z48 A – identify other contributions Canada makes to the global community (e.g., satellites, fibre optics, telecommunications).

Assessment Strategies

Performance Task
Observation

Assessment Recording Devices

Checklist
Anecdotal Record

Teaching / Learning**5.1 The Puzzle Analogy - 135 min.**

In this activity, the students use a puzzle analogy to further their understanding of what a government is and how it works.

Small Grade-Groups

Have the students work in small combined-grade groups to complete a jigsaw puzzle.

Whole Class

When the puzzle (or a portion of the puzzle) is complete, the students share:

- different ways they worked together to complete the puzzle (i.e., equal participation, one person taking charge)
- different problem-solving strategies they used (i.e., sorting by colour, inside pieces, outside pieces, working from inside out etc.)
- how they resolved any disputes.

Comparing Puzzles and Government

Canada and the World**Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 210 mins**

From this discussion, lead the students to understand that the puzzle and the act of assembling the jigsaw puzzle can be compared to Canada and how Canada is governed.

a) The puzzle and government:

- the puzzle has many pieces and government has many components
- each puzzle piece is different and each level of government is different
- the components fit/work together to create a whole entity

b) The act of completing the puzzle and how Canada is governed:

- people have specific roles and duties
- people work together to accomplish tasks
- people use different strategies to complete tasks

Reflection

Have students reflect on this experience and write more comparisons, their thoughts and feelings, and how they contributed to the activity.

Have the grade 6 students begin this activity while you continue, as outlined below, with the grade 5 students.

Canadian Government - Grade 5

Write the following aspects of government on the board and discuss how the different aspects fit together to make one entity—the Government of Canada.

Aspects:

- Canada has three levels of government
- each level of government has a leader (prime minister, premier, mayor)
- you are represented at each level of government
- the federal government services provides specific services
- Canada's government has official buildings and chooses symbols to represent Canada

Using available resources, have the each student complete a fact sheet, **Blackline Master: Facts About - Grade 5 (BLM 5.1a)**, about these aspects.

Assess the sheets for accuracy.

Canada's Trading Partners - Grade 6

Write the following aspects of Canadian importing and exporting, and discuss how the different aspects fit together to make one entity—Canada's interaction with other countries.

Aspects:

- Canada needs to import goods
- Canada needs to export goods
- Canada imports specific goods form other countries
- Canada exports specific goods to other countries
- Canada contributes more than goods to the world
- Canada is connected to the United States through media, trade, culture, technology, immigration, tourism

Using available resources, have the each student complete a fact sheet, **Blackline Master: Facts About - Grade 6 (BLM 5.1b)**, about these aspects.

Assess the sheets for accuracy.

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 210 mins

5.2 Creating a Puzzle - Whole Class - 45 min.

Using the puzzle (according to **BLM 5.2a, BLM 5.2b, BLM 5.2c, BLM 5.2d, and BLM 5.2e**), have each student depict one of the above aspects (according to grade level) on one puzzle piece. Have students select their aspects by rotating through the list of aspects so that each aspect is depicted at least once.

Have the pieces assemble to make a puzzle for each grade. (A variety of pieces have been provided to accommodate any number of students in the grade. Other puzzle templates can be used).

Assemble each puzzle and display them on a bulletin board or wall for future reference.

Once the jigsaw puzzle has been assembled on a bulletin board, allow small groups of students to visit the displays to note any missing information and revise their fact sheets accordingly. Ask students to place this fact sheet in their folders for later use in the culminating activity.

A self/group-assessment and teacher checklist is used to assess this activity.

5.3 Reflection - 30 min.

Have each student compose a prayer of thanks for the many good things our country has to offer.

Adaptations

See notes in unit Overview for general adaptations.

Resources

- | | | |
|---|---|--------------------------------|
|  | 5.1a Facts About - Gr. 5 | 5.1a Facts About.cwk |
|  | 5.1b Facts About - Gr. 6 | 5.1b Facts About.cwk |
|  | 5.2a Jigsaw Puzzle Piece | 5.2a Jigsaw Puzzle Piece 1.cwk |
|  | 5.2b Jigsaw Puzzle Border Piece 1 | 5.2b Border Piece 1.cwk |
|  | 5.2c Jigsaw Puzzle Border Piece 2 | 5.2c Border Piece 2.cwk |
|  | 5.2d Jigsaw Puzzle Corner Piece 1 | 5.2d Corner Piece 1.cwk |
|  | 5.2e Jigsaw Puzzle Corner Piece 2 | 5.2e Corner Piece 2.cwk |
|  | 5.2f Group Assessment and Rating Scale | 5.2f Assessment.cwk |
|  | Canada Votes: How We Elect Our Government (Copied) | Granfield, Lina |
|  | Government Information Services | |
|  | Government of Canada | |

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 210 mins

-  **Education World**
-  **Peacekeepers**
-  **United Nations**
-  **Canadian Made**
-  **Statistic Canada**
-  **Elections Canada**
-  **Elections Ontario**
-  **Symbols of Canada**
-  **jigsaw puzzle** 1
-  **chart paper - 2 per class**
-  **marker**
-  **construction paper** 1
-  **bristol board or manilla tag board**

Notes to Teacher

This subtask integrates Language and Religion.

Five to six jigsaw puzzles are required for the activity in subtask 5.1, depending on the number of students in your class. Ask students to bring in jigsaw puzzles from home or perhaps borrow them from other classes in your school. The jigsaw puzzles need not be complex. Ensure appropriateness of the item/scene depicted.

Please note:

When the students are completing their puzzle, ensure that an equal number of horizontal and vertical puzzle pieces are completed, otherwise the puzzle may not connect properly or the information will appear upside down when the pieces are assembled.

To avoid errors in orientation of puzzle pieces, have students write their names on the Blackline Master in the direction in which the puzzle piece is to be completed. Ask them to cut out the puzzle piece only when it is completed.

Jigsaw puzzle border pieces and corner pieces can serve as a frame around the puzzle or can be filled in by students. (Keep in mind the appropriate orientation of the puzzles pieces.)

BLM 5.1a is used by grade 5 students and BLM 5.1b is used by grade 6 students.

Teacher Reflections

Description

In this subtask the students will examine a variety of magazines in small groups, in order to identify common characteristics. They will make a chart identifying characteristics of: editorials, advertisements, articles, cartoons, and illustrations.

You will guide the students as they develop their own understanding of how these components of the magazine are structured.

Each student will write a magazine article related to one of their grade's topics. It will be accompanied by an illustration. For example, the student might write an editorial and draw a cartoon, or create an illustration and write a human interest article.

Catholic Graduate Expectations

CGE - a self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.

CGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

Expectations

- 5z27 A • identify and describe the electoral process;
- 5z36 A – demonstrate an understanding that for every right (e.g., the right of democratic governance) there is a responsibility (e.g., the responsibility to vote);
- 5z35 A – demonstrate an understanding of the rights of Canadians, including those specified in the Charter of Rights;
- 6z22 A • identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;
- 6z39 A – create sketch maps to show the relative positions of places (e.g., location of trading partners);
- 6z40 A – use shading/colour to indicate variations in characteristics (e.g., resources, agriculture, climate);
- 6z45 A – describe the influences of other countries on contemporary Canada;

Groupings

Students Working As A Whole Class
 Students Working In Small Groups
 Students Working Individually

Teaching / Learning Strategies

Brainstorming
 Collaborative/cooperative Learning
 Writing Process

Assessment

The editorial will be assessed using the class-designed checklist/rating scale.

Criteria will include:

- evidence of viewpoint;
- logical presentation of position;
- conclusion.

The articles are assessed using the attached rubrics.

Other magazine components are assessed using the class-created checklists.

Assessment Strategies

Observation
 Performance Task

Assessment Recording Devices

Anecdotal Record Rubric

Teaching / Learning

Strategies are provided for teaching a number of parts of a magazine. If fewer parts are assigned, the lessons can be reduced. Also, these lessons can be taught during the language block throughout the unit. They have been collected in this subtask to make it easier for you to identify which parts and lessons you want to include.

6.1 Identifying Parts of a Magazine

Teacher-directed - Whole Class

The students brainstorm the types of things they may find in a magazine. Direct the discussion to include editorials, biographies, cartoons, letters to the editor, advertisements, articles, and covers.

Small Combined-Grade Groups - Independent

In small groups, have the students look through a magazine and pick out the different features. They create a chart that describes each feature they identify. Headings could include Feature and Description. E.g., Editorial - an article that presents the viewpoint of the editor or publisher of the magazine.

Teacher-directed - Whole Class

Once the groups have viewed the magazine, the whole class compares charts to ensure everyone understands all the components of a magazine. Display these charts in the classroom for the remainder of the unit as a reminder to the students.

Share a Catholic magazine or newspaper with the class in order to more clearly identify how Catholic values can be integrated.

6.2 Editorials

Writing an Editorial - Teacher-directed - Whole Class

The following teacher-directed lesson gives the students practise writing an editorial. They then independently write an editorial.

Have the students read both an editorial and a news article from a newspaper. Lead them through a comparison of the two. Compare the two styles and discuss how the editorial is a personal opinion written by the editor and is usually designed to send a message about something the editor feels strongly about, whereas a news article is supposed to be the objective reporting of the facts of a story.

- Put a sample editorial on an overhead and have the students examine it to find out what viewpoint is being presented. Discuss how the writer tries to present this viewpoint in a logical and comprehensive manner.
- Choose an issue on which the students could take a strong position (e.g., recess should be 10 minutes longer). Discuss several points the students can make to defend this position.
- Have the students write draft editorials on the issue.
- In small groups, have the students share their drafts.
- As a class, review the features of an editorial, and create a checklist or rating scale to assess the following individual editorials.

Writing an Editorial - Individual - Independent

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 120 mins

Assign the students to write editorials for their magazines.

Each grade 5 student chooses an issue related to Canadian government. They decide what viewpoint they want to present about the issue and write an editorial.

Each grade 6 student chooses an issue related to either Canada's trading partners, Canada's place in the Commonwealth, or Canada's place in the United Nations. They decide what viewpoint they want to present about the issue and write an editorial.

The editorials will be included in their magazines when they assemble them.

The rating scale is used to assess the editorials.

6.3 Articles

Writing An Article - Teacher-directed - Whole Class

The following teacher-directed lesson gives students practise writing an article. They then independently write an article.

- Put a sample article on an overhead and have the students examine it to find out what information is being presented. Discuss how the writer tries to present this information in a logical and comprehensive manner.
- Choose an issue on which the students could write a story (e.g., safety in the schoolyard). Discuss several points the students could make.
- Have the students write draft articles on the issue.
- In small groups, have the students share their drafts.
- As a class, review the features of an article and create a checklist or rating scale to assess the following individual article.

Individual - Independent

Instruct students that they now have to write their own articles, as well as develop their own cartoons. Grade 6 students will also create a world map. You can provide the students with a world map and have them copy it and write a legend shading particular regions. You may need to provide the students with an outline and then model how to plan the article and begin writing. The map and cartoon work can be integrated into an art lesson.

Grade 5 students are asked to write an article that focuses on a campaign for an election and the need to encourage Canadians to use their right to vote. Brainstorm with students what they feel an election campaign needs to be successful. Ask them to imagine how they would get the votes of their classmates if they were running for class president.

Grade 6 students are asked to write an article about Canada's relationship with the United States, as well as the ties to Japan. The students need to research some of these ties, or you can provide them with some point form notes. The students are asked to discuss some of the geographic and cultural features of those countries, and include in their articles a world map showing the different countries by using shading. They are also asked to include the influences they feel these different countries and cultures have on their daily lives here in Canada.

6.4 Letter to the Editor

Writing A Letter to the Editor - Teacher-directed - Whole Class

The following teacher-directed lesson gives the students practice writing a letter to the editor.

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 120 mins

They then write a letter to the editor independently.

- a) Put a sample letter on an overhead and have the students examine it to find out what information is being presented. Discuss how the writer tries to present this information in a logical and comprehensive manner.
- b) Choose an issue on which the students can write a letter (e.g., garbage in the schoolyard). Discuss several points the students may make.
- c) Have the students write draft letters on the issue.
- d) In small groups, have the students share their drafts.
- e) As a class, review the features of a letter and create a checklist or rating scale with which to assess the following individual letter.

Individual - Independent

The students are then asked to write a letter to the editor of their own.
Grade 5 students focus on an issue such as federal elections or citizenship.
Grade 6 students focus on world aid or Canada and its trading partners.

Use the class-created checklist to assess the letter.

6.5 News Cartoon

Drawing a Cartoon - Teacher-directed - Whole Class

The following teacher-directed lesson gives students practice drawing a cartoon. They then independently draw a cartoon.

- a) Put a sample cartoon on an overhead and have the students examine it to find out what is being depicted and what are the attributes that make it a cartoon.
- b) Choose a topic on which the students may make a cartoon (e.g., recess time).
- c) Have the students draw cartoons on the issue.
- d) In small groups, have the students share their cartoons.
- e) Whole Class - review the features of a cartoon and create a checklist or rating scale to be used to assess the following individual cartoon.
- f) Provide a collection of news cartoons from magazines and newspapers. Discuss the topics of the cartoons and how the cartoonist has depicted a specific viewpoint on the topic in a humorous way.

Drawing a cartoon - Individual - Independent

Instruct the students to draw a cartoon. The grade 5 theme is famous Canadians. The grade 6 theme is trade.

Use the class created checklist to assess the cartoon.

Adaptations

Resources



Grade 5 Right to Vote Article



Grade 6 Canada and its Trading Partners Article

Parts of a News Magazine

Subtask 6

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6 120 mins

	Macleans Magazine	
	Macleans	
	Western Catholic Reporter	
	Catholic Register	
	markers	4
	chart paper	4

Notes to Teacher

Teacher Reflections

Description

In this subtask the teacher will place students into their groupings for the culminating task.

The students will begin to plan their own publications using the chart completed in the previous subtask as a point of reference. They will make decisions in terms of grade appropriate content to be included in their magazines, and complete the Blackline Master outline provided, that will be submitted to the teacher for assessment.

Catholic Graduate Expectations

CGE 3d - makes decisions in light of gospel values with an informed moral conscience.

CGE 5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Expectations

- 5e1 • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- 5e6 • produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);
- 6e1 • communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);
- 6e2 • use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);
- 6e5 • produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);
- 6e6 • produce media texts using writing and materials from other media (e.g., create a web page publicizing a cycling club);

Groupings

- Students Working As A Whole Class
- Students Working In Pairs

Teaching / Learning Strategies

- Advance Organizer
- Conferencing
- Discussion
- Direct Teaching

Assessment

Assessment Strategies

- Conference
- Observation
- Performance Task

Assessment Recording Devices

- Anecdotal Record
- Checklist

Teaching / Learning

7.1 Planning a News Magazine

In this subtask the students use the knowledge acquired in the previous subtask, and build on it to expand and plan their magazines.

Ask the students to view the charts created in the previous subtasks and their task assignment sheets.

Planning the Magazine & Presentation

Subtask 7

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

80 mins

Then, in pairs, have them begin outlines for their own magazines.

Guide the students through the process by having them examine the components that they have created and collected in their folders and create a draft table of contents. Conference with the students at this point in the process.

Encourage grade 5 students to include symbols of Canada throughout their magazines. Grade 6 students can add symbols of Canada's international presence, such as the United Nations.

The students should have in their unit folders the following resources: an editorial, a cartoon or illustration, an advertisement, a biographical article, a current article. Using these, they should be able to assemble their magazines.

Conference with each student at different stages to ensure they are on task. Use **Blackline Master: Grade 5 Task Assignment (BLM 8.1a)** and **Blackline Master: Grade 6 Task Assignment (BLM 8.1b)**, to help keep track of student completion of the required components.

7.2 Persuasive Speaking

Explain to the students that when they present their magazines they are going to be trying to persuade the council to publish them. Have the students practice by forming into groups of four, and then giving them topics. Have the students speak for one minute each on a given topic, and then discuss why the speech is persuasive and how it can be more so.

Adaptations

Resources



Macleans Magazine



Macleans



Globe and Mail

Notes to Teacher

Teacher Reflections

Description

In this culminating task, the students are working for a news magazine publishing company. The Council of Canada has commissioned the publishing company to create a news magazine that will promote public knowledge about Canada. The grade 5 students will create a magazine about Canadian government, and the grade 6 students will create a magazine about Canada's place in the world.

The magazine will be designed for distribution to Catholic elementary schools and will deal with current events. It will include: a table of contents, an editorial, a letter to the editor, two news articles, illustrations, and advertisements. The front cover will include the title, an illustration, publisher name, price, and date.

Students may work with a partner, but each student will prepare a magazine and present it to the Council of Canada for acceptance and distribution to elementary schools.

The magazines will be presented to the Council of Canada to be published and become Canada's latest school news magazine designed specifically for the Catholic elementary school.

Assessment will include checklists to ensure that magazines are complete and have all required materials and rubrics, as well as self-assessment checklists and anecdotal comments.

All of the completed magazines will become part of the school's periodical library for use by other students.

Catholic Graduate Expectations

CGE 4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 2c - presents information and ideas clearly and honestly and with sensitivity to others.

CGE 4a- demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.

CGE 7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just,

Expectations

- 5z28 • describe how immigrants become Canadian citizens.
- 5z37 – describe how immigrants apply for citizenship and become Canadian citizens;
- 5z40 A – demonstrate an understanding of the significance of Canada's official buildings and symbols (e.g., Parliament Buildings, Peace Tower, the Speaker's Mace).
- 5z47 – compare Canada's system of government with other systems of government found around the world;
- 6z41 A – use time zones to identify time differences among trading partners.
- 6z44 – describe influences Canada has on other countries (e.g., through the arts, technology, sports, literature, media);
- 6z46 – identify countries to which Canada has contributed assistance (e.g., aid, peacekeeping);

Groupings

Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Discussion
Expressing Another Point Of View
Role Playing

Assessment

Assessment Strategies

Classroom Presentation
Performance Task
Questions And Answers (oral)

Canada and the World**Canadian Government & Trading Partners An Integrated Unit for Grade 5/6****90 mins**

- 6z47 – demonstrate an understanding of the possible reasons for the presence of Canadian peacekeepers in other countries;
- 5z30 A – demonstrate an understanding of the components of the federal government (e.g., House of Commons, Cabinet, Senate);
- 5z42 A – formulate questions to facilitate the gathering and clarifying of information on specific topics (e.g., the relationships among the three levels of government);
- 5z41 A – use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations;
- 5z48 A – research ways in which the three levels of government work together (e.g., in responding to natural disasters).
- 6z22 A • identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;
- 6z24 A – identify some of Canada’s major trading partners (e.g., countries in Europe, Pacific Rim, Central America, South America);
- 6z33 A – use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations;
- 6z39 A – create sketch maps to show the relative positions of places (e.g., location of trading partners);
- 6z42 – identify outstanding contributions of Canadians from various backgrounds to the global community through dance, sports, music, literature, art, science, and technology;

Assessment Recording Devices

Rubric
Checklist
Anecdotal Record

Teaching / Learning**8.1 Presentation to the Council of Canada**

The day of the Council gathering has arrived. Each student should have his or her completed magazine ready to share with the group. The students are formed into a council with you as the chairperson. Each student should have a copy of the criteria checklist for the magazine.

Each student presents his or her magazine, and criteria is checked to ensure the students have followed all the guidelines. Encourage audience members to ask at least one constructive question about the content of the magazine.

Each partnership is asked to complete a self-evaluation checklist.

Once all pairings have presented it may be appropriate to hold a celebration of the launch of Canada's newest magazines. The celebration can take the form of a prayer celebration to celebrate and thank God for Canada and all its many gifts. It is also suggested that the magazines be displayed in the school library so

they can become a resource for the following year.

Adaptations

Resources



Grade 5 Magazine Rubric Student Version



Grade 5 Magazine Rubric



Grade 6 Magazine Rubric Student Version



Grade 6 Magazine Rubric



8.1a Grade 5 Task Assignment

8.1a Grade 5 Task.cwk



8.1b Grade 6 Task Assignment

8.1b Grade 6 Task .cwk

Notes to Teacher

Teacher Reflections

Appendices

Canada and the World

Canadian Government & Trading Partners

Resource List:
Black Line Masters:
Rubrics:
Unit Expectation List and Expectation Summary:

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6



Rubric

- | | |
|---|------|
| <input type="checkbox"/> Biography Research Rubric
2
The Grade 6 communication expectations 6z 38 could also be assessed on using this rubric. We were able to select only 5 expectations. | ST 3 |
| <input type="checkbox"/> Grade 5 Magazine Rubric
2 | ST 8 |
| <input type="checkbox"/> Grade 5 Magazine Rubric Student Version
2 | ST 8 |
| <input type="checkbox"/> Grade 5 Right to Vote Article
2
Rubric for the Grade 5 Article about political campaigns and the need to vote. | ST 6 |
| <input type="checkbox"/> Grade 6 Canada and its Trading Partners Article
2
Rubric for the Grade 6 article on Canada and it's relationship with Japan and the U.S. | ST 6 |
| <input type="checkbox"/> Grade 6 Magazine Rubric
2 | ST 8 |
| <input type="checkbox"/> Grade 6 Magazine Rubric Student Version
2 | ST 8 |



Blackline Master / File

- | | |
|---|------|
| <input type="checkbox"/> 2.1a Letter to Parents - Grade 5
2.1a Letter to Par. Gr5.cwk | ST 2 |
| <input type="checkbox"/> 2.1b Letter to Parents - Grade 6
2.1b Letter to Par. Gr6.cwk | ST 2 |
| <input type="checkbox"/> 2.2a Venn Diagram
2.2a Venn Diagram .cwk | ST 2 |
| <input type="checkbox"/> 2.2b Venn Diagram - Teacher Version
2.2b Venn Diagram Teacher .cwk | ST 2 |
| <input type="checkbox"/> 3.1a Famous Canadians
3.1a Famous Canadians.cwk | ST 3 |
| <input type="checkbox"/> 3.1b Catholic Values and Positive Attributes
3.1b Catholic Values .cwk | ST 3 |
| <input type="checkbox"/> 3.2a A Biography of Terry Fox
3.2a Biography -Terry Fox.cwk | ST 3 |
| <input type="checkbox"/> 3.2b Components of a Biography
3.2b Biography Components .cwk | ST 3 |
| <input type="checkbox"/> 3.3 How to Surf for Information
3.3a Surf for Information.cwk | ST 3 |
| <input type="checkbox"/> 3.4 Biography Checklist
3.6 Biography Checklist.cwk | ST 3 |
| <input type="checkbox"/> 3.5 Biography Presentations Chart
3.7 Biography Pres.cwk | ST 3 |
| <input type="checkbox"/> 4.1a Activities Instructions Cards - Gr. 5
4.1a Activities Cds. Gr. 5.cwk | ST 4 |
| <input type="checkbox"/> 4.1b Activities Instructions Cards - Gr. 6
4.1b Activities Cds. Gr. 6.cwk | ST 4 |
| <input type="checkbox"/> 4.1c Gr. 5 Student Tracking Sheet and Self-Assessment
4.1c Tracking Sheet .cwk | ST 4 |
| <input type="checkbox"/> 4.1d Gr. 6 Student Tracking Sheet and Self-Assessment
4.1d Gr. 6 Tracking Sheet .cwk | ST 4 |
| <input type="checkbox"/> 4.1e Activity #1 Right or Responsibility
4.1e Activity #1.cwk | ST 4 |
| <input type="checkbox"/> 4.1g United Nations Rights of the Child
4.1g UN Rights of Child.cwk | ST 4 |
| <input type="checkbox"/> 4.1h Activity #2 Citizenship Interview
4.1h Activity #2.cwk | ST 4 |
| <input type="checkbox"/> 4.1i Activity #3 Structure of the Canadian Government
4.1i Activity #3.cwk | ST 4 |
| <input type="checkbox"/> 4.1j Activity #3 The Structure of the Canadian Government-Answer Key
4.1j Activity #3 Answer.cwk | ST 4 |
| <input type="checkbox"/> 4.1k Activity #4 Similarities and Differences
4.1k Activity #4.cwk | ST 4 |
| <input type="checkbox"/> 4.1l Marketing
4.1l Marketing .cwk | ST 4 |

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

<input type="checkbox"/> 4.1n United Nations Worksheet 4.1n UN Worksheet .cwk	ST 4		
<input type="checkbox"/> 4.1p Lester B. Pearson Fact Sheet 4.1p Lester B. Pearson.cwk	ST 4		Print
<input type="checkbox"/> 4.2 Activity Centres Teacher Checklist 4.2 Act.Cent.Tch.Checklist.cwk	ST 4	<input type="checkbox"/> A collection of newspapers, news magazines and magazines	Unit
<input type="checkbox"/> 5.1a Facts About - Gr. 5 5.1a Facts About.cwk	ST 5	<input type="checkbox"/> Bible	ST 1
<input type="checkbox"/> 5.1b Facts About - Gr. 6 5.1b Facts About.cwk	ST 5	<input type="checkbox"/> Bibles	ST 3
<input type="checkbox"/> 5.2a Jigsaw Puzzle Piece 5.2a Jigsaw Puzzle Piece 1.cwk	ST 5	<input type="checkbox"/> Canada Votes: How We Elect Our Government (Copied) Granfield, Lina 1550742507	ST 5
<input type="checkbox"/> 5.2b Jigsaw Puzzle Border Piece 1 5.2b Border Piece 1.cwk	ST 5	<input type="checkbox"/> Guiding Readers and Writers Grades 3-6 Irene C. Fountas, Gay Su Pinnell ISBN 0-325-00310-6 Publisher: Heinemann	Unit
<input type="checkbox"/> 5.2c Jigsaw Puzzle Border Piece 2 5.2c Border Piece 2.cwk	ST 5		
<input type="checkbox"/> 5.2d Jigsaw Puzzle Corner Piece 1 5.2d Corner Piece 1.cwk	ST 5	<input type="checkbox"/> Improvisation: Learning Through Drama (Copied) Booth, David, Lundy, Charles J. 0-7747-1211-2 -contains a variety of interactive games and activities -contains suggestions for integration with language and physical education programs	ST 3
<input type="checkbox"/> 5.2e Jigsaw Puzzle Corner Piece 2 5.2e Corner Piece 2.cwk	ST 5		
<input type="checkbox"/> 5.2f Group Assessment and Rating Scale 5.2f Assessment.cwk	ST 5		
<input type="checkbox"/> 8.1a Grade 5 Task Assignment 8.1a Grade 5 Task.cwk	ST 8	<input type="checkbox"/> Information Studies published by Ontario School Library Association 1999	ST 3
<input type="checkbox"/> 8.1b Grade 6 Task Assignment 8.1b Grade 6 Task .cwk	ST 8	<input type="checkbox"/> Macleans Magazine Canadian political magazine	ST 6
		<input type="checkbox"/> Macleans Magazine Canadian political magazine	ST 7
		<input type="checkbox"/> May We be One Born in the Spirit, Catechetical Program Year 5 0-88997-389-X Born in the Spirit, Catechetical Program Year 5, Teacher's Manual	ST 1
		<input type="checkbox"/> May We be One 0-88997-389-X Born in the Spirit, Catechetical Program Year 5, Student Text	ST 3
		<input type="checkbox"/> The Canadians (Series) Fitzhenry & Whiteside Ltd. 1-55041-463-1 A collection of short biographies on famous Canadians. Each biography can be ordered separately.	ST 3
		<input type="checkbox"/> You Shall Be My Witness Born in the Spirit, Catechetical Program Year 6 Born in the Spirit, Catechetical Program Year 6, Student Text	ST 1
		<input type="checkbox"/> You Shall Be My Witness Born in the Spirit, Catechetical Program Year 6, Student Text	ST 3

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6



Media

- Dictionary of Canadian Biography** ST 3
Millennium Bureau of Canada/National Post/Hollinger Inc./ Historica
-biographies on famous Canadians (1000-1920)
- Macleans Magazine** ST 2
Political magazine
- May We be One** ST 1
Born in the Spirit, Catechetical Program Year 5
Born in the Spirit, Catechetical Program Year 5 Audio Tape
- OWL** ST 2
Childrens magazine
- Sports Illustrated For Kids** ST 2
Childrens Magazine
- The Globe and Mail** ST 2
Newspaper
- The Toronto Star** ST 2
Newspaper
- With Flying Colours: A Classroom Kit on Canadian Symbols** Unit
Canadian Heritage
ISBN 0-662-25189-X



Website

- Atlas** Unit
<http://www.atlapedia.com>
-contains full colour physical and political maps as well as key facts and statistics on countries of the world
- Canadian Made** ST 5
<http://www.canadianmade.com>
-products made in Canada
- Catholic Register** ST 6
<http://www.catholicregister.org/>
- Citizenship and Immigration Canada (Copied)** ST 4
<http://www.cic.gc.ca>
- Education World** ST 5
<http://www.education-world.com>
- Elections Canada** ST 5
<http://www.elections.ca>
- Elections Ontario** ST 5
<http://www.electionsontario.on.ca>
- Encyclopedia Britannica** ST 3
<http://www.britannica.com>
-contains the complete, updated Encyclopedia Britannica, plus articles from 70 magazines such as Newsweek
- Famous People** ST 3
<http://www.3.sympatico.ca/taniah/Canada/>
- Globe and Mail** ST 2
<http://globeandmail.com>
- Globe and Mail** ST 7
<http://globeandmail.com>
- Government Information Services** ST 5
<http://infoservice.gc.ca>
- Government of Canada** ST 3
<http://www.pco-bcp.ca>
- Government of Canada** ST 5
<http://canada.gc.ca>
- Macleans** ST 2
<http://www.macleans.ca>
Macleans magazine online.
- Macleans** ST 6
<http://www.macleans.ca>
Macleans magazine online.
- Macleans** ST 7
<http://www.macleans.ca>
Macleans magazine online.
- Peacekeepers** ST 5
<http://www.cdnpeacekeeping.ns.ca>
- Statistic Canada** ST 5
<http://www.statcan.ca>
- Symbols of Canada** ST 5
<http://www.pch.gc.ca/ceremonial/-/symb/>

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

<input type="checkbox"/> The Canada Page http://www.thecanadapage.org	ST 3	<input type="checkbox"/> markers 4 per class	ST 6
<input type="checkbox"/> Toronto Star http://torstar.com	ST 2	<input type="checkbox"/> masking tape - one per class	ST 3
<input type="checkbox"/> United Nations http://www.un.org	ST 4	1 per class	
<input type="checkbox"/> United Nations http://www.unac.org	ST 5	<input type="checkbox"/> overhead marker - one per class per class	ST 3
<input type="checkbox"/> Western Catholic Reporter http://www.wcr.ab.ca/ A Catholic Newspaper website for teacher use.	ST 6	<input type="checkbox"/> overhead transparency - one per class (Copied) per class	ST 3
		<input type="checkbox"/> scissors - one per group	ST 3



Material

<input type="checkbox"/> bristol board or manilla tag board -to make templates for BLM 4.2a, 4.2b, 4.2c, 4.2d	ST 5
<input type="checkbox"/> chart paper 1 per group	ST 3
<input type="checkbox"/> chart paper 4 per class	ST 6
<input type="checkbox"/> chart paper - 2 per class per class	ST 5
<input type="checkbox"/> chart paper - one per group per group	ST 1
<input type="checkbox"/> chart paper - one per group	ST 3
<input type="checkbox"/> chart paper - two per class per class	ST 3
<input type="checkbox"/> coloured marker - one per group per group	ST 1
<input type="checkbox"/> construction paper 1 per person -to be used for BLM 4.2 a, 4.2b, 4.2c and 4.2d	ST 5
<input type="checkbox"/> construction paper - one per student (Copied)	ST 1
<input type="checkbox"/> hat or bag - two per class per class	ST 3
<input type="checkbox"/> highlighter or coloured pencil - one/person (Copied) per person	ST 3
<input type="checkbox"/> jigsaw puzzle 1 per group	ST 5
<input type="checkbox"/> lined paper - one per person 1 per person	ST 3
<input type="checkbox"/> maker 1 per group	ST 3
<input type="checkbox"/> marker per class	ST 5



Equipment / Manipulative

<input type="checkbox"/> Chart Paper per class	ST 2
<input type="checkbox"/> Constuction Paper per person	ST 2
<input type="checkbox"/> Markers per group	ST 2
<input type="checkbox"/> overhead projector 1 per class	ST 3

Date

Dear Parents,

Our grade 5 students are currently engaged in a unit of study where they are looking at the three levels of Canadian government, as well as their rights and responsibilities as Canadian citizens.

As a culminating task, the students are to pretend that they are working for a news magazine publishing company. They will also pretend that the Council of Canada has commissioned a publishing company to create a news magazine that will promote public knowledge about Canada.

The magazine will be designed for distribution to Catholic elementary schools and will deal with current events. It will include: a table of contents, an editorial, a letter to the editor, two news articles, illustrations, and advertisements. The front cover will include the title, an illustration, publisher name, price, and date.

The students will work with a partner, but each student will prepare a magazine and present it to the Council of Canada for acceptance and distribution to elementary schools.

The grade 5 magazines will demonstrate a knowledge of the various aspects of Canadian government. They will allow the students to express the knowledge they have amassed about how governments are elected, the rights and responsibilities of Catholic Canadian citizens, as well as prominent political figures from the past. Within the magazine, students will be expected to include advertisements and illustrations that demonstrate knowledge of Canada's official symbols and buildings. The magazine will be the end result of many weeks of work.

Thank you for your continued support.

Yours sincerely,

Date

Dear Parents,

Our grade 6 students are currently engaged in a unit of study where they are looking at the interactions between Canada and its trading partners.

As a culminating task, the students will pretend to be working for a news magazine publishing company. They will also pretend that the Council of Canada has commissioned a publishing company to create a news magazine that will promote public knowledge about Canada.

The magazine will be designed for distribution to Catholic elementary students and will deal with current events. It will include: a table of contents, an editorial, a letter to the editor, two news articles, illustrations, and advertisements. The front cover will include the title, an illustration, publisher name, price, and date.

The students will work in pairs, but each student will prepare a magazine and present it to the Council of Canada for acceptance and distribution to elementary schools.

The grade 6 magazines will deal with the relationship between Canada and its trading partners. They will also highlight Canada's place in the Commonwealth and the United Nations. In addition, the magazine will feature a selection of Canadians who have made significant contributions to Canada's place in the world. Within the magazine students will be expected to include advertisements and illustrations that demonstrate an understanding of distinguishing features of the United States and a country outside of North America. The magazine will be the end result of many weeks work.

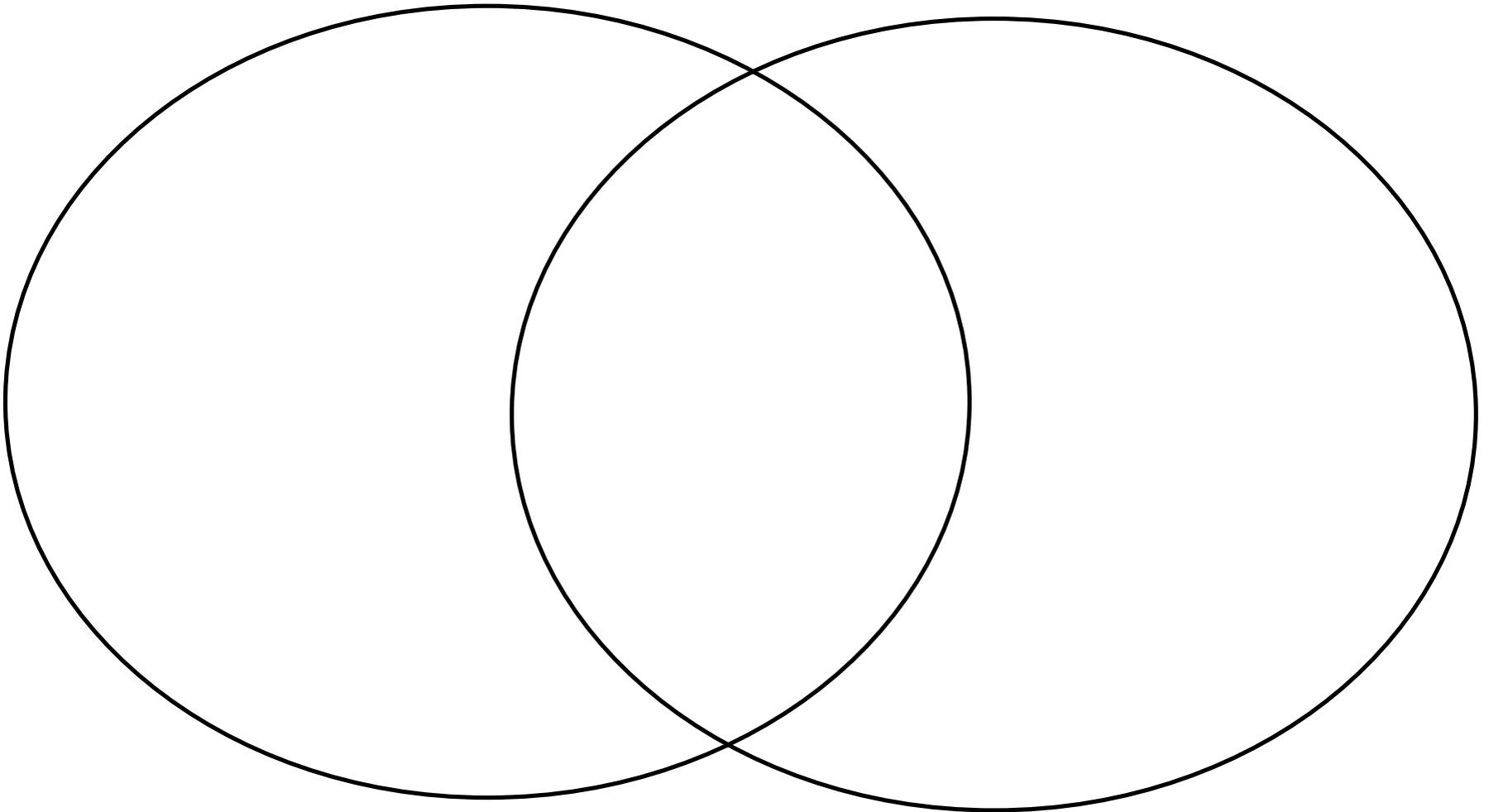
Thank you for your continued support.

Yours sincerely,

VENN DIAGRAM

MAGAZINE

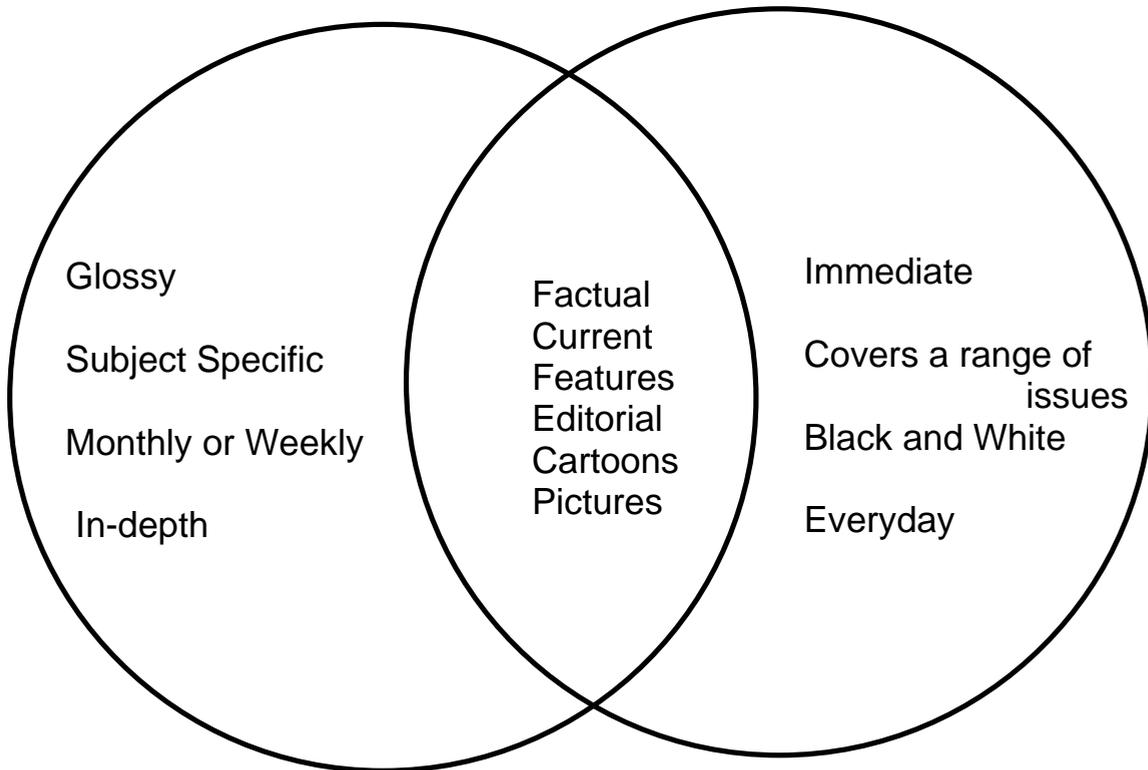
NEWSPAPER



VENN DIAGRAM

MAGAZINE

NEWSPAPER



Famous Canadians

Sir John A. Macdonald	Sir Wilfred Laurier	Jean Chrétien
Joseph Clark	John G. Diefenbaker	W.L. Mackenzie King
Alexander Mackenzie	Lester B. Pearson	John N. Turner
Pierre E. Trudeau	Brian Mulroney	Louis S. St. Laurent
Sir John J.C. Abbott	Beverly Campbell	Sir Charles Tupper
Pierre Burton	Laura Secord	Terry Fox
Foster Hewitt	Timothy Eaton	Nellie McClung
Lorne Greene	David Suzuki	Alexander Graham Bell
Anne Murray	Wayne Gretzky	Tom Thompson
Emily Carr	Lucy Maud Montgomery	Robert Munsch

Catholic Values and Positive Attributes

A. Review Matthew 5.1-12 in the Bible. List five examples of Gospel values.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

B. Write four words that describe a characteristic that an individual can possess that allows them to contribute to Canadian society in a positive manner.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

C. Which of the positive attributes listed above do you feel is most important? Why?

Name: _____

Date: _____

A Biography on Terry Fox

Terrance Stanley Fox was born in Winnipeg, Manitoba in 1958, and was raised in Port Coquitlam, British Columbia, a community on Canada's west coast. As a teenager, he participated in many sports and studied kinesiology at Simon Fraser University. When he was eighteen, Terry came to a crossroad in his life.

In 1977, Terry was diagnosed with a form of bone cancer called osteogenic sarcoma. As a result of this terrible illness, his right leg was amputated just above the knee. While he was recovering, he decided to raise funds for cancer research, with the hope of increasing public awareness of the suffering caused by cancer. He would take his cause across Canada and run through towns and cities on his new prosthesis.

Terry convinced the Canadian Cancer Society to help sponsor his run. At first, he could only run short distances because he was not accustomed to his new artificial limb, but his commitment to finding a cure for cancer encouraged him. After fourteen months of training, he was ready to begin his run.

On April 12, 1980, Terry started his "Marathon of Hope" in St. John's, Newfoundland. For the next five months Terry ran an average of 43 kilometres per day as the entire nation watched and cheered him.

Unfortunately, on September 1, Terry had to stop his campaign after having completed two-thirds of his run across Canada. The cancer had returned and had spread to his lungs. He returned home for treatments but lost his battle with cancer on June 28, 1981, one month before his 23rd birthday. Terry's dream was still realized, however, as the Marathon of Hope raised \$24 million for cancer research.

Terry has been honoured in many ways - the Order of Canada, a postage stamp, the Terry Fox Memorial, and a movie are just a few examples. His greatest legacy is the Terry Fox Run, that to date has raised approximately \$270 million for cancer research.

Components of a Biography

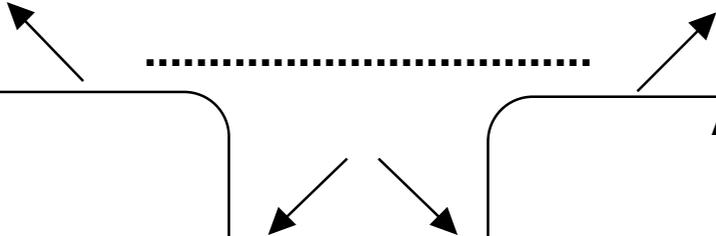
Personal Facts

Events

All about

Setbacks

Achievements



How to Surf for Information

Follow the steps below to help you find the name of three famous Canadians that you know.

Step 1  In the address box, type the name of the search engine, Yahoo.

Address	http://www.ca.yahoo.com/
---------	--------------------------

Step 2  Press the ENTER key.

Step 3  In the search box, type: famous Canadians.

famous Canadians	Search
------------------	--------

Step 4  Press the SEARCH key.

Step 5  Click on: Web Directory: Canadians Among Us

Step 6  Below, record the names of three famous Canadians that you recognize from the list on the computer screen.

Step 7  Pat yourself on the back. You have successfully completed this activity.

Biography Checklist

Name: _____

A Biography on _____

Due date: _____

I obtained information from the following resources:

- | | |
|--|--|
| <input type="checkbox"/> the Internet | <input type="checkbox"/> non-fiction books |
| <input type="checkbox"/> encyclopaedia | <input type="checkbox"/> other |

My biography contains information about the individual's: _____

- | | |
|--|--|
| <input type="checkbox"/> personal facts | <input type="checkbox"/> special events |
| <input type="checkbox"/> setbacks | <input type="checkbox"/> personal achievements |
| <input type="checkbox"/> reflection on Catholic values | |

I have used the following research skills:

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> highlighting | <input type="checkbox"/> point form notes |
| <input type="checkbox"/> summarizing | |

I have submitted all research notes and a complete biography.

Student Signature: _____

Date: _____

Biography Presentations

Name	Personal Facts	Events	Setbacks	Contributions

Activity #1: Right or Responsibility (grade 5)

As Canadians, we have many rights as described in *Canada's Charter of Rights and Freedoms 1982*, but with every right there is a responsibility.

1. Find the definitions of both words (right, responsibility) in the dictionary so that you understand clearly what each word means.
2. Using a copy of *Canada's Charter of Rights and Freedoms 1982*, complete the worksheet "Right or Responsibility" (BLM 4.1e).
3. Read "The United Nations Rights of the Child" (BLM 4.1g) and write a reflection on the responsibilities associated with these rights.

Activity #2: Becoming a Canadian Citizen (grade 5)

Ms. Josephine Borden is a landed immigrant and has been living in Canada for several years. She enjoys the freedom and multitude of opportunities Canada offers. Through hard work and dedication, she has been able to find employment, make a down payment on a house, and purchase a car. Josephine has no intention of returning to her native land. Since she now considers Canada home, she would like to become a Canadian citizen.

Do the following:

1. Using the various resources from Immigration Canada, research the necessary steps Josephine Borden would have to take in order to become a Canadian citizen.
2. Write a interview between Ms. Borden and an immigration officer. Write at least five questions and answers. Use BLM 4.1h.

(grade 5)

Activity #3: The Structure of the Canadian Government

The Canadian government consists of three levels of government:

- federal
- provincial
- municipal

Use various resources to research and complete the different components of the three levels of government using the worksheet “The Structure of the Canadian Government” (BLM. 4.1i).

On a separate sheet of paper, identify one way in which the three levels of government work together.

(Adapted from “Canadians Working Together” CCC, 1999)

Activity #4: Systems of Government (Grade 5)

1. Find the definition of the following forms of government in the dictionary: democracy, dictatorship, monarchy.
2. Record the similarities and differences between Canada's government and one of the following countries:

China
Japan
Iraq
Libya

England
Monaco
Cuba
Netherlands

Use the "Similarities and Differences Chart" (BLM 4.1k).

(Adapted from "Canadians Working Together" CCC, 1999)

Activity #5: Systems of Government Reflections (Grade 5)

Pretend that you are Mr. Ty Lenall, a grade five teacher. Indoor routines on rainy days give you headaches because of the constant disputes between your students over a favourite board game. How will you solve this problem so that your headaches do not escalate to migraines?

Consider the following:

1. Review the characteristics of the various forms of government (monarchy, dictatorship, democracy) from Activity #4.
2. As a leader of the classroom, how could Mr. Ty Lenall “govern” his students so that his headaches do not become migraines? Consider Mr. Ty Lenall as a monarch or a democratic leader. Explain, making reference to the characteristics of one form of government of your choice.

Activity #1: Peacekeeping (grade 6)

As Canadians, we are often ranked foremost in peacekeeping around the world. Lester B. Pearson, a famous Canadian prime minister, was instrumental in beginning the peacekeeping tradition.

1. Research Canada's role in peacekeeping and write a paragraph about Canadian peacekeepers.
2. Research the life and accomplishments of Lester B. Pearson. (Use the information card BLM 4.1p.)

Activity #2: World Aid (grade 6)

There are three different types of nations in the world: developed, developing, and Third World. As Christians we believe we should help our neighbours. The government of Canada has a similar policy.

Do the following:

1. Using the various resources from the Canadian Government International Aid reports, describe ways that Canada offers aid.
2. Think of a foreign aid fundraiser in which your school could participate.
Decide where the funds or supplies should go and why. For example, used shoes for Guatemala or blankets for India.

Activity #3: Trade (grade 6)

Imagine you have invented the latest and greatest toy and you wish to market your product worldwide.

What considerations must you make?

For example: Use an atlas to identify different time zones. Describe how these affect when you might telephone potential buyers.

Use BLM 4.1l to help you develop and market your product overseas.

Activity #4: The United Nations (grade 6)

1. Research the definition of the United Nations.
2. Identify some of the roles of the UN in the world and some of its member nations. (Use an encyclopedia or the United Nations website to assist you.)
Use an atlas to locate these nations.
3. Complete the worksheet BLM 4.1n.

Activity #5: APEC (grade 6)

APEC (Asian Pacific Economic Community) is an economic community which facilitates trade agreements among member nations.

Imagine you are the finance minister for a small country that seeks to become a member. Write a letter to your prime minister outlining all the benefits of belonging to such an organization.

Grade 5 Activities Student Tracking Sheet

Name: _____

Enter the date as you complete each activity.

ACTIVITY	TITLE	DATE
Activity #1	Right or Responsibility	
Activity #2	Becoming a Canadian Citizen	
Activity #3	The Structure of the Canadian Government	
Activity #4	Systems of Government	
*Activity #5	Systems of Government Reflections	

***Complete Activity #5 only after you have completed Activity #4.**

Self-assessment

Read each statement carefully. Reflect on your learning and choose one of the options below to represent the amount of effort you put into your work.

Satisfactory	Good	Very Good	Excellent
--------------	------	-----------	-----------

I completed each activity thoroughly.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I remained on task during the independent work period.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I completed each activity independently.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I proofread all my work.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

My written work is neat.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

My activities are organized (date, titles), and are submitted in sequential order.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Grade 6 Activities Student Tracking Sheet

Name: _____

Enter the date as you complete each activity.

ACTIVITY	TITLE	DATE
Activity #1	Peacekeeping	
Activity #2	World Aid	
Activity #3	Why do we Trade?	
Activity #4	The United Nations	
Activity #5	APEC	

Self-assessment

Read each statement carefully. Reflect on your learning and choose one of the options below to represent the amount of effort you put into your work.

Satisfactory	Good	Very Good	Excellent
--------------	------	-----------	-----------

I completed each activity thoroughly.

I remained on task during the independent work period.

I completed each activity independently.

I proofread all my work.

My written work is neat.

My activities are organized (date, titles), and are submitted in sequential order.

Right or Responsibility

A. Write whether each is a “right” or “responsibility” after each statement.

1. Paul told the principal that two of his classmates had deliberately broken the their classroom window.
2. The Dawsons are moving to another province.
3. All citizens should obey Canadian laws.
4. All Canadian citizens should vote whenever there is an election.
.....
5. A Canadian citizen can attend a public school or Catholic school.
.....

B. Complete the statements by writing the responsibility associated with the following rights of Canadians.

1. Canadian citizens have the right to freely use public services such as parks and arenas; however,
2. Canadians citizens have the right to live in a clean environment; however,
.....
3. Once they are adequately licensed, Canadian citizens have the right to drive a car; however,
4. Canadian citizens have the right to leave and enter Canada whenever they want; however,
5. Canadian citizens have the right to associate with whomever they want; however,

United Nations Rights of the Child

Children everywhere have the right to ...

Affection, love, and understanding

Adequate nutrition and medical care

An education

Full opportunity for play and recreation

A name and nationality

Special care if handicapped

Priority for relief in time of disaster

Learn to be useful members of society
and to develop individual abilities

Be brought up in a spirit of peace
and universal brotherhood

Enjoy these rights, regardless of race, colour,
sex, religion, and national or social origin

Citizenship Interview

Write at least five questions an immigration officer might ask Josephine Borden in order to determine if she meets the requirements to become a Canadian citizen. Write how you think Josephine might reply to these questions.

Immigration Officer:

Ms. Borden: _____

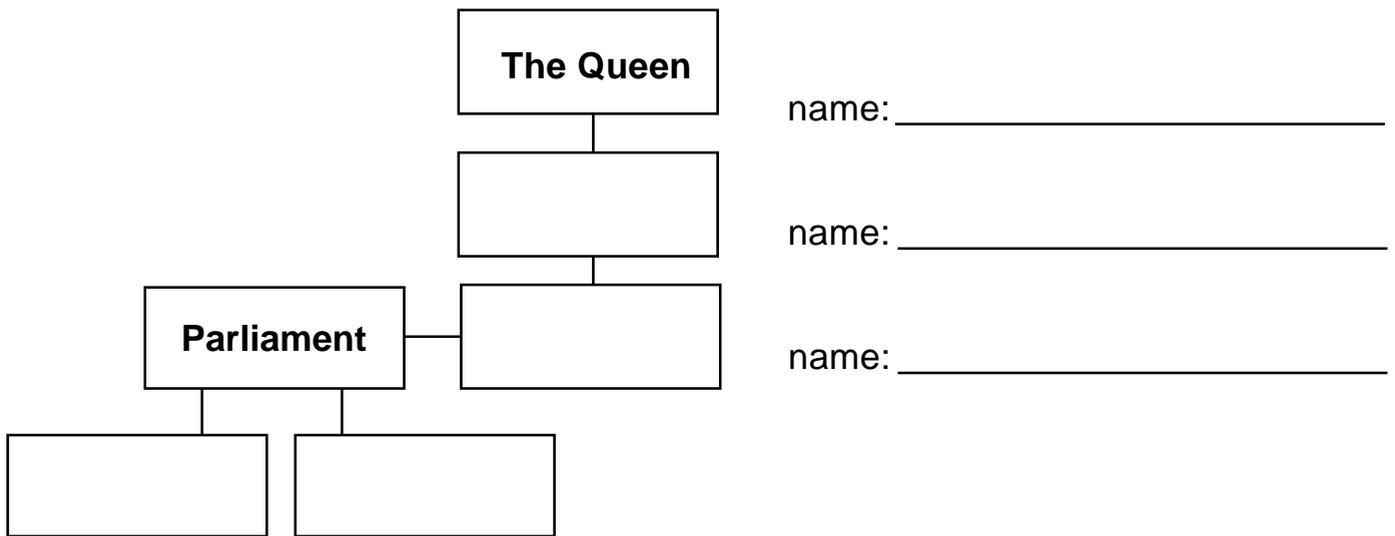
Immigration Officer:

Ms. Borden: _____

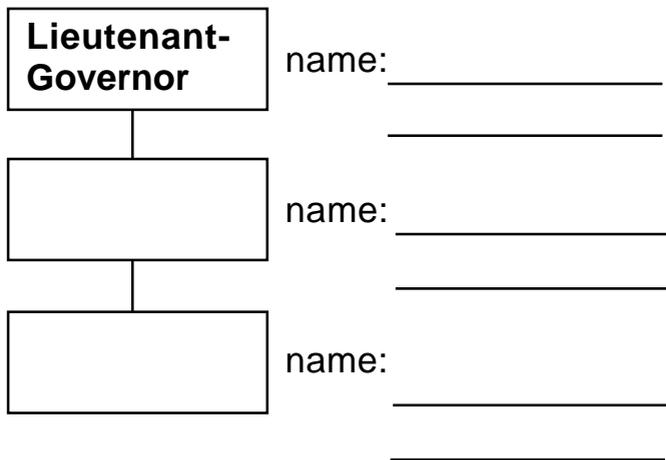
The Structure of the Canadian Government

1. Fill in the boxes with each aspect of the Canadian government.
2. Give the name of the person who currently holds each position where appropriate (e.g., Prime Minister: Jean Chrétien).

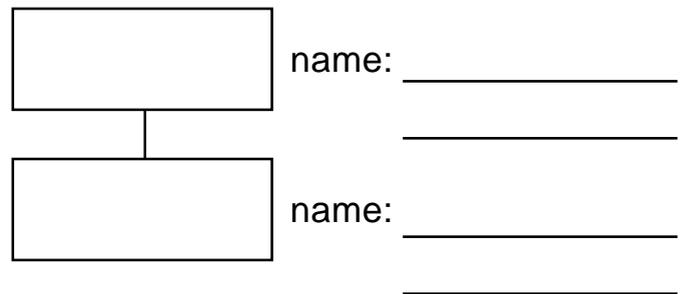
The Federal Government of Canada



The Provincial Government



The Municipal Government



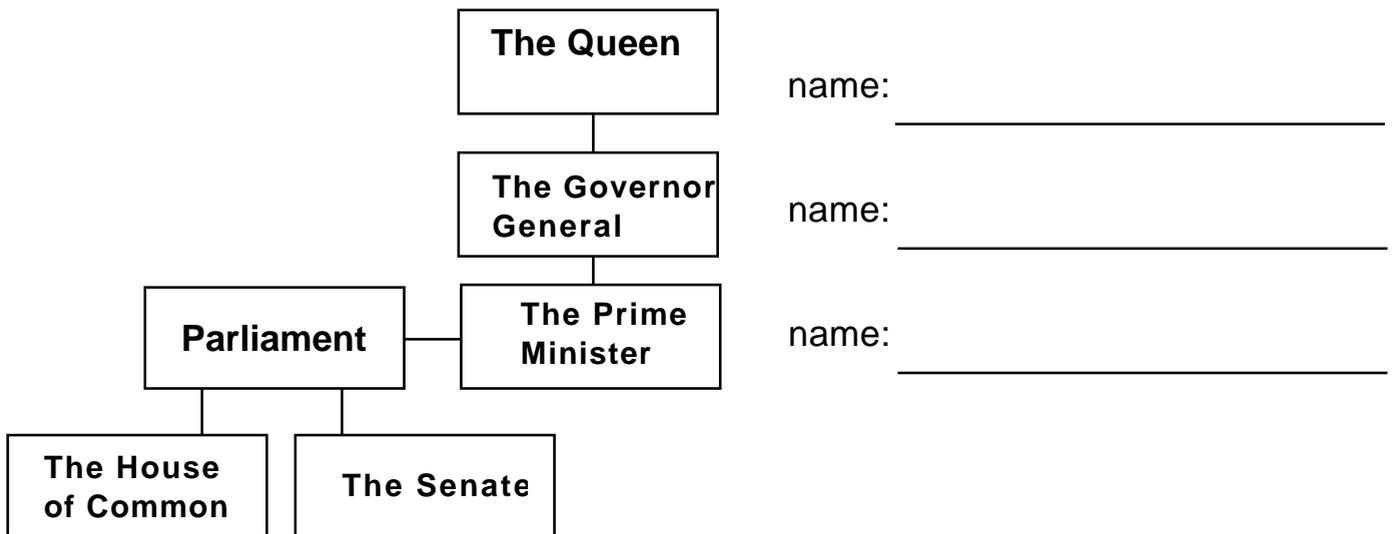
(Adapted from "Canadians Working Together" CCC, 1999)

The Structure of the Canadian Government

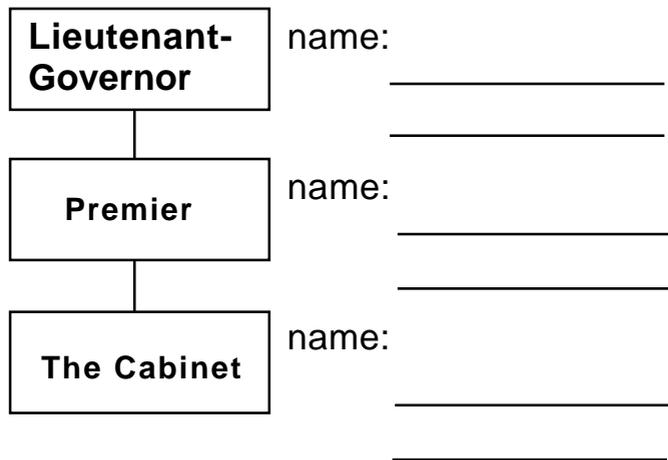
(Answer Key)

1. Fill in the boxes with each aspect of the Canadian government.
2. Give the name of the person who currently holds each position where appropriate, (e.g., Prime Minister: Jean Chrétien.)

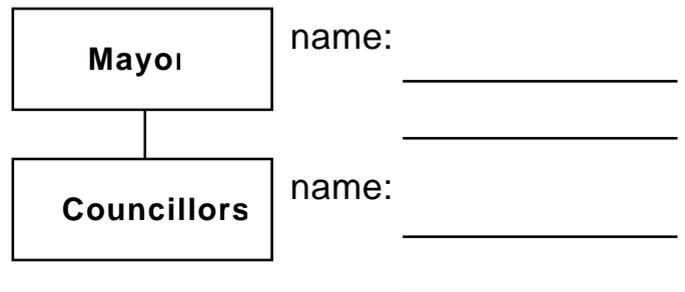
The Federal Government of Canada



The Provincial Government



The Municipal Government



(Adapted from "Canadians Working Together" CCC, 1999)

Similarities and Differences between Canada's and _____'s Governments

Similarities of Both Governments	Differences	
	Canada's Government	_____ 's Government

(Adapted from "Canadians Working Together" CCC, 1999)

Wonder Product

Name of product:

What is it used for?

Draw a picture of your product.

Write a paragraph about why your product would be of assistance to people worldwide.

Which of Canada's trading partners might buy your product?

United Nations Worksheet

1. Who devised the name United Nations?
2. What event related to the United Nations happened on January 1, 1942?
3. When did the United Nations officially come into existence?
4. How many member states were there originally?
5. What is the role of the United Nations?
6. When is United Nations Day?
7. Is the United Nations a world government?
8. With what kinds of things does the UN assist?
9. Write a paragraph about what you feel the purpose of having an organization like the United Nations is.

Lester B. Pearson Fact Sheet

Lester B. Pearson was Prime Minister of Canada from 1963 to 1968. He was the leader of the Liberal party from 1958 to 1968.

Born: April 23, 1897, Newton Brook, Ontario.

Education: University of Toronto, B.A., 1919. Oxford University (scholarship), England, B.A. in Modern History, 1923, M.A., 1925.

Marriage: Maryon Moody (1902-1991) in 1925.
One son and one daughter.

Lieutenant in the Canadian Army Medical, 1914-1917.

Pearson had begun schooling at the University of Toronto in 1913, but left at the outbreak of World War I to enlist. He worked for two years as a medical orderly in a military hospital in Salonika.

Flying Officer in the Royal Flying Corps, 1917-1918.

Pearson trained as a pilot at an air training school in Hendon, England. He survived an airplane crash during his first flight but, ironically, was hit by a London bus during a blackout and was sent home as an invalid to recuperate.

History lecturer at the University of Toronto, 1923-1928.

Department of External Affairs, 1928-1948.

Pearson proved himself to be a natural diplomat. He was hard-working and was quick to digest and understand complex issues.

Pearson was easygoing and friendly. This charm quickly earned him the respect and trust of virtually every national leader he encountered. The secret to his success as a diplomat was realizing that any successful compromise must spare all parties involved from any humiliations, and he used his congeniality to disarm hostile negotiators and turn them into friends.

First Secretary at the Canadian High Commission in Britain, 1935-1941.

Moved to the Canadian Embassy in Washington DC, 1942.

Canadian Ambassador to the United States, 1945-1946.

Attended the founding conference of the United Nations.

Under-Secretary of State for External Affairs, 1946, where he played a key role in Canada's joining NATO (North American Treaty Organization).

Chairman of the NATO Council, 1951-1952.

President of the United Nations General Assembly, 1952-1953, where he attempted to resolve the Korean conflict.

Professor and Chancellor at Carleton University, 1969-1972.

Author.

Died: December 27, 1972, in Ottawa, Ontario. Buried in Maclaren Cemetery, Wakefield, Quebec.

Political Career

Constituencies: Algoma East, Ontario, 1948-1968.

To advance to the next logical step from Deputy Minister of External Affairs to Minister of External Affairs, Pearson had to enter politics. He won his seat in the House of Commons for Algoma East and served in the cabinet for Prime Minister Louis St. Laurent.

Minister of External Affairs, 1948-1957.

In 1956, the French and British were pitted against the Egyptians over the Suez Canal during the Suez Crisis, threatening to plunge the world into yet another war. Pearson met with the United Nations and proposed a peacekeeping force comprising soldiers from all nations be set-up. The force would be installed into hostilities to oversee any ceasefires and would supervise the withdrawal of any combatants from the war-zones. The UN readily agreed upon the proposal and the first United Nations peacekeeping force, led by Canadian troops, entered the Suez conflict and brought it to a successful end.

Winner of the Nobel Prize for Peace, 1957, for his efforts in creating the United Nations peacekeeping force.

Leader of the Opposition, 1958-1963.

Liberal Party Leader, 1958-1968, after St. Laurent retired as prime minister.

Pearson won a minority government in 1963 and tried to win a majority government in 1965. The attempt failed and Pearson continued with support from the New Democratic Party (NDP) and the Social Credit Party.

Royal Commission on Bilingualism and Biculturalism, 1963, leading to a bilingual civil service.

Created the Canada Pension Plan, 1965.

Signed the Canada-United States Automotive Agreement Pact, 1965.

Unveiled Canada's new national flag, 1965.

Universal medicare for all Canadians, 1966.

Oversaw Canada's centennial celebrations, 1967, making Canadians aware of their great heritage.

Pearson had a knack for recognizing talent and ability in people. Three future prime ministers were all members of Pearson's cabinet in 1965 (Pierre Trudeau, John Turner, and Jean Chrétien).

Pearson retired from politics in 1968 at the age of 71. He returned to the academic world, lecturing on Canadian foreign relations at Carleton University in Ottawa.

Meanwhile, he wrote his memoirs before his death in 1972.

Facts About

Three Levels of Government:

Government Leaders:

My Three Representatives:

Federal Government Services:

Canada's Office Buildings:

Symbols of Canada:

Facts About

Canada Needs to Import Goods Because:

Canada Needs to Export Goods Because:

Canada Imports Goods from Other Countries:

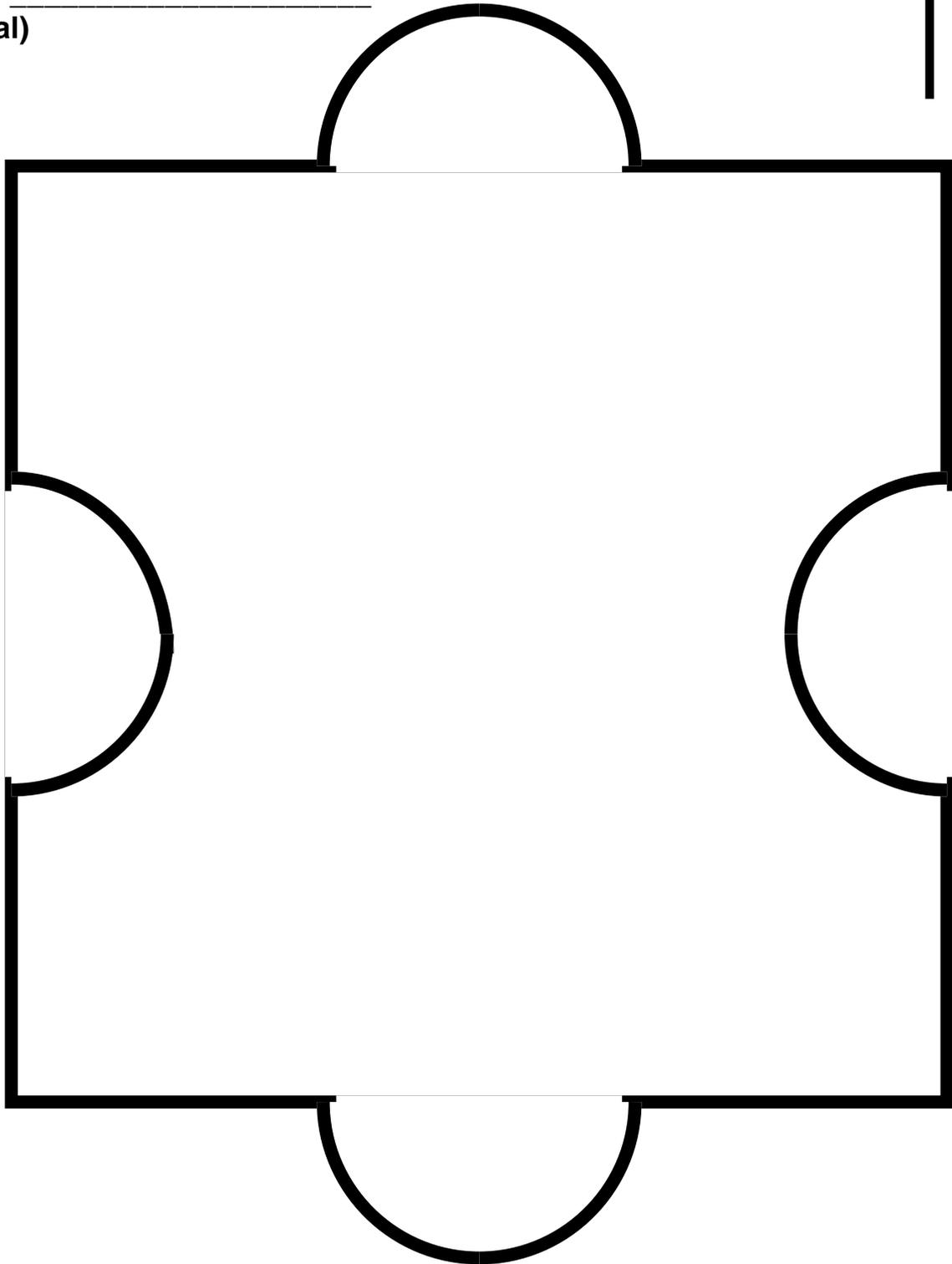
Canada Exports Goods to Other Countries:

Canada Contributes More Than Goods to the World:

How We Are Connected to the United States:

Jigsaw Puzzle Piece

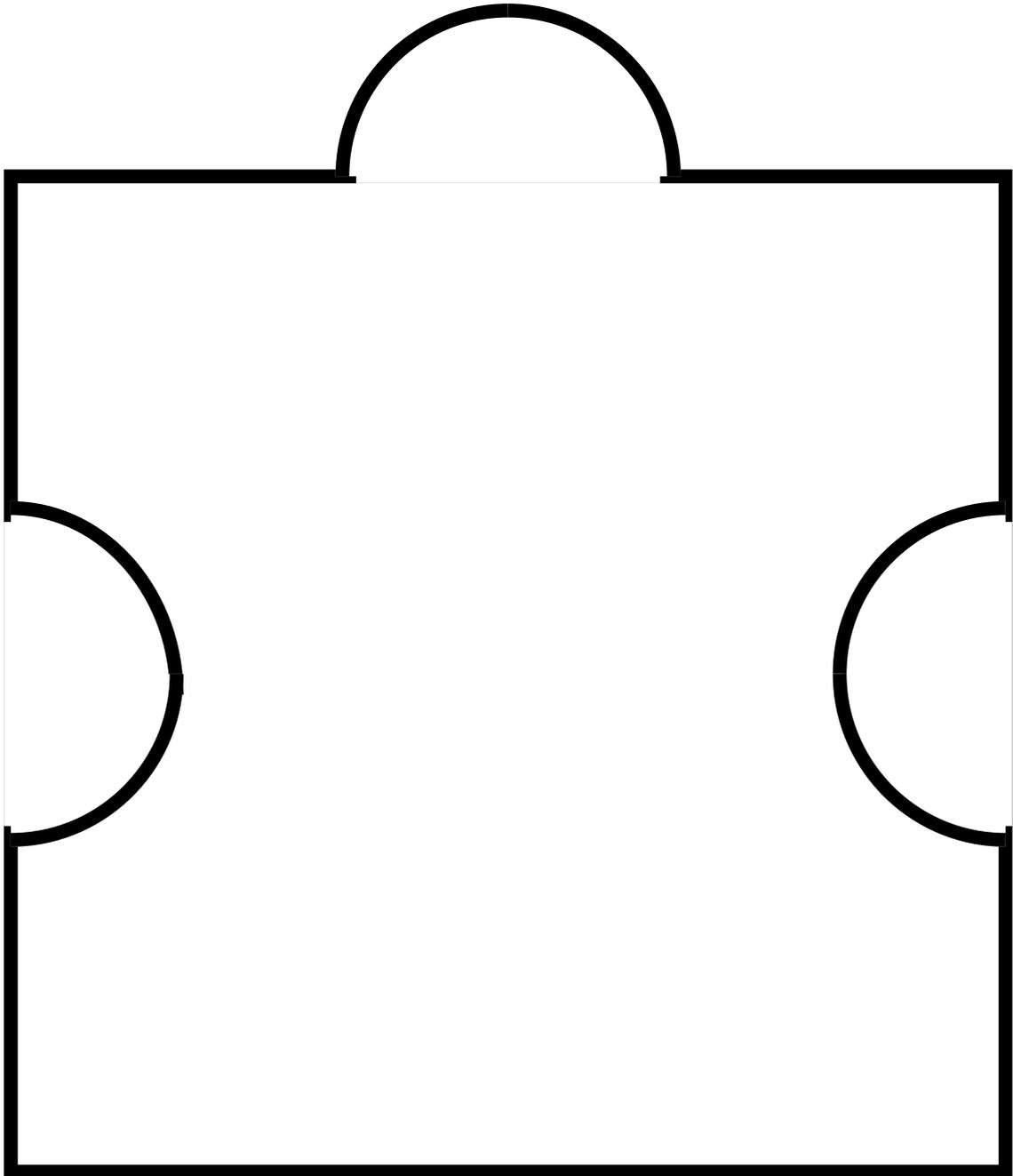
Name: _____
(Vertical)



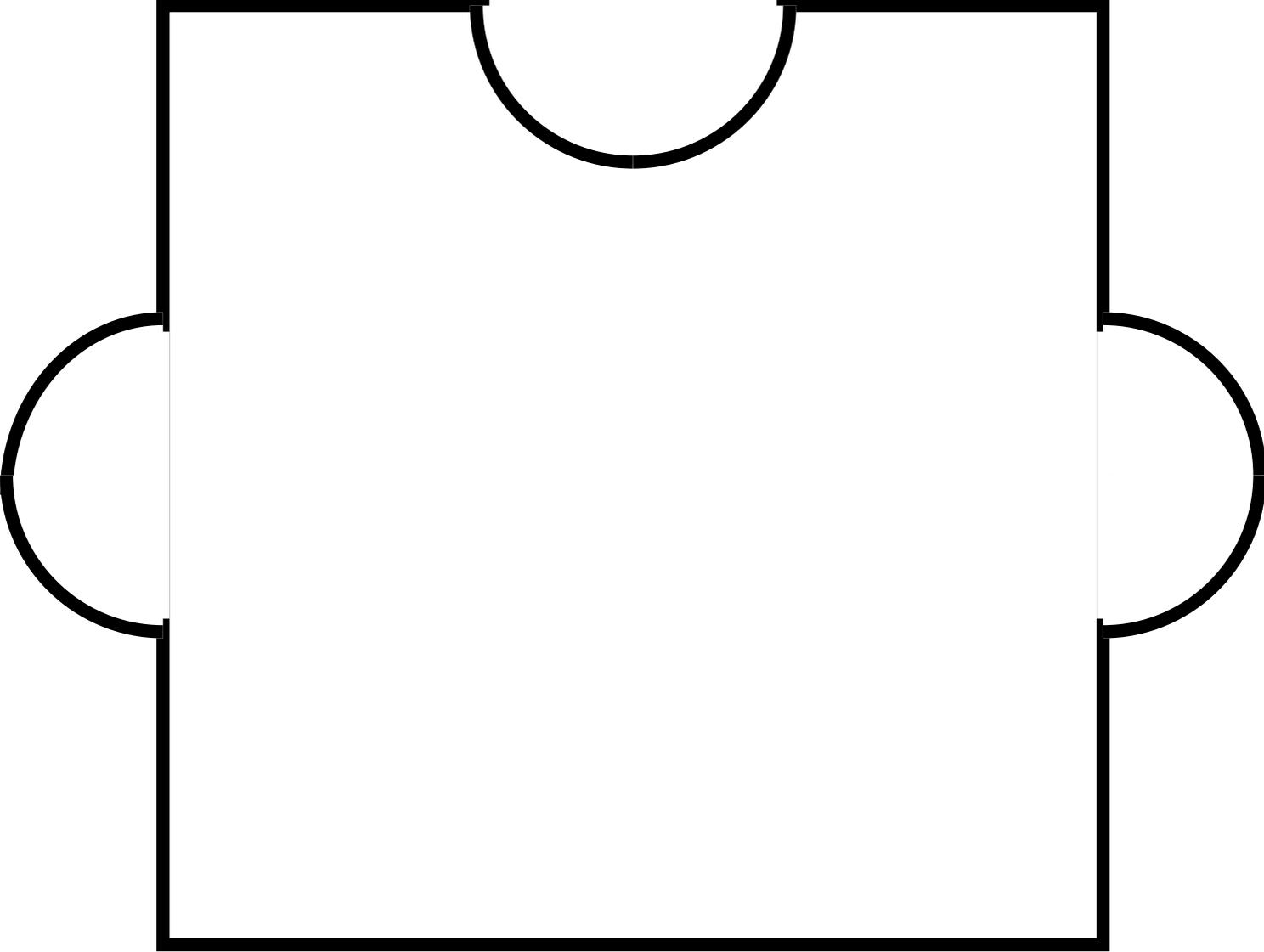
Name: _____
(Horizontal)



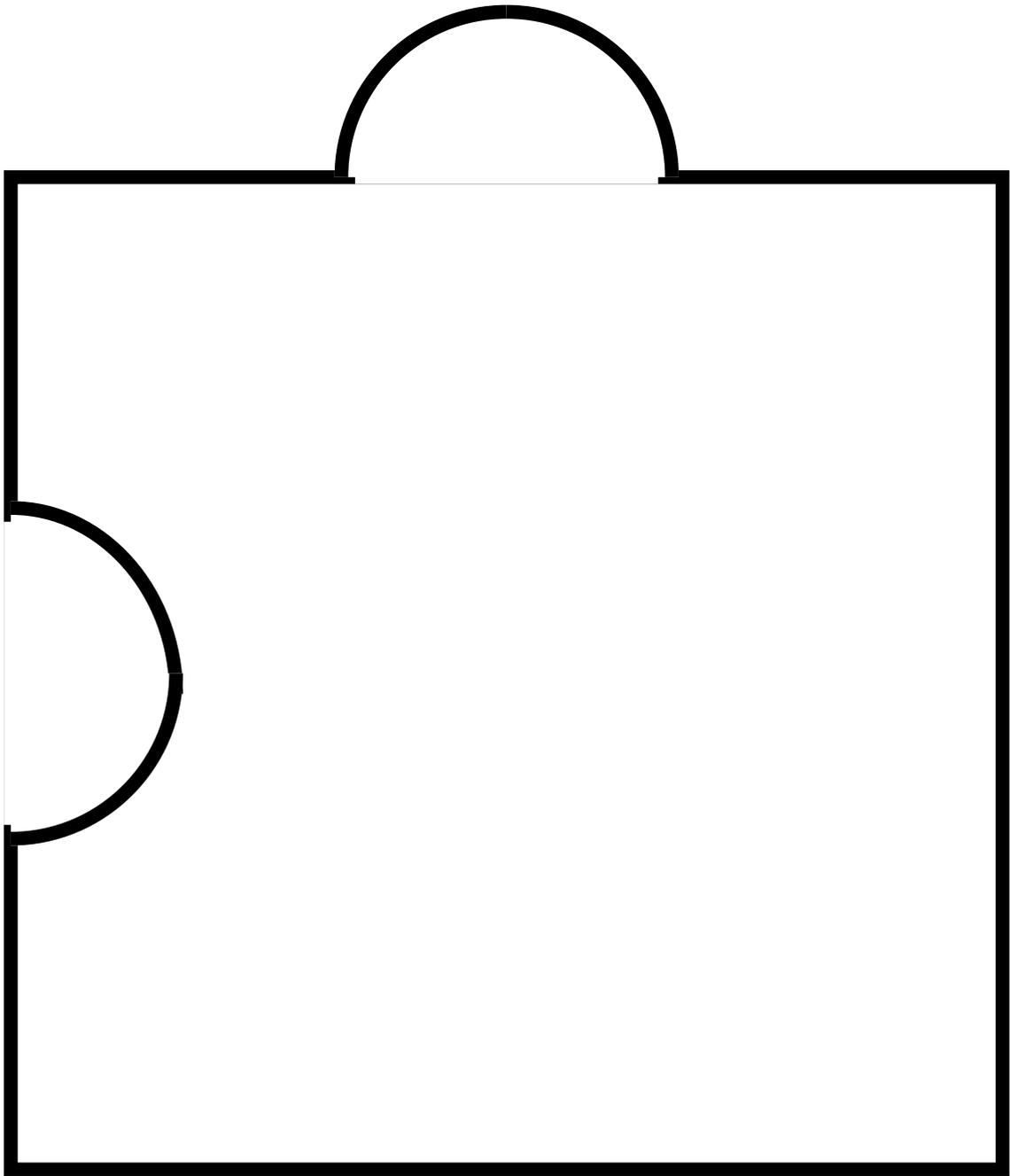
Jigsaw Puzzle Border Piece 1



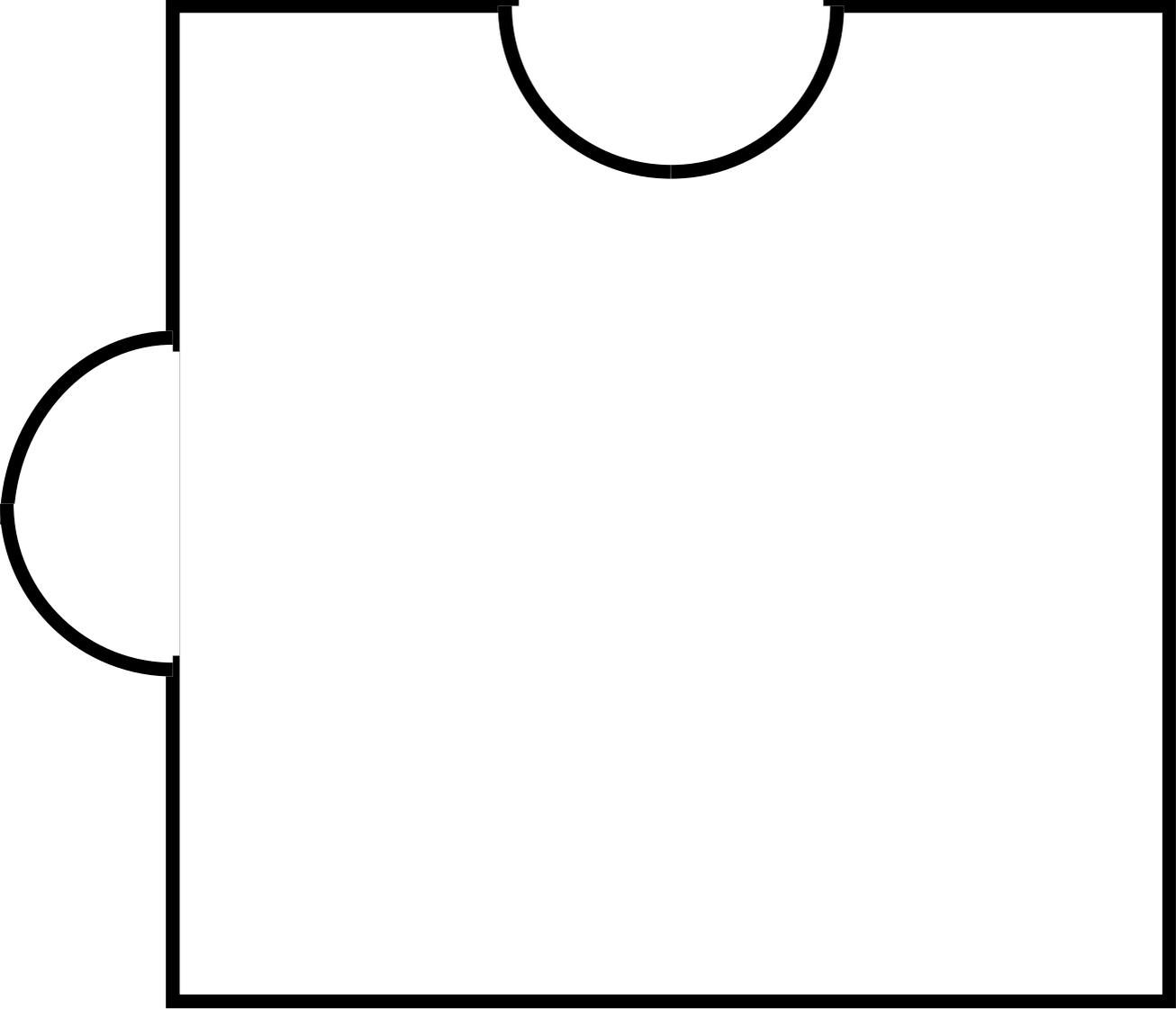
Jigsaw Puzzle Border Piece 2



Jigsaw Puzzle Border Piece 1



Jigsaw Puzzle Corner Piece 2



Connections

Self/Group-assessment and Teacher Rating Scale

Name: _____

For Teacher Use Only

Yes No 1 = Satisfactory 2 = Good 3 = Very Good 4 = Excellent

I listened without interrupting.

I respected the ideas of my group members.

I helped others.

I shared resources and materials.

I co-operated with group members.

I helped to motivate others.

I worked to help achieve our goal.

Participated fully in all activities.

Co-operated with classmates.

Completed "Facts About" sheet thoroughly.

"Facts About" sheet contained relevant facts.

Completed a jigsaw puzzle piece thoroughly.

Completed a prayer of thanks.

One of the most important things I learned about working with others is

Teacher's Comments:

Grade 5 Task Assignment

As a culminating task, you are to pretend that you are working for a news magazine publishing company. The Council of Canada has commissioned your publishing company to create a news magazine that will promote public knowledge about Canada. The magazine will be designed for distribution to Catholic elementary schools and will deal with current events.

A list of required components appears below. You will work with a partner but you will each prepare your own magazine and present it to the Council of Canada for acceptance and distribution to elementary schools.

Your magazine will demonstrate a knowledge of the various aspects of Canadian government: how governments are elected, the rights and responsibilities of Catholic Canadian citizens, as well as prominent political figures from the past. Within the magazine, you will be expected to include advertisements and illustrations that demonstrate knowledge of Canada's official symbols and buildings.

Throughout our unit on Canada, you will complete the various components of your magazine. Your work will be compiled into a magazine at the end of the unit. You will use the following checklist to make sure you complete all the requirements of the task.

You will present your magazine to the Council of Canada on _____. One of the magazines presented will be selected to be published and distributed to the schools.
Good luck!

News Magazine Components	Completed	Teacher Conference
1. Editorial	<input type="checkbox"/>	<input type="checkbox"/>
2. Biographical article	<input type="checkbox"/>	<input type="checkbox"/>
3. Cartoon	<input type="checkbox"/>	<input type="checkbox"/>
4. Letter to the editor	<input type="checkbox"/>	<input type="checkbox"/>
5. Two advertisements	<input type="checkbox"/>	<input type="checkbox"/>
6. Article about the three levels of government	<input type="checkbox"/>	<input type="checkbox"/>
7. Article about an election campaign.	<input type="checkbox"/>	<input type="checkbox"/>
8. Front cover including title, illustration, price, publisher name, and date	<input type="checkbox"/>	<input type="checkbox"/>
9. Table of Contents	<input type="checkbox"/>	<input type="checkbox"/>

Grade 6 Task Assignment

The Council of Canada has commissioned your publishing company to create a news magazine that will promote public knowledge about Canada. The magazine will be designed for distribution to Catholic elementary schools and will deal with current events.

Your magazine will deal with the relationship between Canada and its trading partners, and Canada's place in the Commonwealth and the United Nations. You will also feature a selection of Canadians who have made significant contributions to Canada place in the world. Within the magazine, you will be expected to include advertisements and illustrations that demonstrate your understanding of distinguishing features of the United States and another country outside of North America.

A list of required components appears below. You will work with a partner but you will each prepare your own magazine and present it to the Council of Canada for acceptance and distribution to elementary schools.

Throughout our unit on Canada, you will complete the various components of your magazine. Your work will be compiled into a magazine at the end of the unit. You will use the following checklist to make sure you complete all the requirements of the task.

You will present your magazine to the Council of Canada on _____. One of the magazines presented will be selected to be published and distributed to the schools.

Good luck!

News Magazine Components	Completed	Teacher Conference
1. Editorial	<input type="checkbox"/>	<input type="checkbox"/>
2. Biographical article	<input type="checkbox"/>	<input type="checkbox"/>
3. Cartoon	<input type="checkbox"/>	<input type="checkbox"/>
4. Letter to the editor	<input type="checkbox"/>	<input type="checkbox"/>
5. Two advertisements	<input type="checkbox"/>	<input type="checkbox"/>
6. Article about how Canada trades in the world market.	<input type="checkbox"/>	<input type="checkbox"/>
7. Article about the United Nations	<input type="checkbox"/>	<input type="checkbox"/>
8. Front cover including title, illustration, price, publisher name, and date.	<input type="checkbox"/>	<input type="checkbox"/>
9. Table of Contents	<input type="checkbox"/>	<input type="checkbox"/>

Biography Research Rubric
for use with Subtask 3 : Teaching Research Skills
 from the Grade 5/6 Unit: **Canada and the World**

Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 5e3** • organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
- 6e3** • organize information to convey a central idea, using well-linked paragraphs;
- 5z38** – identify the significance of early Canadian Members of Parliament (e.g., Sir John A. Macdonald, Sir Wilfrid Laurier, Agnes McPhail);
- 5z46** – communicate information (e.g., comparing Canada's form of government to forms of government found in other countries), using media works, oral presentations, written notes and descriptions, drawings, and tables.
- 6z42** – identify outstanding contributions of Canadians from various backgrounds to the global community through dance, sports, music, literature, art, science, and technology;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Research: -utilizing a number of resources -highlighting -point form notes	-uses a limited number of resources -highlights few significant points of information -point form notes include little or no relevant facts	-uses few resources -highlights some significant points of information -point form notes include some relevant facts	-uses several resources -highlights most significant points of information -point form notes include many relevant facts	-uses many resources -highlights all or almost all significant points of information -point form notes are thorough and complete
Components of the Biography: personal facts, important events, achievements, setbacks, Catholic values	-includes limited reference to the components of the biography	-addresses some of the components of the biography (if applicable) with some detail	-addresses the components of the biography (if applicable) in detail	-addresses all or almost all of the components of the biography (if applicable) in great detail
Communication of Required Knowledge	-with assistance -shows limited understanding of the required knowledge -thoughts are unclear and/or incomplete	-independently -shows some understanding of the required knowledge -thoughts show some precision	-independently -shows a general understanding of the required knowledge -thoughts are clear and precise	-independently -shows a thorough understanding of the required knowledge -thoughts are clear, precise, and well developed
Organization of Ideas and Conventions	- limited use of organizers to present information in a logical manner (headings, sections, titles) - uses few conventions correctly	- some organizers are used to present information in a logical manner (headings, sections, titles) - uses some conventions correctly	- organizers are used to present information in a logical manner (headings, sections, titles) - uses most conventions correctly	- organizers are used to present information in a logical manner (headings, sections, titles) - uses all conventions correctly

Student Name: _____
 Date: _____

Grade 5 Right to Vote Article
for use with Subtask 6 : Parts of a News Magazine
 from the Grade 5/6 Unit: **Canada and the World**

Expectations for this Subtask to Assess with this Rubric:

- 5z27** • identify and describe the electoral process;
- 5z35** – demonstrate an understanding of the rights of Canadians, including those specified in the Charter of Rights;
- 5z36** – demonstrate an understanding that for every right (e.g., the right of democratic governance) there is a responsibility (e.g., the responsibility to vote);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concept electoral process and the right to vote	– shows limited understanding of the concepts – rarely gives complete explanations	– shows understanding of some of the concepts – sometimes gives complete explanations	– shows understanding of most of the concepts – usually gives complete or nearly complete explanations	– shows understanding of all (or almost all) of the concepts – consistently gives complete explanations
Inquiry/research skills on electoral process and the right to vote	– applies limited number of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
Communication of required knowledge about electoral process and the right to vote	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols
Application of concepts and skills around electoral process and the right to vote	– shows limited understanding of connections between aspects of social studies and the world outside the school	– shows some understanding of connections between aspects of social studies and the world outside the school	– shows a good understanding of connections between aspects of social studies and the world outside the school	– shows thorough understanding of connections between aspects of social studies/and the world outside the school

Grade 6 Canada and its Trading Partners Article
for use with Subtask 6 : Parts of a News Magazine
 from the Grade 5/6 Unit: **Canada and the World**

Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 6z22** • identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;

- 6z39** – create sketch maps to show the relative positions of places (e.g., location of trading partners);

- 6z45** – describe the influences of other countries on contemporary Canada;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of concepts of Canada's relationships with the U.S. and Japan	– shows limited understanding of the concepts – rarely gives complete explanations	– shows understanding of some of the concepts – sometimes gives complete explanations	– shows understanding of most of the concepts – usually gives complete or nearly complete explanations	– shows understanding of all (or almost all) of the concepts – consistently gives complete explanations
Inquiry/research skills, and map and globe skills	– applies limited number of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
Communication of required knowledge about Canada's relationships with the U.S. and Japan	– rarely communicates with clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– sometimes communicates with clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– usually communicates with clarity and precision – usually uses appropriate terminology, vocabulary, and symbols	– consistently communicates with clarity and precision – consistently uses appropriate terminology, vocabulary, and symbols
Application of concepts and skills around Canada's relationship with the U.S. and Japan.	– rarely applies concepts and skills in a variety of contexts – shows limited understanding of connections between aspects of social studies/history/geography and the world outside the school	– sometimes applies concepts and skills in a variety of contexts – shows some understanding of connections between aspects of social studies/history/geography and the world outside the school	– usually applies concepts and skills in a variety of contexts – shows a good understanding of connections between aspects of social studies/history/geography and the world outside the school	– consistently applies concepts and skills in a variety of contexts – shows thorough understanding of connections between aspects of social studies/history/geography and the world outside the school

Student Name: _____

Date: _____

Grade 5 Magazine Rubric Student Version
for use with Subtask 8 : Presenting the Magazine
from the Grade 5/6 Unit: **Canada and the World**

Expectations for this Subtask to Assess with this Rubric:

- 5z30** – demonstrate an understanding of the components of the federal government (e.g., House of Commons, Cabinet, Senate);
- 5z41** – use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations;
- 5z42** – formulate questions to facilitate the gathering and clarifying of information on specific topics (e.g., the relationships among the three levels of government);
- 5z48** – research ways in which the three levels of government work together (e.g., in responding to natural disasters).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
How much did I show I understood about the federal government?	I show understanding of a few of the things we have learned	I show understanding of some of the things we have learned	I show understanding of some of the things we have learned	I show understanding of all (or almost all) of the things we have learned
How much information did I find and how did I use it?	I needed help to find the information and use it in my magazine.	I needed some help to find the information and use it in my magazine.	I needed just a little help to find the information and use it in my magazine.	I needed very little help to find the information and use it in my magazine.
Did I use the right words to describe government?	I often didn't use the right words. My work didn't always make sense.	I sometimes didn't use the right words. My work sometimes didn't make sense.	I usually did use the right words. My work usually makes sense.	I nearly always use the right words. My work nearly always make sense.
How much of what I learned did I use in my magazine?	I didn't use very much that I know.	I used some of what I know.	I used most of what I know.	I used practically everything that I know.

Student Name: _____

Date: _____

Expectations for this Subtask to Assess with this Rubric:

Grade 5 Magazine Rubric
for use with Subtask 8 : Presenting the Magazine
from the Grade 5/6 Unit: **Canada and the World**

- 5z30** – demonstrate an understanding of the components of the federal government (e.g., House of Commons, Cabinet, Senate);
- 5z41** – use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations;
- 5z42** – formulate questions to facilitate the gathering and clarifying of information on specific topics (e.g., the relationships among the three levels of government);
- 5z48** – research ways in which the three levels of government work together (e.g., in responding to natural disasters).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of the components of federal government	- shows limited understanding of the concepts - explanations are incomplete	- shows understanding of some of the concepts - explanations are somewhat complete	- shows understanding of most of the concepts - gives complete or nearly complete explanations	- shows understanding of all (or almost all) of the concepts - gives complete explanations
Demonstrates inquiry and research skills	- applies limited number of the required skills and strategies, and applies these skills and strategies correctly only with assistance	- applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	- applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	- applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
Communication of required knowledge using appropriate vocabulary	- communicates unclearly and imprecisely - rarely uses appropriate terminology, vocabulary, and symbols	- communicates somewhat clearly and precisely - sometimes uses appropriate terminology, vocabulary, and symbols	- communicates clearly and precisely - usually uses appropriate terminology, vocabulary, and symbols	- communicates very clearly and precisely - consistently uses appropriate terminology, vocabulary, and symbols
Demonstrates an application of concepts and skills	- applies limited number of concepts and skills in a variety of contexts - shows little understanding of connections between aspects of social studies and the world outside the school	- applies some concepts and skills in a variety of contexts - shows some understanding of connections between aspects of social studies and the world outside the school	- applies most concepts and skills in a variety of contexts - shows a good understanding of connections between aspects of social studies and the world outside the school	- applies all/almost all concepts and skills in a variety of contexts - shows thorough understanding of connections between aspects of social studies and the world outside the school

Grade 6 Magazine Rubric Student Version
for use with Subtask 8 : Presenting the Magazine
from the Grade 5/6 Unit: Canada and the World

Student Name: _____
 Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 6z22** • identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;
- 6z24** – identify some of Canada’s major trading partners (e.g., countries in Europe, Pacific Rim, Central America, South America);
- 6z33** – use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations;
- 6z39** – create sketch maps to show the relative positions of places (e.g., location of trading partners);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
My magazine shows I understood the concepts I learned in class.	I showed understanding of a few of the concepts.	I showed understanding of some of the concepts.	I showed understanding of most of the concepts.	I showed understanding of all (or almost all) of the concepts.
I used inquiry/research skills and map and globe skills in my magazine.	With help.	With some help.	With very little help.	Mainly on my own.
I communicated my information clearly.	It wasn't clear what I meant. I didn't use the right words.	It wasn't always clear what I meant. I used some of the right words.	It was clear what I meant. I mainly used the right words.	It was very clear what I meant. I did use the right words.
I used all of the concepts and skills that I learned in class.	I didn't always understand and didn't include a lot of what we learned.	I didn't always understand and didn't include some of what we learned.	I usually understood and did include most of what we learned.	I always understood and did include nearly everything we learned.

Grade 6 Magazine Rubric

for use with Subtask 8 : Presenting the Magazine
from the Grade 5/6 Unit: Canada and the World

Student Name: _____
Date: _____

Expectations for this Subtask to Assess with this Rubric:

- 6z22** • identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;
- 6z24** – identify some of Canada’s major trading partners (e.g., countries in Europe, Pacific Rim, Central America, South America);
- 6z33** – use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations;
- 6z39** – create sketch maps to show the relative positions of places (e.g., location of trading partners);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Demonstrates an understanding of the concepts	– shows limited understanding of the concepts – explanations are incomplete	– shows understanding of some of the concepts – explanations are somewhat complete	– shows understanding of most of the concepts – gives complete or nearly complete explanations	– shows understanding of all (or almost all) of the concepts – gives complete explanations
Demonstrates both the required inquiry and research skills and map and globe skills	– applies limited number of the required skills and strategies, and applies these skills and strategies correctly only with assistance	– applies some of the required skills and strategies, and applies these skills and strategies correctly with frequent assistance	– applies most of the required skills and strategies, and applies these skills and strategies correctly with only occasional assistance	– applies all (or almost all) of the required skills and strategies, and applies these skills and strategies correctly with little or no assistance
Communication of required knowledge using appropriate vocabulary	– communicates with limited clarity and precision – rarely uses appropriate terminology, vocabulary, and symbols	– communicates with some clarity and precision – sometimes uses appropriate terminology, vocabulary, and symbols	– communicates clearly and precisely – usually uses appropriate terminology, vocabulary, and symbols	– communicates very clearly and precisely – consistently uses appropriate terminology, vocabulary, and symbols
Is able to apply the required concepts and skills	– applies few concepts and skills in a variety of contexts – shows limited understanding of connections between aspects of social studies and the world outside the school	– applies some concepts and skills in a variety of contexts – shows some understanding of connections between aspects of social studies and the world outside the school	– applies most concepts and skills in a variety of contexts – shows a good understanding of connections between aspects of social studies and the world outside the school	– applies all/almost all concepts and skills in a variety of contexts – shows thorough understanding of connections between aspects of social studies and the world outside the school

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

	Selected	Assessed
Social Studies---CWC: The Provinces and Territories of Canada		
<input type="checkbox"/> 4z36	– identify the levels (legislative, executive, and judicial) of provincial government;	1
<input type="checkbox"/> 4z37	– demonstrate an understanding of how provincial governments are elected;	1
<input type="checkbox"/> 4z38	– identify ways in which the provincial government is involved in provision of services (e.g., provision of funding for education, highway repair, health care).	1
<input type="checkbox"/> 4z40	– formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., effects of physical features such as mountains, hills, plateaus, and valleys on land use; relationships among provinces; trade);	1
English Language---Writing		
<input type="checkbox"/> 5e1	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);	1
<input type="checkbox"/> 5e3	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;	1
<input type="checkbox"/> 5e6	• produce media texts using writing and materials from other media (e.g., an advertisement for radio or television);	1
English Language---Reading		
<input type="checkbox"/> 5e22	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;	1
<input type="checkbox"/> 5e44	– locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).	1
The Arts---Visual Arts		
<input type="checkbox"/> 5a38	– organize their art works to create a specific effect, using the elements of design (e.g., create a still life depicting their favourite foods, and explain how they used colour, texture, and shape to appeal to the viewer's senses);	1
Social Studies---CWC: Aspects of Government in Canada		
<input type="checkbox"/> 5z26	• describe the functions and interactions of different levels of government in Canada;	1
<input type="checkbox"/> 5z27	• identify and describe the electoral process;	1
<input type="checkbox"/> 5z28	• describe how immigrants become Canadian citizens.	1
<input type="checkbox"/> 5z29	– identify the structure of Canada's federal government;	1
<input type="checkbox"/> 5z30	– demonstrate an understanding of the components of the federal government (e.g., House of Commons, Cabinet, Senate);	1
<input type="checkbox"/> 5z31	– identify the connections among the three levels of government (i.e., local, provincial, federal);	2
<input type="checkbox"/> 5z32	– identify the characteristics of different systems of government (e.g., democracy, dictatorship, monarchy);	1
<input type="checkbox"/> 5z34	– identify services provided by the federal government (e.g., national defence);	1
<input type="checkbox"/> 5z35	– demonstrate an understanding of the rights of Canadians, including those specified in the Charter of Rights;	2
<input type="checkbox"/> 5z36	– demonstrate an understanding that for every right (e.g., the right of democratic governance) there is a responsibility (e.g., the responsibility to vote);	2
<input type="checkbox"/> 5z37	– describe how immigrants apply for citizenship and become Canadian citizens;	1
<input type="checkbox"/> 5z38	– identify the significance of early Canadian Members of Parliament (e.g., Sir John A. Macdonald, Sir Wilfrid Laurier, Agnes McPhail);	1
<input type="checkbox"/> 5z39	– identify current political leaders (local, provincial, and federal);	1
<input type="checkbox"/> 5z40	– demonstrate an understanding of the significance of Canada's official buildings and symbols (e.g., Parliament Buildings, Peace Tower, the Speaker's Mace).	3
<input type="checkbox"/> 5z41	– use appropriate vocabulary (e.g., government, local, municipal, provincial, federal, democracy, citizenship, legislature, constituency, prime minister, premier, mayor, governor general, lieutenant governor, cabinet, opposition, election, majority, minority, electors, riding, county, civil servant, right, responsibility) to describe their inquiries and observations;	2
<input type="checkbox"/> 5z42	– formulate questions to facilitate the gathering and clarifying of information on specific topics (e.g., the relationships among the three levels of government);	2
<input type="checkbox"/> 5z43	– locate relevant information about the electoral process from primary sources (e.g., interviews, field trips, eyewitness speakers) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);	1
<input type="checkbox"/> 5z44	– sort and classify relevant information to test hypotheses and make comparisons;	1
<input type="checkbox"/> 5z45	– construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine services provided by the different levels of government);	2
<input type="checkbox"/> 5z47	– compare Canada's system of government with other systems of government found around the world;	1
<input type="checkbox"/> 5z48	– research ways in which the three levels of government work together (e.g., in responding to natural disasters).	2
English Language---Writing		
<input type="checkbox"/> 6e1	• communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g., write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology);	1

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

		Selected	Assessed
<input type="checkbox"/> 6e2	• use writing for various purposes and in a range of contexts, including school work (e.g., to develop and clarify ideas, to express thoughts and opinions);		2
<input type="checkbox"/> 6e5	• produce pieces of writing using a variety of forms (e.g., newspaper articles, lyrics, summaries of information), techniques and resources (e.g., library resources) appropriate to the form and purpose, and materials from other media (e.g., film clips);		1
<input type="checkbox"/> 6e6	• produce media texts using writing and materials from other media (e.g., create a web page publicizing a cycling club);		1
English Language---Reading			
<input type="checkbox"/> 6e23	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, myths, articles) for different purposes;		1
<input type="checkbox"/> 6e36	– plan a research project and carry out the research;		1
The Arts---Visual Arts			
<input type="checkbox"/> 6a39	– describe, in their plan for a work of art, how they will research their subject matter (e.g., by examining photographs and art works on the same theme), select their media, and use the elements and principles of design in solving the artistic problems in the work;		1
Social Studies---CWC: Canada and Its Trading Partners			
<input type="checkbox"/> 6z21	• describe the ways in which Canada is connected to the rest of the world through trade;		2
<input type="checkbox"/> 6z22	• identify current distinguishing features (e.g., physical, political, economic, social) of the United States, and of at least one other trading partner from another region of the world;		3
<input type="checkbox"/> 6z23	• describe Canada's connection to the United States and at least one country from another region of the world.	1	1
<input type="checkbox"/> 6z24	– identify some of Canada's major trading partners (e.g., countries in Europe, Pacific Rim, Central America, South America);		3
<input type="checkbox"/> 6z25	– demonstrate an understanding of the different connections Canada shares with its trading partners;		1
<input type="checkbox"/> 6z26	– identify products that Canada imports (e.g., fruit, vegetables, chemicals, motor vehicles) and exports (e.g., newsprint, grain, timber, natural gas);		1
<input type="checkbox"/> 6z27	– identify the countries to which Canada exports goods (e.g., United States, Japan, United Kingdom, Germany, other European countries, former U.S.S.R);		1
<input type="checkbox"/> 6z29	– describe Canada's involvement in the Commonwealth, Francophonie, Organization of American States (OAS), and Asian Pacific Economic Community (APEC);		1
<input type="checkbox"/> 6z33	– use appropriate vocabulary (e.g., technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media) to describe their inquiries and observations;	1	4
<input type="checkbox"/> 6z34	– formulate questions to facilitate the gathering and clarifying of information on study topics (e.g., Canada's connections to its major trading partners);	2	2
<input type="checkbox"/> 6z35	– locate relevant information about Canada's exports and imports from a variety of primary sources (e.g., interviews, field trips, classroom speakers) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs);		2
<input type="checkbox"/> 6z39	– create sketch maps to show the relative positions of places (e.g., location of trading partners);		4
<input type="checkbox"/> 6z40	– use shading/colour to indicate variations in characteristics (e.g., resources, agriculture, climate);		1
<input type="checkbox"/> 6z41	– use time zones to identify time differences among trading partners.		2
<input type="checkbox"/> 6z42	– identify outstanding contributions of Canadians from various backgrounds to the global community through dance, sports, music, literature, art, science, and technology;	1	1
<input type="checkbox"/> 6z43	– describe how sharing of goods and culture between Canada and other countries can influence the lifestyles of Canadians;	1	
<input type="checkbox"/> 6z44	– describe influences Canada has on other countries (e.g., through the arts, technology, sports, literature, media);	2	1
<input type="checkbox"/> 6z45	– describe the influences of other countries on contemporary Canada;		1
<input type="checkbox"/> 6z46	– identify countries to which Canada has contributed assistance (e.g., aid, peacekeeping);	1	1
<input type="checkbox"/> 6z47	– demonstrate an understanding of the possible reasons for the presence of Canadian peacekeepers in other countries;	1	1
<input type="checkbox"/> 6z48	– identify other contributions Canada makes to the global community (e.g., satellites, fibre optics, telecommunications).		1

Expectation Summary

Selected **Assessed**

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

English Language

5e1	1	5e2	5e3	1	5e4	5e5	5e6	1	5e7	5e8	5e9	5e10
5e11		5e12	5e13		5e14	5e15	5e16		5e17	5e18	5e19	5e20
5e21		5e22	1	5e23	5e24	5e25	5e26		5e27	5e28	5e29	5e30
5e31		5e32		5e33	5e34	5e35	5e36		5e37	5e38	5e39	5e40
5e41		5e42		5e43	5e44	1	5e45		5e46	5e47	5e48	5e49
5e51		5e52		5e53	5e54		5e55		5e56	5e57	5e58	5e59
5e61		5e62		5e63	5e64		5e65		5e66			5e60

French as a Second Language

5f1	5f2	5f3	5f4	5f5	5f6	5f7	5f8	5f9	5f10
5f11	5f12	5f13	5f14	5f15	5f16	5f17	5f18		

Mathematics

5m1	5m2	5m3	5m4	5m5	5m6	5m7	5m8	5m9	5m10
5m11	5m12	5m13	5m14	5m15	5m16	5m17	5m18	5m19	5m20
5m21	5m22	5m23	5m24	5m25	5m26	5m27	5m28	5m29	5m30
5m31	5m32	5m33	5m34	5m35	5m36	5m37	5m38	5m39	5m40
5m41	5m42	5m43	5m44	5m45	5m46	5m47	5m48	5m49	5m50
5m51	5m52	5m53	5m54	5m55	5m56	5m57	5m58	5m59	5m60
5m61	5m62	5m63	5m64	5m65	5m66	5m67	5m68	5m69	5m70
5m71	5m72	5m73	5m74	5m75	5m76	5m77	5m78	5m79	5m80
5m81	5m82	5m83	5m84	5m85	5m86	5m87	5m88	5m89	5m90
5m91	5m92	5m93	5m94	5m95	5m96	5m97	5m98	5m99	5m100
5m101	5m102	5m103	5m104	5m105	5m106	5m107	5m108	5m109	5m110
5m111	5m112	5m113	5m114	5m115	5m116	5m117	5m118	5m119	5m120
5m121	5m122	5m123	5m124						

Science and Technology

5s1	5s2	5s3	5s4	5s5	5s6	5s7	5s8	5s9	5s10
5s11	5s12	5s13	5s14	5s15	5s16	5s17	5s18	5s19	5s20
5s21	5s22	5s23	5s24	5s25	5s26	5s27	5s28	5s29	5s30
5s31	5s32	5s33	5s34	5s35	5s36	5s37	5s38	5s39	5s40
5s41	5s42	5s43	5s44	5s45	5s46	5s47	5s48	5s49	5s50
5s51	5s52	5s53	5s54	5s55	5s56	5s57	5s58	5s59	5s60
5s61	5s62	5s63	5s64	5s65	5s66	5s67	5s68	5s69	5s70
5s71	5s72	5s73	5s74	5s75	5s76	5s77	5s78	5s79	5s80
5s81	5s82	5s83	5s84	5s85	5s86	5s87	5s88	5s89	5s90
5s91	5s92	5s93	5s94	5s95	5s96	5s97	5s98	5s99	5s100
5s101	5s102	5s103	5s104	5s105	5s106	5s107	5s108	5s109	5s110
5s111	5s112	5s113	5s114	5s115	5s116	5s117	5s118	5s119	5s120
5s121	5s122	5s123	5s124	5s125	5s126	5s127	5s128		

Social Studies

5z1	5z2	5z3	5z4	5z5	5z6	5z7	5z8	5z9	5z10									
5z11	5z12	5z13	5z14	5z15	5z16	5z17	5z18	5z19	5z20									
5z21	5z22	5z23	5z24	5z25	5z26	1	5z27	1	5z28	1	5z29	1	5z30	1	2			
5z31	2	5z32	1	5z33	5z34	1	5z35	2	5z36	2	5z37	1	5z38	1	5z39	1	5z40	3
5z41	2	3	5z42	2	2	5z43	1	5z44	1	5z45	2	5z46	1	5z47	1	5z48	2	

Health & Physical Education

5p1	5p2	5p3	5p4	5p5	5p6	5p7	5p8	5p9	5p10
5p11	5p12	5p13	5p14	5p15	5p16	5p17	5p18	5p19	5p20
5p21	5p22	5p23	5p24	5p25	5p26	5p27	5p28	5p29	5p30
5p31	5p32	5p33	5p34	5p35	5p36	5p37	5p38	5p39	5p40

The Arts

5a1	5a2	5a3	5a4	5a5	5a6	5a7	5a8	5a9	5a10	
5a11	5a12	5a13	5a14	5a15	5a16	5a17	5a18	5a19	5a20	
5a21	5a22	5a23	5a24	5a25	5a26	5a27	5a28	5a29	5a30	
5a31	5a32	5a33	5a34	5a35	5a36	5a37	5a38	1	5a39	5a40
5a41	5a42	5a43	5a44	5a45	5a46	5a47	5a48	5a49	5a50	
5a51	5a52	5a53	5a54	5a55	5a56	5a57	5a58	5a59	5a60	
5a61	5a62	5a63	5a64	5a65	5a66	5a67	5a68	5a69		

Expectation Summary

Selected **Assessed**

Canada and the World

Canadian Government & Trading Partners An Integrated Unit for Grade 5/6

English Language

6e1	1	6e2	2	6e3	6e4	6e5	1	6e6	1	6e7	6e8	6e9	6e10
6e11		6e12		6e13	6e14	6e15		6e16		6e17	6e18	6e19	6e20
6e21		6e22		6e23	1	6e24		6e25		6e26	6e27	6e28	6e29
6e31		6e32		6e33		6e34		6e35		6e36	1	6e37	6e38
6e41		6e42		6e43		6e44		6e45		6e46		6e47	6e48
6e51		6e52		6e53		6e54		6e55		6e56		6e57	6e58
6e61		6e62		6e63		6e64		6e65		6e66		6e67	6e68

French as a Second Language

6f1	6f2	6f3	6f4	6f5	6f6	6f7	6f8	6f9	6f10
6f11	6f12	6f13	6f14	6f15	6f16	6f17	6f18		

Mathematics

6m1	6m2	6m3	6m4	6m5	6m6	6m7	6m8	6m9	6m10
6m11	6m12	6m13	6m14	6m15	6m16	6m17	6m18	6m19	6m20
6m21	6m22	6m23	6m24	6m25	6m26	6m27	6m28	6m29	6m30
6m31	6m32	6m33	6m34	6m35	6m36	6m37	6m38	6m39	6m40
6m41	6m42	6m43	6m44	6m45	6m46	6m47	6m48	6m49	6m50
6m51	6m52	6m53	6m54	6m55	6m56	6m57	6m58	6m59	6m60
6m61	6m62	6m63	6m64	6m65	6m66	6m67	6m68	6m69	6m70
6m71	6m72	6m73	6m74	6m75	6m76	6m77	6m78	6m79	6m80
6m81	6m82	6m83	6m84	6m85	6m86	6m87	6m88	6m89	6m90
6m91	6m92	6m93	6m94	6m95	6m96	6m97	6m98	6m99	6m100
6m101	6m102	6m103	6m104	6m105	6m106	6m107	6m108	6m109	6m110
6m111	6m112	6m113	6m114	6m115	6m116	6m117	6m118	6m119	6m120
6m121	6m122	6m123	6m124	6m125					

Science and Technology

6s1	6s2	6s3	6s4	6s5	6s6	6s7	6s8	6s9	6s10
6s11	6s12	6s13	6s14	6s15	6s16	6s17	6s18	6s19	6s20
6s21	6s22	6s23	6s24	6s25	6s26	6s27	6s28	6s29	6s30
6s31	6s32	6s33	6s34	6s35	6s36	6s37	6s38	6s39	6s40
6s41	6s42	6s43	6s44	6s45	6s46	6s47	6s48	6s49	6s50
6s51	6s52	6s53	6s54	6s55	6s56	6s57	6s58	6s59	6s60
6s61	6s62	6s63	6s64	6s65	6s66	6s67	6s68	6s69	6s70
6s71	6s72	6s73	6s74	6s75	6s76	6s77	6s78	6s79	6s80
6s81	6s82	6s83	6s84	6s85	6s86	6s87	6s88	6s89	6s90
6s91	6s92	6s93	6s94	6s95	6s96	6s97	6s98	6s99	6s100
6s101	6s102	6s103	6s104	6s105	6s106	6s107	6s108	6s109	6s110
6s111	6s112	6s113	6s114	6s115	6s116	6s117	6s118	6s119	6s120
6s121	6s122	6s123	6s124						

Social Studies

6z1	6z2	6z3	6z4	6z5	6z6	6z7	6z8	6z9	6z10												
6z11	6z12	6z13	6z14	6z15	6z16	6z17	6z18	6z19	6z20												
6z21	2	6z22	3	6z23	1	1	6z24	3	6z25	1	6z26	1	6z27	1	6z28	1	6z29	1	6z30		
6z31		6z32		6z33	1	4	6z34	2	2	6z35	2	6z36	2	6z37		6z38		6z39	4	6z40	1
6z41	2	6z42	1	1	6z43	1	6z44	2	1	6z45	1	6z46	1	1	6z47	1	1	6z48	1		

Health & Physical Education

6p1	6p2	6p3	6p4	6p5	6p6	6p7	6p8	6p9	6p10
6p11	6p12	6p13	6p14	6p15	6p16	6p17	6p18	6p19	6p20
6p21	6p22	6p23	6p24	6p25	6p26	6p27	6p28	6p29	6p30
6p31	6p32	6p33	6p34						

The Arts

6a1	6a2	6a3	6a4	6a5	6a6	6a7	6a8	6a9	6a10	
6a11	6a12	6a13	6a14	6a15	6a16	6a17	6a18	6a19	6a20	
6a21	6a22	6a23	6a24	6a25	6a26	6a27	6a28	6a29	6a30	
6a31	6a32	6a33	6a34	6a35	6a36	6a37	6a38	6a39	1	6a40
6a41	6a42	6a43	6a44	6a45	6a46	6a47	6a48	6a49		6a50
6a51	6a52	6a53	6a54	6a55	6a56	6a57	6a58	6a59		6a60
6a61	6a62	6a63	6a64	6a65	6a66	6a67	6a68	6a69		6a70
6a71										

Canada and the World**Canadian Government & Trading Partners An Integrated Unit for Grade 5/6**

Analysis Of Unit Components

- 8 Subtasks
- 103 Expectations
- 114 Resources
- 79 Strategies & Groupings
- Unique Expectations --
- 11 Language Expectations
- 2 Arts Expectations
- 46 Social Studies Expectations

Resource Types

- 7 Rubrics
 - 35 Blackline Masters
 - 0 Licensed Software
 - 14 Print Resources
 - 8 Media Resources
 - 25 Websites
 - 21 Material Resources
 - 4 Equipment / Manipulatives
 - 0 Sample Graphics
 - 0 Other Resources
 - 0 Parent / Community
 - 0 Companion Bookmarks
-

Groupings

- 7 Students Working As A Whole Class
- 3 Students Working In Pairs
- 5 Students Working In Small Groups
- 6 Students Working Individually

Assessment Recording Devices

- 8 Anecdotal Record
- 5 Checklist
- 3 Rubric

Teaching / Learning Strategies

- 1 Advance Organizer
- 3 Brainstorming
- 2 Collaborative/cooperative Learning
- 1 Concept Clarification
- 1 Conferencing
- 2 Direct Teaching
- 4 Discussion
- 1 Expressing Another Point Of View
- 1 Improvisation
- 1 Independent Study (copied)
- 1 Learning Centres (copied)
- 1 Mini-lesson
- 2 Research
- 1 Role Playing
- 1 Writing Process

Assessment Strategies

- 1 Classroom Presentation
- 1 Conference
- 6 Observation
- 7 Performance Task
- 2 Questions And Answers (oral)
- 2 Self Assessment