

Manitoba, Canada, and the North: Places and Stories

Living in Canada

GRADE
4
2
CLUSTER



Learning Experiences



4.2.1 Symbols, Monuments, and Important Days

4-KC-001 Describe Canadian and provincial or territorial symbols and monuments. *Examples: national anthem, coats of arms, flags, monuments, legislative buildings...*

4-KC-003 Identify days important to Manitobans and Canadians. *Examples: Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Manitoba Day, Louis Riel Day...*

4.2.2 Canadian Citizenship

4-KC-004 Explain from a personal perspective what it means to be a citizen of Canada.

4-KC-004A Explain from a personal perspective what it means to be an Aboriginal citizen of Canada.

4-KC-004F Explain from a personal perspective what it means to be a francophone citizen of Canada.

4-KE-049 Describe media influences on their perceptions of people and places in Canada.

4-VC-002 Value Canadian citizenship.

4.2.3 Public and Private Property

4-KE-047 Use examples to distinguish between public and private property.

4-VE-012 Respect public and private property.

4.2.4 Power and Authority

4-KP-045 Give examples of formal and informal power and authority in their lives. *Examples: rules, laws, student councils, bullying, gangs...*

4-KP-046 Identify positive ways of dealing with conflict or the misuse of power and authority.

4-VC-001 Be willing to contribute to their groups and communities.

4-VP-011 Respect the rights of others when using personal power or authority. *Examples: as a member of cooperative groups, patrols, class monitors, conflict managers...*

4.2.5 Government

4-KC-002 Identify democratic ideals in Canadian society. *Examples: equality, freedom, citizen participation in government...*

4-KP-041 Explain the purposes of government.

4-KP-042 Identify levels of government in Canada and give examples of their responsibilities. *Include: municipal or local, provincial or territorial, First Nation, and federal governments.*

4-KE-048 Identify various ways in which governments help people meet their needs. *Examples: education, health care, sanitation...*



4.2.6 Elected Leaders

4-KP-043 Identify elected government leaders in their local communities, in Manitoba, and in Canada.

4-KP-044 Recognize that there are elected Aboriginal representatives in Manitoba and in Canada.

4-KP-044A Identify elected representatives of their Aboriginal communities.

Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** These are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment. Skills assessment information is located in Appendix A.
- **Skills Progress Chart:** This teacher tool lists every skills learning outcome for a particular grade. It is intended to monitor individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** This is the end-of-cluster assessment activity.

Cluster Description

Students enhance their awareness of Canada by examining various aspects of government, leadership, and power, including concepts related to citizenship and democracy. This study includes a focus on national, provincial, and territorial symbols, monuments, and commemorative days.



Engaging Students in the Cluster

- Present a segment of Canadian comedy (e.g., “This Hour Has 22 Minutes,” “Royal Canadian Air Farce”...).
- Invite an elected leader to speak to the class (e.g., Member of Parliament/Métis National Council, Member of the Legislative Assembly, local representative).
- Create a listening centre and invite students to share their favourite Canadian musicians.
- Create a book display of Canadian books from various genres.
- Create a bulletin board display of Canadian images, symbols, and monuments.
- Create a games centre with Canadian trivia games.
- Create a bulletin board display of Canadian artists and their works.
- Read aloud quotes by famous Canadians.
- Invite students to dress up as their favourite Canadian and share how this person represents Canada.
- Students attach self-stick notes to a map-of-Canada bulletin board that complete the phrase “Living in Canada means...”.
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Learning Experiences

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Symbols, Monuments, and Important Days• Canadian Citizenship• Public and Private Property | <ul style="list-style-type: none">• Power and Authority• Government• Elected Leaders |
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Learning Experience: 4.2.1 Symbols, Monuments, and Important Days

4-KC-001 Describe Canadian and provincial or territorial symbols and monuments.
Examples: national anthem, coats of arms, flags, monuments, legislative buildings...




4-KC-003 Identify days important to Manitobans and Canadians.
Examples: Canada Day, Remembrance Day, National Aboriginal Day, St. Jean Baptiste Day, Manitoba Day, Louis Riel Day...

Description of the Learning Experience







Canada has distinct symbols and important days. Students learn about Canadian, provincial, and territorial symbols and monuments, and days that are important to Manitobans and Canadians. Students create images and descriptions of symbols and monuments, and describe the significance of the days that are important to Manitobans and Canadians.

Vocabulary: anthem, cenotaphs, Inuksuit (See Appendix D for Vocabulary Strategies.)








4.2.1 Symbols, Monuments, and Important Days

| Assessment | Outcomes | Strategies |
|-------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activate | | |
|  | 4-KC-001 | As an Admit Slip, students submit examples of symbols they noticed on the way to school (e.g., Canadian flag, Canada Post emblem, school crossing sign...). Students describe each symbol, discuss its importance, and identify what each symbol represents. Create a symbol/word bank of Canadian, provincial, and territorial symbols. |
| or | | |
|  | 4-KC-001 | Using Canadian coins and bills, students identify the symbols and monuments used on Canadian currency. Students discuss how each symbol represents Canada. |
| or | | |
|  | 4-KC-003 | Students browse calendars to identify days important to Manitobans and Canadians. Students record the names of important days and sort them according to student-generated criteria. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |







4.2.1 Symbols, Monuments, and Important Days

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activate <i>(continued)</i> | | |
| or | | |
|   | 4-KC-001 4-KC-003 | Using a KWL strategy, students discuss what they think they know and want to know about examples and characteristics of symbols, monuments, and days important to Manitobans and Canadians. Students consider questions such as: “How was each established and when? What does each represent?” Students complete the “K” and “W” portions of their KWL, to identify what they know and what they would like to know to guide their inquiry. TIP: Revisit the KWL at the end of the learning experience to complete the “L” column of the KWL. |
| or | | |
|  | 4-KC-001 4-KC-003 | Using concept mapping, students brainstorm examples of symbols, monuments, and days important to Manitobans and Canadians. Students discuss connections between examples identified on the concept map. |
| or | | |
|  | 4-KC-001 4-KC-003 | At a learning centre, students sort questions from games of trivia to find questions about Canadian and provincial or territorial symbols and monuments and days important to Manitobans and Canadians. Students post the questions on a bulletin board. TIP: Questions may be used to introduce each lesson or to review material. |
| Acquire | | |
|   | 4-KC-001 | On a field trip or community walk, students take digital pictures or sketch-and-scan examples of Canadian and provincial symbols and monuments. Students include the images in a report, identifying the location of each symbol or monument and describing its significance. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

4.2.1 Symbols, Monuments, and Important Days

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Acquire <i>(continued)</i> | | |
|  | <p>4-KC-001</p> <p>Students take a virtual tour of the Manitoba Legislative Building and/or Parliament Hill, or explore Canadian symbols to identify Canadian and provincial symbols and monuments. Students can copy and paste images for later use. Students include the images in a report, identifying the location of each symbol or monument and describing its significance.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> | <p>or</p> |
|   | <p>4-KC-003</p> <p>Using print and electronic resources, students research days that are important to Manitobans and Canadians. Students record the day, its origin, who observed it, when, why it is symbolic, and why it may be personally significant.</p> <p> 4.2.1 BLM: Symbols, Monuments, and Important Days–Web</p> | <p>or</p> |
|   | <p>4-KC-001</p> <p>Using print and electronic resources, collaborative groups of students choose province(s), territory(s), or Canada, and research the symbols and monuments of each. Students record the name of the province/territory, capital city, and a description or picture of symbols and monuments (e.g., flag, historical monuments, tree, animal, tartan, flower, et cetera). Students share their information with peers.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 4.2.1 BLM: Symbols, Monuments, and Important Days–Research</p> | |
| <p>Teacher Reflections</p> | | |







4.2.1 Symbols, Monuments, and Important Days

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | 4-KC-001 4-KC-003 | <p>Apply</p> <p>Using word-processing or presentation software, students create an electronic dictionary of symbols, monuments, and important days. Students insert images representing Canadian, provincial, and territorial symbols, monuments, and important days, and describe each, including its significance, where it is located (symbol/monument), or when it is observed (important day). Students share electronic dictionaries with peers.</p> <p> 4.2.1 BLM: Symbols, Monuments, and Important Days–Dictionary</p> <p>or</p> |
| | 4-KC-001 4-KC-003 | <p>Using word-processing or graphics software, students insert clip-art images on a map of Canada to represent Canadian, provincial, and territorial symbols, monuments, and important days. Students share the map collages with peers and describe the national, provincial, and territorial symbols, monuments, and important days.</p> <p> 4.2.1 BLM: Symbols, Monuments, and Important Days–Map</p> <p>or</p> |
|   | 4-KC-001 4-KC-003 | <p>Collaborative groups of students create an “I Am a Canadian” multimedia presentation of Canadian, provincial, and territorial symbols, monuments, and important days. Students include images representing various symbols, monuments, and important days, including a description of its significance, where it is located (symbol/monument), or when it is observed (important day). Compile group presentations in a class presentation.</p> <p>or</p> |
| | 4-KC-001 | <p>Students create a “Symbols and Monuments” class quilt. Using uniform-size fabric or paper, students illustrate Canadian, provincial, and territorial symbols and monuments. Combine individual illustrations to create and display the class quilt.</p> |

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Teacher Reflections

4.2.1 Symbols, Monuments, and Important Days

| Assessment | Outcomes | Strategies |
|-------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply <i>(continued)</i> | | |
|  | 4-KC-001 4-KC-003 | Using animation software or animation features of presentation software, students create an animation illustrating a Canadian, provincial, or territorial symbol and monument (e.g., a bison running, a flag waving, wheat growing...), or an important day. Students describe the significance of their symbol, monument, or day with peers. |
| or | | |
|  | | |
|  | 4-KC-003 | Students plan a celebration or observance of a Canadian, provincial, or territorial important day (e.g., Remembrance Day, Manitoba Day, National Aboriginal Day...). Students create posters advertising the day and invite other students or community members to participate in the celebration or observance. |
| or | | |
|  | 4-KC-001 4-KC-003 | Using word-processing or graphics software, students create a poster or brochure, describing Canadian, provincial, or territorial symbols and monuments or important days. Students describe the significance of the symbol, monument, or day to peers. |
|  | | |
| or | | |
|  | 4-KC-001 4-KC-003 | Using “Hot Potatoes,” students create a crossword puzzle, a multiple-choice quiz, or a matching quiz describing Canadian, provincial, and territorial symbols, monuments, and important days. Students exchange quizzes with peers and solve. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| <p>Teacher Reflections</p> | | |

Teacher Reflections



Learning Experience: 4.2.2 Canadian Citizenship

- 4-KC-004 Explain from a personal perspective what it means to be a citizen of Canada.

- 4-KC-004A Explain from a personal perspective what it means to be an Aboriginal citizen of Canada.

- 4-KC-004F Explain from a personal perspective what it means to be a francophone citizen of Canada.

- 4-KE-049 Describe media influences on their perceptions of people and places in Canada.



- 4-VC-002 Value Canadian citizenship.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).





Description of the Learning Experience

Every individual has a unique and personal understanding of what it means to be a citizen of Canada. Students explore their understandings of Canadian citizenship, and examine ways in which media affect their understanding of people and places in Canada.









4.2.2 Canadian Citizenship

| Assessment | Outcomes | Strategies |
|-------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>4-KC-004 4-KC-004A 4-VC-002 4-KE 049</p> | <p>Activate</p> <p>Using concept mapping, students brainstorm various aspects of what it means to be a citizen of Canada. Students share personal stories, illustrating times when they have felt proud to be a Canadian.</p> <p style="text-align: center;"> 4.2.2 BLM: Canadian Citizenship–Web</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">or</p> <hr style="width: 50%; margin: 10px auto;"/> <p>4-KC-004 Collaborative groups of students review and record responsibilities and rights of Canadian citizenship. Students share their observations. 4-KC-004A 4-VC-002 Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

4.2.2 Canadian Citizenship

| Assessment | Outcomes | Strategies |
|-------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activate <i>(continued)</i> | | |
|  | 4-KC-004 4-KC-004A 4-VC-002 | Students interview family members to help identify a single word, picture, or artifact that represents what it means to them to be a citizen of Canada. Students share their word, picture, or artifact and describe its significance. TIP: Display words, pictures, and artifacts in a “Citizenship in Canada” centre. |
|  | 4-KC-004 4-KC-004A 4-VC-002 | Using Think-Pair-Share, students describe personal experiences, events, or places that have made them feel connected to Canada. |
|  | 4-KC-004 4-KC-004A 4-VC-002 | Conduct a sharing circle to discuss from a personal perspective what it means to be a citizen of Canada. |
|  | 4-KE-049 | As an Admit Slip, students submit examples of items they have viewed in the media that changed their perceptions of people and places in Canada. Post examples on a class bulletin board and discuss. TIP: The Canadian Teachers’ Federation has created an activity guide entitled “Kids’ Take on Media” to help students think critically about the media. The document is available at the CTF website. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| Teacher Reflections | | |







4.2.2 Canadian Citizenship

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | 4-KC-004 4-VC-002 | <p>Acquire</p> <p>Students compose questions and conduct an interview with a family member, neighbour, school staff member, or peer whose country of origin is other than Canada. Students record information related to why that person came to Canada and what it means to him or her to be a citizen of Canada. Students share responses with peers.</p> <p>TIP: Do not restrict interviews to recent immigrants, but include families who have been in Canada for several generations.</p> |
| | or | |
|   | 4-KC-004 4-KC-004A 4-KE-049 4-VC-002 | <p>Students view a variety of video clips and other media images (e.g., <i>Glorious and Free</i>, <i>Heritage Minutes</i>, travel brochures, magazines...), and record how the images make them feel about people and places in Canada. Students share their responses with their peers.</p> <p>TIP: The Canadian Heritage video <i>Glorious and Free</i> may be dubbed from the IRU page at the Manitoba Education, Citizenship and Youth website.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> |
| | or | |
|   | 4-KC-004A 4-VC-002 | <p>Invite an Aboriginal Elder or another Aboriginal person to speak of personal experiences as an Aboriginal person living in Canada. Students compose individual thank-you letters identifying what they learned about being an Aboriginal citizen of Canada.</p> <p>TIP: Follow appropriate protocols.</p> |
| | or | |
|   | 4-KC-004 4-VC-002 | <p>On a field trip to a cultural centre, students ask questions to determine cultural perspectives regarding what it means to be a citizen in Canada. Students record observations in their journals.</p> <p>TIP: Consider a conference call if a cultural centre is not accessible.</p> |
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Teacher Reflections









4.2.2 Canadian Citizenship

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquire <i>(continued)</i> | | |
| _____ or _____ | | |
|   | 4-KC-004 4-VC-002 | Students compose questions and interview guest speakers representing cultural communities to help understand diverse perspectives regarding what it means to be a citizen of Canada. Students reflect upon and discuss the speakers' presentations. TIP: Contact cultural groups for guest speakers (e.g., Manitoba Japanese Canadian Cultural Centre, Philippine Canadian Centre of Manitoba, German Canadian Cultural Association of Manitoba...). If guests are not available in your community, consider using email or fax to conduct interviews. |
| _____ or _____ | | |
|   | 4-KC-004 4-KC-004A 4-VC-002 | Students read or listen to various stories describing the experiences of Aboriginals, francophones, or new Canadians related to citizenship experiences. Students reflect on those experiences in their journals. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| Apply | | |
|   | 4-KC-004 4-KC-004A 4-KE-049 4-VC-002 | Collaborative groups of students create a radio or television commercial promoting citizenship in Canada. Students include testimonials of fictional characters describing from a personal perspective what it means to be a citizen of Canada. TIP: Share commercials with audiences outside of the classroom. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

4.2.2 Canadian Citizenship

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply <i>(continued)</i> | | |
|   | 4-KC-004 4-KC-004A 4-KE-049 4-VC-002 | Using information from television and radio guides or diaries based on personal viewing/listening, students compose letters to local, regional, or national broadcasters. Students offer advice and examples to the broadcasters on improving their programming to include more content related to Canadian people and places. |
| or | | |
|   | 4-KC-004 4-KC-004A 4-VC-002 | Using a RAFT, students explain from another person’s perspective what it means to be a citizen of Canada.  4.2.2 BLM: Canadian Citizenship–RAFT |
| or | | |
|   | 4-KC-004 4-KC-004A 4-VC-002 | Students create an outline for a website, magazine, or television or radio program that promotes positive perspectives of people and places in Canada. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

4.2.2 Canadian Citizenship

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Apply (continued)</i> | | |
|   | 4-KC-004 4-KC-004A 4-VC-002 | Students create a “Citizenship” class quilt. Using uniform-size pieces of fabric or paper, students illustrate personal experiences, symbols, events, or places that represent what it means to be a citizen of Canada, or make them feel connected to Canada. Combine individual illustrations to create and display the class quilt. |
|   | 4-KC-004 4-KC-004A 4-VC-002 | Cooperative groups of students create a “Proud to be Canadian” electronic multimedia presentation. Using a map of Canada as a background, students include representations of personal experiences, symbols, events, or places that represent what it means to be a citizen of Canada, or make them feel connected to Canada. Compile group presentations in a class presentation. |
|   | 4-KC-004 4-KC-004A 4-VC-002 | Students create an exhibition in a medium of their choice (e.g., song, dance, artistic representation, writing, photographs, drama...) to share from a personal perspective what it means to them to be a citizen of Canada. TIP: Be sensitive to students who may not wish to share personal expressions with their classmates. |
|   | 4-KC-004 4-KC-004A 4-VC-002 | Students trace their hands on red paper and write or draw a phrase or picture describing what it means to them to be a citizen of Canada. Post the red “hands” on a white background to recreate the Canadian flag. |
| Teacher Reflections | | |



Learning Experience: 4.2.3 Public and Private Property

4-KE-047 Use examples to distinguish between public and private property.

4-VE-012 Respect public and private property.

Note: In some cultural communities in Manitoba, concepts related to public and private property may differ.











Description of the Learning Experience

Students distinguish the differences between public and private property, and demonstrate respect for public and private property.







4.2.3 Public and Private Property

| Assessment | Outcomes | Strategies |
|-----------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 4-KE-047 | <p>Activate</p> <p>Students sort a list of words as either public or private property. Students share completed word sorts with peers and discuss the characteristics of public and private property.</p> <p> 4.2.3 BLM: Public and Private Property–Word Sort</p> |
| | 4-KE-047 | <p>Using a Venn diagram, students sort a list of words as either public or private property. Students identify how some areas (e.g., apartment buildings) have common areas that are public yet individual apartments that are private. Students discuss the difference between public and private property.</p> <p> 4.2.3 BLM: Public and Private Property–Venn Diagram</p> |
| | 4-KE-047 4-VE-012 | <p>Students identify items in the classroom that represent private property (i.e., belongs to an individual) and public property (i.e., belongs to the class or school). Students create a list of rules that help demonstrate respect for public and private property.</p> |
| <p>Teacher Reflections</p> | | |

4.2.3 Public and Private Property

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquire | | |
|   | 4-KE-047 4-VE-012 | Students compose questions and interview an adult (e.g., police officer, custodian...) to identify examples of and differences between public and private property, including how they may personally demonstrate respect for public and private property. Students record information in their journals using the “Note Taking” BLM.  4.2.3 BLM: Public and Private Property–Note Taking _____ or _____ |
|   | 4-KE-047 4-VE-012 | Students sort examples of properties into public or private property and give examples of how they may personally demonstrate respect for public and private property.  4.2.3 BLM: Public and Private Property–Respect _____ or _____ |
|   | 4-KE-047 4-VE-012 | On a community walk, students collect pictures of public and private property, using a digital camera or sketch-and-scan. Students sort pictures according to public and private property and describe various ways they may personally demonstrate respect for public and private property. Students share ideas with peers. _____ or _____ |
|   | 4-KE-047 4-VE-012 | Students collect pictures from magazines or clip art to create a collage representing examples of public and private property. Students create a title for each category, illustrating how individuals may demonstrate respect for public and private property. Students share completed collages with peers. <div style="text-align: right;"><i>(continued)</i></div> |
| Teacher Reflections | | |

4.2.3 Public and Private Property

| Assessment | Outcomes | Strategies |
|-------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquire <i>(continued)</i> | | |
| _____ or _____ | | |
|  | 4-KE-047 4-VE-012 | Students identify examples in fairy tales and stories (e.g., The Three Little Pigs, Goldilocks and the Three Bears, Jack and the Beanstalk...) that illustrate how characters interact with public and private property. Students retell the fairy tale or story to illustrate how the characters may have acted more positively to demonstrate respect for public and private property. |
| Apply | | |
|  | 4-KE-047 4-VE-012 | Students create and present scenarios that illustrate issues related to public and private property (e.g., retrieving a ball from a neighbour's yard, littering, crossing private property...). Students discuss how each issue may be resolved in a respectful way. |
| _____ or _____ | | |
|  | 4-KE-047 4-VE-012 | Students plan and conduct an education campaign to encourage others to respect public and private property. Students include examples illustrating the differences between public and private property, and identify the positive consequences for all that result from respecting public and private property. |
|  | | |
| _____ or _____ | | |
|  | 4-KE-047 4-VE-012 | Collaborative groups of students create a mural or diorama illustrating examples of groups or individuals demonstrating respect for public and private property. Students describe murals or dioramas to schoolmates to encourage respect for public and private property. |
|  | | |
| Teacher Reflections | | |

Teacher Reflections



Learning Experience: 4.2.4 Power and Authority

- 4-KP-045 Give examples of formal and informal power and authority in their lives.
Examples: rules, laws, student councils, bullying, gangs...

- 4-KP-046 Identify positive ways of dealing with conflict or the misuse of power and authority.

- 4-VC-001 Be willing to contribute to their groups and communities.

- 4-VP-011 Respect the rights of others when using personal power or authority.
Examples: as a member of cooperative groups, patrols, class monitors, conflict managers...

Description of the Learning Experience







Power and authority are ever-present and influence our lives in a variety of ways. Students explore formal and informal power and authority and positive ways of dealing with conflict or the misuse of power and authority in their lives. Students also explore how they may demonstrate respect for the rights of others and make positive contributions to their groups and communities.

Vocabulary: power, authority, formal, informal, personal power, bullying (See Appendix D for Vocabulary Strategies.)







4.2.4 Power and Authority

| Assessment | Outcomes | Strategies |
|-----------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 4-KP-045 4-KP-046 4-VP-011 | <p>Activate</p> <p>Students brainstorm examples of local leaders and describe their power and authority. Students sort the leaders into two categories: formal leaders and informal leaders. TIP: Define formal leaders as those who have been designated or given authority (line leader, hall monitor, police officers, crossing guards) and informal leaders as self-initiated or group-supported (friends, older students).</p> |
| | 4-KP-045 4-KP-046 4-VP-011 | <p>Provide definitions for the terms “power and authority.” Students describe situations where they have encountered power and authority in their own lives (e.g., teacher assigns homework, they were bullied, they became a crossing guard, the coach played only a few team members, police directed traffic...). Students discuss the examples and identify them as formal or informal power and authority. TIP: Define authority as the right to give orders and enforce obedience. Define power as the ability to do something or act in a certain way.</p> <p style="text-align: right;"><i>(continued)</i></p> |
| <p>Teacher Reflections</p> | | |








4.2.4 Power and Authority

| Assessment | Outcomes | Strategies |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Activate (continued)</i> | | |
|  | 4-KP-045 4-KP-046 4-VP-011 | Students share examples of leaders using their power and authority, both unjustly and to help others. Students discuss the possible consequences of each example and propose alternative positive actions that may have been taken in the examples they consider unjust. |
|  | 4-KP-046 4-VC-001 | Students brainstorm examples of conflict or the misuse of power and authority in the school or community. Students identify the cause of the conflict and discuss positive ways of dealing with conflict or the misuse of power and authority. |
|  | 4-KP-045 4-KP-046 4-VC-001 4-VP-011 | Collaborative groups of students discuss bullying as an example of the misuse of power and authority, and conduct a bullying survey. Using examples from the survey, they identify examples of formal and informal power and authority, and discuss the consequences of misuse of power and authority and alternative positive ways of dealing with conflict. TIP: The results of the bullying survey may require teachers to take further action with individuals or groups of students. |
|  4.2.4 BLM: Power and Authority–Bully Survey | | |
| <i>Acquire</i> | | |
|  | 4-KP-045 4-KP-046 4-VC-001 4-VP-011 | Students compose questions and interview guest speakers who have experience as mediators (e.g., principal, police officer, guidance counsellor, conflict managers...) to identify strategies used in conflict resolution. Students record strategies in their journals, categorizing the examples according to formal and informal examples of power and authority. |
|  | | <i>(continued)</i> |
| Teacher Reflections | | |



4.2.4 Power and Authority

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | 4-KP-045 4-KP-046 4-VC-001 4-VP-011 | <p>Acquire <i>(continued)</i></p> <p>Collaborative groups of students discuss various ways of dealing with conflict or the misuse of power and authority (e.g., denial or withdrawal, smoothing over, dominance, compromise or negotiation, collaboration...). Students describe situations where they have encountered various strategies, discuss the consequences, and identify alternative positive ways of dealing with conflict or the misuse of power and authority. They share positive ideas with the class.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <hr/> <p style="text-align: center;">or</p> <hr/> |
|  | 4-KP-045 4-KP-046 4-VC-001 4-VP-011 | <p>Using Think-Pair-Share, students illustrate on a Y-chart what power and authority looks like, sounds like, and feels like. After sharing completed Y-charts with peers, students discuss formal and informal power and authority in their lives, as well as examples of conflict or the misuse of power and authority in their lives.</p> <hr/> <p style="text-align: center;">or</p> <hr/> |
|  | 4-KP-045 4-KP-046 4-VP-011 | <p>Using a Venn diagram, students sort examples of power and authority in their lives into formal and informal categories. Students share completed Venn diagrams with peers and describe positive ways of dealing with conflict or the misuse of power and authority.</p> <p> 4.2.4 BLM: Power and Authority–Venn Diagram</p> <hr/> <p style="text-align: center;">or</p> <hr/> |
|   | 4-KP-045 4-KP-046 4-VC-001 4-VP-011 | <p>Students examine literature or other media to find and describe examples of formal and informal power and authority, and ways of dealing with conflict or the misuse of power and authority. Students compose alternate scenarios that represent positive ways of dealing with conflict or the misuse of power and authority. Students re-tell their stories to peers and discuss how the scenarios may connect with their own lives.</p> <p style="text-align: right;"><i>(continued)</i></p> |
| Teacher Reflections | | |

4.2.4 Power and Authority

| Assessment | Outcomes | Strategies |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquire <i>(continued)</i> | | |
| or | | |
|  | 4-KP-045 4-KP-046 4-VC-001 4-VP-011 | Students brainstorm situations involving formal and informal power and authority and ways of dealing with conflict or the misuse of power and authority in their lives. Collaborative groups list situations and identify positive and negative actions that may be taken in each situation. Groups share their situations and actions with peers and discuss the possible consequences of each action. |
|  4.2.4 BLM: Power and Authority–Strategies | | |
| Apply | | |
|  | 4-KP-045 4-KP-046 4-VC-001 4-VP-011 | Collaborative groups of students create a mural or diorama illustrating examples of formal and informal power and authority in their lives. Using the school or community as the background, students illustrate scenes that identify positive ways of dealing with conflict or the misuse of power and authority. |
|  | | |
| or | | |
|  | 4-KP-045 4-KP-046 4-VC-001 4-VP-011 | Students use role-play cards to act out scenarios involving formal and informal power and authority, and ways of dealing with conflict or the misuse of power and authority in their lives. Students use “I” messages to describe positive ways of dealing with conflict. After each role-play, students debrief to identify alternative ways and possible consequences of dealing with conflict. |
|  | |  4.2.4 BLM: Power and Authority–I Messages |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

4.2.4 Power and Authority

| Assessment | Outcomes | Strategies |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Apply (continued)</i> | | |
| _____ or _____ | | |
|  <p>A.9.4</p> | <p>4-KP-045 4-KP-046 4-VC-001 4-VP-011</p> | <p>Collaborative groups of students compose a cause-and-effect “Choose Your Own Strategy” chapter story. Students describe an example of a conflict or the misuse of power and authority in the first chapter, and describe alternative ways of dealing with the conflict and resulting consequences in subsequent chapters. Students share stories with another group that writes an additional chapter describing another alternative for dealing with the conflict.</p> |
| _____ or _____ | | |
|  <p>A.10.1</p> | <p>4-KP-045 4-KP-046 4-VC-001 4-VP-011</p> | <p>Students create posters illustrating positive ways of dealing with conflict or the misuse of power and authority. Present the posters during a school assembly and post in a public location within the school.</p> |
| Teacher Reflections | | |

Teacher Reflections



Learning Experience: 4.2.5 Government

- 4-KC-002 Identify democratic ideals in Canadian society.
Examples: equality, freedom, citizen participation in government...

- 4-KP-041 Explain the purposes of government.

- 4-KP-042 Identify levels of government in Canada and give examples of their responsibilities.
Include: municipal or local, provincial or territorial, First Nation, and federal governments.


- 4-KE-048 Identify various ways in which governments help people meet their needs.
Examples: education, health care, sanitation...

Description of the Learning Experience






Canada is a democracy and has three levels of government, each with distinct roles and responsibilities. Students explore ways in which governments help people meet their needs and how governments support democratic ideals within Canadian society.

Vocabulary: democratic, municipal, ideals, provincial/territorial, equality, federal (See Appendix D for Vocabulary Strategies.)







4.2.5 Government

| Assessment | Outcomes | Strategies |
|-------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | <p>Activate</p> <p>Using a KWL, students brainstorm to determine what they know and want to know about democracy and government in Canada. Students record responses and refer to their ideas throughout their inquiry. At the conclusion of the learning experience, students identify what they learned about democracy and government.</p> <p style="text-align: right;"><i>(continued)</i></p> |
| <p>Teacher Reflections</p> | | |








4.2.5 Government

| Assessment | Outcomes | Strategies |
|-------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | <p>Activate <i>(continued)</i></p> <p>Students visit or take a virtual tour of local, provincial, and federal government buildings. Using a web, students record the name of each building, where it is located, who works there, how the building is used, and why it is important. Students share completed webs with peers.</p> <p>Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> 4.2.5 BLM: Government–Web</p> <hr/> <p style="text-align: center;">or</p> |
| | 4-KP-041 4-KP-042 | <p>Using a word splash of government vocabulary, students sort words according to student-determined criteria. Students share their word splash and compare their criteria with peers.</p> <p> 4.2.5 BLM: Government–Word Splash</p> <hr/> <p style="text-align: center;">or</p> |
|  | 4-KC-002 4-KP-041 4-KE-048 | <p>As an Admit Slip, students submit an example of a current issue relating to democratic ideals in Canada (e.g., equality, freedom, citizen participation in government...). Students discuss the issues and propose actions and solutions that may be initiated by government or individuals.</p> <hr/> <p style="text-align: center;">or</p> |
| | 4-KP-041 4-KP-042 4-KE-048 | <p>Students brainstorm public services available in their community (e.g., schools, hospitals, recreation, sewer, water...). Students discuss who provides each service and how each service helps people meet their needs.</p> <hr/> <p style="text-align: center;">or</p> |
|  | 4-KP-041 4-KP-042 4-KE-048 | <p>Students interview family members to identify various ways the federal, First Nation, provincial, or municipal government helps their family meet its needs. Students record information on a spider chart and share with peers.</p> <p> 4.2.5 BLM: Government–Spider Chart</p> |
| | <p>Teacher Reflections</p> | |









4.2.5 Government

| Assessment | Outcomes | Strategies |
|-----------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquire | | |
|  A.11.1 | 4-KP-041 4-KP-042 4-KE-048 | Using print and electronic resources, students research levels of government. Students record names and titles of the currently elected leaders and identify and record federal, First Nations, provincial, and municipal responsibilities. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  4.2.5 BLM: Government–Levels |
| | or | |
|  A.6.6 | 4-KP-041 4-KP-042 4-KE-048 | Using clip art, magazines, or catalogues, students find pictures to represent the services provided by various levels of government that help people meet their needs. Students create a collage for each level of government, illustrating the responsibilities and services provided by each level.  4.2.5 BLM: Government–Services Collage |
| | or | |
|  A.11.1 | 4-KP-041 4-KP-042 4-KE-048 | Using telephone directories and government websites, students identify services provided by various levels of government that help people meet their needs. Students record the services provided by each level of government on a government services chart. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  4.2.5 BLM: Government–Services |
| | <i>(continued)</i> | |
| Teacher Reflections | | |







4.2.5 Government

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Acquire <i>(continued)</i> | | |
| or | | |
|   | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | Students compose questions and interview federal, provincial, or municipal government officials to identify how government supports democratic ideals in Canada, the purposes and responsibilities of various levels of government, and ways in which governments help people meet their needs. Students record information in their journals and write a thank-you letter after the interview, identifying the new information they learned. TIP: Use a fax, email, or conference call to interview government representatives outside the local community. |
| or | | |
|   | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | Students identify current events in the media related to democratic ideals and the purpose/responsibility of government, locally, provincially, or nationally. Students post events on a “Current Events” bulletin board and discuss how government actions may affect them. Students compose editorials in response to the current events, proposing actions and solutions that may be initiated by government or individuals. |
| Apply | | |
|   | 4-KP-041 4-KP-042 | Using concept mapping, students create a word cycle of government vocabulary. Students arrange the words and describe how each word is related to the next. Students explain the identified relationships to peers.  4.2.5 BLM: Government–Word Cycle |
| | | <i>(continued)</i> |
| Teacher Reflections | | |

4.2.5 Government

| Assessment | Outcomes | Strategies |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply <i>(continued)</i> | | |
|  | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | Students list activities they engage in over the course of a day (e.g., eat breakfast, brush teeth, go to school...). Students identify the services required to carry out each activity, the resource used, and the level of government that provides the service. Students record the information in a chart and use the information to compose a “Day in My Life” story that identifies various ways in which governments help them meet their needs. |
|  4.2.5 BLM: Government–Daily Needs Chart | | |
|  | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | Collaborative groups of students create an electronic multimedia presentation related to municipal, provincial, First Nation, or federal government. Students include the purpose and responsibilities of the level of government, examples of ways in which that level of government helps people meet their needs, and a description of how that level of government promotes democratic ideals in Canada. Compile group presentations in a class presentation. |
|  | | |
|  | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | Students create posters, collages, or banners illustrating democratic ideals (e.g., freedom of speech, equality, participation in government...) and describe how governments support democratic ideals in Canada. |
|  | | |
|  | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | Students plan and conduct a campaign to address a local community issue (e.g., recycling, waste disposal, playground enhancement...). Students identify actions and solutions that may be initiated by government and individuals. Students determine how to educate individuals and contact appropriate government representatives to suggest how they might address the issue. |
|  | | |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

4.2.5 Government

| Assessment | Outcomes | Strategies |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Apply (continued)</i> | | |
|   | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | Students dramatize the roles and responsibilities of a municipal, provincial, or federal government addressing a local need (e.g., establishing a community park, planning a new school, providing foreign aid...). Students assume the roles of government officials (e.g., councillor, MLA, MP...) and role-play how the government acts to help people meet their needs. |
|   | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | Using a RAFT, students describe actions they would take to help people meet their needs if they were Prime Minister for a day. Students share their stories with peers as a campaign platform and peers democratically decide who should become Prime Minister or an elected official. |
|   | 4-KC-002 4-KP-041 4-KP-042 4-KE-048 | Using a word processor, students prepare a municipal, provincial, or federal government brochure that identifies the services offered by the different levels of government in their community. Students identify examples of the responsibilities of the level of government, and describe how that level of government helps people meet their needs and promotes democratic ideals in Canadian society. Students send copies of their completed brochures to appropriate government officials to invite feedback. |
| Teacher Reflections | | |



Learning Experience: 4.2.6 Elected Leaders

- 4-KP-043 Identify elected government leaders in their local communities, in Manitoba, and in Canada.
- 4-KP-044 Recognize that there are elected Aboriginal representatives in Manitoba and in Canada.
- 4-KP-044A Identify elected representatives of their Aboriginal communities.

Note: Aboriginal and francophone learning outcomes are not intended for all students (see page 36 of the Overview).







Description of the Learning Experience

Canadians elect leaders to represent them in government. Students identify elected government leaders in their local communities, Manitoba, and Canada, and learn that there are elected Aboriginal representatives in Manitoba and Canada.



4.2.6 Elected Leaders

| Assessment | Outcomes | Strategies |
|-----------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 4-KP-043 4-KP-044 4-KP-044A | <p>Activate</p> <p>Students brainstorm the names of elected government leaders in their local communities, Manitoba, and Canada, including Aboriginal representatives. They record names and the level of government each represents (i.e., local, provincial, band, national).</p> <p style="text-align: center;">or</p> |
| | | 4-KP-043 4-KP-044 4-KP-044A |
| | 4-KP-043 4-KP-044 4-KP-044A | <p>As an Admit Slip, students submit pictures from newspapers or magazines of elected government leaders. Students identify the names of the leaders and the level of government they represent, and post pictures, names, and the level of government on a classroom bulletin board.</p> |
| <p>Teacher Reflections</p> | | |

4.2.6 Elected Leaders

| Assessment | Outcomes | Strategies |
|-------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | 4-KP-043 4-KP-044 4-KP-044A | Acquire Students watch video clips of various government leaders (e.g., news clip, Canadian Parliament on CPAC...). Students identify the elected leaders and the level of government each represents. |
| or | | |
|  | 4-KP-043 4-KP-044 4-KP-044A | Using print and electronic resources, students research elected government leaders in their local communities, Manitoba, and Canada, including Aboriginal representatives. Students record the names of the leaders and the level of government each represents. |
|  | | |
| or | | |
|  | 4-KP-043 4-KP-044 4-KP-044A | Students interview family or community members to identify the names of memorable elected government leaders, both past and present. Students record the names of the leaders and the level of government each represents. |
| | |  4.2.6 BLM: Elected Leaders–Past or Present |
|  | 4-KP-043 4-KP-044 4-KP-044A | Apply Collaborative groups of students create brochures or multimedia presentations of elected government leaders in their local communities, Manitoba, or Canada, including Aboriginal representatives. Students include the names of the leaders, the level of government they represent, photographs, interesting facts, and accomplishments each leader has achieved. Compile group presentations in a class presentation to represent all levels of government. |
| <i>(continued)</i> | | |
| Teacher Reflections | | |

4.2.6 Elected Leaders

| Assessment | Outcomes | Strategies |
|-----------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Apply <i>(continued)</i> | | |
| _____ or _____ | | |
|  | 4-KP-043 4-KP-044 4-KP-044A | Using a word processor, students create trading cards of elected government leaders. Students include the name of the leader, the level of government he or she represents, a photograph, and interesting facts or accomplishments the leader has achieved. Students share trading cards with peers. TIP: Pictures of elected government leaders may be found on the Internet. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |
| _____ or _____ | | |
|  | 4-KP-043 4-KP-044 4-KP-044A | Using “Hot Potatoes,” students create a matching quiz identifying elected government leaders. Students match the name of each leader and the position he or she holds. Students exchange quizzes and solve. Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss > |

Connecting and Reflecting: End of Cluster

Student:

Using your “Living in Canada” portfolio, reflect on the various aspects of Canadian life, and describe what you value about being a citizen in Canada and ways you can contribute to the groups and communities to which you belong.



4.2 BLM: Cluster 2–Connecting and Reflecting

Teacher Reflections