



Social Studies: Backward Design Unit on Citizenship and Government in Canada

When planning, it is essential to incorporate the accommodations and/or modifications that are found in students' IEPs. It is also crucial to consider the ESL/ELD stage of English Language Learners when considering how to accommodate and/or modify to meet their educational needs.

Subject: Social Studies	Strand: Canada and World Connections	Unit: Aspects of Citizenship and Government in Canada
Big Ideas		
Societies organize in order to function successful as a community.		
Overall Expectations (Ontario Curriculum)		
Summarize the structures, functions, and interactions of Canada's federal, provincial/territorial, and municipal governments, and identify and describe significant Canadian symbols, ceremonies, buildings, and political figures.		
Use a variety of resources and tools to gather and analyse information about government processes, the rights of groups and individuals, and the responsibilities of citizenship in Canada, including participation in the electoral process.		
Identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.		

Essential Skills		
Academic		Learning
<ul style="list-style-type: none"> - Researching the topic - Summarizing main ideas and using supporting details - Reading and responding using graphic organizers - Writing clearly and persuasively - Convincing Oral presentation - Map of design area 		<ul style="list-style-type: none"> - -Initiative - -Co-operation - -Class participation - -Conflict Resolution - -Goal Setting - -Use of Information
Culminating Task		
<p>Students will form small “party” groups of 4 to redesign the playground area and present their platform to their classmates for a formal secret vote to determine the favoured class model. (Municipal level) Subsequent to this election, the favoured party plan will be presented among all English grade 5 classes to determine the overall favoured party plan. (Provincial Level)</p>		
Assessment For Learning 1	Assessment For Learning 2	Assessment For Learning 3
Summary of Pierre Elliott Trudeau	Story Board for Citizenship	Graphic organizer for sorting and classifying powers of government

Lesson 1		Say ■ Write ■ Do ■
Introducing the Unit KWL—Government of Canada—large group using the graffiti information	Activating Prior Knowledge Graffiti activity—Kids write what they know about the Canadian government on sticky notes and post on chart paper	
Accommodations for Lesson 1—Use peer scribes to record ideas		
Lesson 2		Say ■ Write ■ Do ■
Nelson—Literacy #5—Citizenship and Government—How Does Canada Work? Page 72 of student book Follow up with fill in the blanks note. (See appendix)		
Accommodations for Lesson 3		
Name		
Modifications for Lesson 3		
Name		
Lesson 3		Say ■ Write ■ Do ■
Guided reading—Nelson 5 –Pierre Elliot Trudeau--page 74 & 75 of Teacher Resource Follow up with student writing a summary		
Accommodations for Lesson 3		
Name		
Modifications for Lesson 3		
Name		
Lesson 4		Say ■ Write ■ Do ■
Guided Reading—SkyRiders—Sir John A. MacDonald Preview main headings in text and generate questions, determine while reading whether questions can be answered from text or require further research (See chart in teachers guide page 89 Line Master 10 Pearson Education)		
Accommodations for Lesson 4		
Name		
Modifications for Lesson 4		
Name		
Lesson 5		Say ■ Write ■ Do ■
Rights and Freedom by Christel Kleitsch (Pearson Education Canada)—Faces of Government by Mary Cairo page 21-23 Charter of Rights Read and discuss as a group what it would be like to be without these rights.		
Accommodations for Lesson 5		
Name		
Modifications for Lesson 5		
Name		

Lesson 6		Say ■ Write ■ Do ■	
Becoming a Canadian citizen (Nelson—pages 79-81)— Follow up with creating a storyboard or comic life presentation depicting becoming a Canadian citizen in 4 to 8 scenes			
Accommodations for Lesson 6			
Name			
Modifications for Lesson 6			
Name			
Lesson 7		Say ■ Write ■ Do ■	
Provincial Government-- Faces of Government by Mary Cairo page 52-55 Follow up—Record flow chart of the structure of the provincial government in notebook by hand or use smart ideas			
Accommodations for Lesson 7			
Name			
Modifications for Lesson 7			
Name			
Lesson 8		Say ■ Write ■ Do ■	
Municipal Government—Who are the counselors and mayor of our community via internet search			
Accommodations for Lesson 8			
Name			
Modifications for Lesson 8			
Name			
Lesson 9		Say ■ Write ■ Do ■	
Debate topic--Start time—Should the start time at our school begin at 7:00 am or 9 am. Debate topic—Uniforms or no uniforms. Debate topic—Same gender or mixed gender classes. Day 1--Assign even groups of 4 or 5 students to complete the activity. Brainstorm pros and cons of assigned start time. Day 2—Prepare opening statements, anticipate and prepare rebuttal for possible opposition to arguments, write concluding statement, assign spokesperson. Day 3—Debate (2 minute opening statement for each side, 1 minute rebuttal, 1 minute counter argument (3 times), 1 minute closing statement for each side.			
Accommodations for Lesson 9			
Name			
Modifications for Lesson 9			
Name			
Lesson 10		Say ■ Write ■ Do ■	
Read Three levels of government work together to meet challenges Guided Reading—Nelson Governments working together folder			
Accommodations for Lesson 10			
Name			
Modifications for Lesson 10			
Name			

Lesson 11

Say ■ Write ■ Do ■

Hands on activity re: Responsibilities of the government—Use cards with icons to match government department with appropriate level of government
Use telephone book, classroom computers, Faces of Government p. 47, p. 54, and 69 to assist students to identify which department belongs where
Complete t-chart to record information
Repeat lesson 11 in groups to review connections between department and government level over next several days.

Accommodations for Lesson 10

Name

Modifications for Lesson 10

Name

Lesson 12

Say ■ Write ■ Do ■

Faces of Government—Structures and Symbolism Pages 98 and 101
Read and discuss.

Accommodations for Lesson 10

Name

Modifications for Lesson 10

Name