

## Elementary Curriculum Connections – Quebec

### LESSON 1

Cycle III — Primary (Grade 5 and 6) Geography/History and Citizenship Education:

- Interpret notions of governance and how it pertains to self as Canadian citizen and others in the world
- Use information to explain how different governments function
- Cooperate with others/communicate appropriately
- Use ICTs to research concept of democracy

Cycle III — Primary (Grade 5 and 6) English Language Arts:

- C.1 — Read and listen to information-based texts: adjust reading stance and strategies to the context/political vocabulary
- C. 4 — Use language to communicate and learn: express thoughts in a coherent and organized manner/share response in an individual voice/accommodate the points of view of peers in shaping own response

Cycle I — Secondary (Secondary I—II) History and Citizenship Education:

- Explain social phenomenon from an historical perspective – use chronological reference points; geographical locations
- Interpret social phenomenon using an historical perspective – examine concept of continuity and change/focus on facts, actions, causes and consequences associated with different governments
- Strengthen his/her experience of citizenship – show concern for the beliefs, attitudes and values of the period/reflect on social phenomenon
- Make connections between own experiences and others in the world – recognize elements of shared identity

Cycle I — Secondary (Secondary I—II) English Language Arts:

- C.2 — Read and listen to information—based texts: adjust reading stance and strategies to the context/political vocabulary
- C.1 — Use language to communicate and learn: share response in an individual voice/accommodate the points of view of peers in shaping own response
- C. 3 — Write for personal and social purposes: short story/comic strip regarding dictatorship

### LESSON 2

Cycle III — Primary (Grade 5 and 6) Geography/History and Citizenship Education:

- Identify rights and responsibilities that pertain to democracy: construct consciousness of citizenship through the study of history/voting rights/*Charter of Rights and Freedoms*
- Demonstrate creativity that exemplifies cause and effect/how voting rights were finally established (poster, slideshow)

Cycle III — Primary (Grade 5 and 6) English Language Arts:

- C.1 — Read and listen to information—based texts/electoral system in Canada
- C.4 — Use language to communicate and learn/share responses to diary entries

Cycle I — Secondary (Secondary I—II) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/establish relationships between different aspects of social phenomenon
- Interpret social phenomenon using an historical perspective/construct informed viewpoint using cause and effect
- Strengthen his/her experience of citizenship/discuss student summaries of countries that are fighting for the right to vote

Cycle I — Secondary (Secondary I—II) English Language Arts:

- C.1 — Use language to communicate and learn/share responses to activities
- C.2 — Read and listen to written, spoken, and media texts
- C.3 — Write/produce texts for personal and social purposes (e.g., slideshow, diary entries on before/after being granted right to vote)

### **LESSON 3**

Cycle III — Primary (Grade 5 and 6) Geography/History and Citizenship Education:

- Understand the purpose of public institutions/three levels of government in Canada
- Examine the nature and origin of certain public institutions/research, news stories

Cycle III — Primary (Grade 5 and 6) English Language Arts:

- C.1 — Read and listen to information-based texts
- C.4 — Use language to communicate and learn

Cycle I — Secondary (Secondary I—II) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/understand origins of three levels of government
- Interpret social phenomenon using an historical perspective/research origins
- Strengthen his/her experience of citizenship

Cycle I — Secondary (Secondary I—II) English Language Arts:

- C.1 — Use language to communicate and learn/discuss students' news articles
- C.2 — Read and listen to written, spoken, and media texts
- C.3 — Write/produce texts for personal and social purposes/answer questions to news article

#### **LESSON 4**

Cycle III — Primary (Grade 5 and 6) Geography/History and Citizenship Education:

- Examine countries' political frameworks/study Canada's federal political parties
- Recognize the rights of others to hold different opinions
- Express individual opinion/"Where do you Stand?"

Cycle III — Primary (Grade 5 and 6) English Language Arts:

- C.1 — Read and listen to information-based texts
- C.4 — Use language to communicate and learn

Cycle I — Secondary (Secondary I—II) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/research origins of federal parties
- Interpret social phenomenon using an historical perspective/understand relationships among different aspects of parties
- Strengthen his/her experience of citizenship/create own federal party

Cycle I — Secondary (Secondary I—II) English Language Arts:

- C.1 — Use language to communicate and learn/share responses to activities
- C.2 — Read and listen to written, spoken, and media texts/PowerPoint—Parties, Election results
- C.3 — Write/produce texts for personal and social purposes/record key points of debate

#### **LESSON 5**

Cycle III — Primary (Grade 5 and 6) Geography/History and Citizenship Education:

- Consider social phenomenon in its totality/review all issues of local candidates
- Look for elements of continuity and change

Cycle III — Primary (Grade 5 and 6) English Language Arts:

- C.1 — Read and listen to information-based texts/profile candidates
- C.4 — Use language to communicate and learn/student's debate/leaders' debate

Cycle I — Secondary (Secondary I—II) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/recognize commonalities, differences of candidates
- Interpret social phenomenon using an historical perspective/study past and present candidates, issues
- Strengthen his/her experience of citizenship/make informed choice for 'best' candidate

Cycle I — Secondary (Secondary I—II) English Language Arts:

- C.1 — Use language to communicate and learn/share responses to activities
- C.2 — Read and listen to written, spoken, and media texts/participate in activities
- C.3 — Write/produce texts for personal and social purposes

## **LESSON 6**

Cycle III — Primary (Grade 5 and 6) Geography/History and Citizenship Education:

- Establish factual basis of social phenomenon/fact vs opinion/informed decision making strategies
- Explore how media texts help shape meaning/persuasive elements

Cycle III — Primary (Grade 5 and 6) English Language Arts:

- C.1 — Read and listen to information-based texts /‘The Voting Process’
- C.4 — Use language to communicate and learn/share responses to ‘Fact vs Opinion’ worksheet

Cycle I — Secondary (Secondary I—II) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/media texts have often contained more than one message
- Interpret social phenomenon using an historical perspective/study various advertisements over the years/influence/familiar images, signs and symbols
- Strengthen his/her experience of citizenship/share research

Cycle I — Secondary (Secondary I—II) English Language Arts:

- C.1 — Use language to communicate and learn/share responses to activities
- C.2 — Read and listen to written, spoken, and media texts/participate in activities
- C.3 — Write/produce texts for personal and social purposes

## **LESSON 7**

Cycle III — Primary (Grade 5 and 6) Geography/History and Citizenship Education:

- Being a responsible citizen/Steps to voting/Student Vote Day

Cycle III — Primary (Grade 5 and 6) English Language Arts:

- C.1 — Read and listen to information-based texts
- C.4 — Use language to communicate and learn

Cycle I — Secondary (Secondary I—II) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/engage in collaborative explanations
- Interpret social phenomenon using an historical perspective/understand history of voting, relevance to today
- Strengthen his/her experience of citizenship/participate in Student Vote

Cycle I — Secondary (Secondary I—II) English Language Arts:

- C.1 — Use language to communicate and learn/share responses to activities
- C.2 — Read and listen to written, spoken, and media texts/participate in activities
- C.3 — Write/produce texts for personal and social purposes

**LESSON 8**

Cycle III — Primary (Grade 5 and 6) Geography/History and Citizenship Education:

- Display and enumerate data
- Construct his/her understanding of the organization of a society/institution

Cycle III — Primary (Grade 5 and 6) English Language Arts:

- C.1 — Read and listen to information-based texts
- C.4 — Use language to communicate and learn/build graphs/informational texts

Cycle I — Secondary (Secondary I—II) History and Citizenship Education:

- Explain social phenomenon from an historical perspective/compare and contrast past elections with present
- Interpret social phenomenon using an historical perspective/graphical and informational texts
- Strengthen his/her experience of citizenship/reflect upon learning, transfer of learning

Cycle I — Secondary (Secondary I—II) English Language Arts:

- C.1 — Use language to communicate and learn/share responses to activities
- C.2 — Read and listen to written, spoken, and media texts/participate in activities
- C.3 — Write/produce texts for personal and social purposes

Cycle III — Primary (Grade 5 and 6) Math, Science and Technology:

- Displaying data using a broken-line graph
- Interpreting data using a circle graph

Cycle I — Secondary (Secondary I—II) Math, Science and Technology:

- Use a computer (graphics and spreadsheet software as well as simulations)
- Sources of bias – Data
- Qualitative variable
- Discrete or continuous quantitative variable
- Table: characteristics, frequencies – Reading graphs: bar graphs, broken-line graphs, circle graphs
- Arithmetic mean – Range Processes Processing Data From Statistical Reports