

CURRICULUM CORRELATION

Faces of Government

and

**Canada and World Connections: Grade 5
Aspects of Government in Canada**

Canada and World Connections: Grade 5 Aspects of Government in Canada

Overall Expectations

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| 5z26 | Describe the functions and interactions of different levels of government in Canada. | • Interwoven throughout in content and questions. In particular, Chapters 4, 5, 6, 7 |
| 5z27 | Identify and describe the electoral process. | • pages 4, 11, 14, 21, 22, 49, 53, 55, 57
• Chapter 9 |
| 5z28 | Describe how immigrants become Canadian citizens. | • page 19
• Chapter 3 |

Understanding Concepts

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|------|---|--|
| 5z29 | Identify the structure of Canada's federal government. | • Chapters 5 & 6 |
| 5z30 | Demonstrate an understanding of the components of the federal government (e.g., House of Commons, Cabinet, Senate). | • page 45
• Chapters 5 & 6 |
| 5z31 | Identify the connections among the three levels of government (i.e., local, provincial, federal). | • To the Student (page iv)
• Chapters 4, 5, 6, & 7 |
| 5z32 | Identify the characteristics of different systems of government (e.g., democracy, dictatorship, monarchy). | • Overview (pages 2–3)
• Chapter 1
• Around the World features: pages 25, 37, 53, 65, 86, 94, 116, 119, 123
• page 131 (question 6) |
| 5z33 | Demonstrate an understanding of how governments are elected in Canada. | • pages 4, 14, 21, 22, 49, 53, 55, 57
• Chapter 9 |

Understanding Concepts

5z34

Identify services provided by the federal government (e.g., national defence).

- pages 69–74, 75 (question 6, In Your Scrapbook project, World Expo Link), 91, 92–93, 94–95, 97 (World Expo Link)

5z35

Demonstrate an understanding of the rights of Canadians, including those specified in the Charter of Rights.

- pages 4–5, 14
- Chapter 2

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).

- pages iv, 4–5, 20, 56, 88, 118, 124, 130, 131 (question 4), 133 (Personal Reflection)
- Chapter 2
- Volunteers and contributing citizens are featured throughout: pages 26 (text and questions), 27, 29 (In Your Scrapbook), 33, 58, 59, 61 (World Expo Link), 66–67, 80, 91, 95

5z37

Describe how immigrants apply for citizenship and become Canadian citizens.

- page 19
- Chapter 3

5z38

Identify the significance of early Canadian Members of Parliament (e.g., Sir John A. Macdonald, Sir Wilfrid Laurier, Agnes McPhail).

- pages 103, 104, 109, 117 (questions 3 & 5)

5z39

Identify current political leaders (local, provincial, and federal).

- Interwoven throughout in content, quotations, and questions: e.g., pages 2–3, 14, 16 (question 3), 44, 45 (question 1), 46, 49, 50 (website), 51 (question 2), 53 (caption & question 1), 56, 57, 60 (questions 4, 5a, 7), 62, 65 (captions and website), 66–67, 68, 75 (questions 3 & 5b), 76, 77, 82, 84, 89 (question 4, In Your Scrapbook, World Expo Link), 90, 104, 119, 120–121, 127

5z40

Demonstrate an understanding of the significance of Canada's official buildings and symbols (e.g., Parliament Buildings, Peace Tower, the Speaker's Mace).

- Interwoven throughout chapters in content and questions: e.g., pages 3, 6–7, 9, 19, 21, 40, 41, 52, 53, 57, 63, 64, 66–67, 72–73, 74, 78–79, 81, 84, 86, 118, 131 (World Expo Link) and page 132 (The World Exposition Display)
- Chapter 8

Developing Inquiry/Research and Communication Skills

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).

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).

5z44

Sort and classify relevant information to test hypotheses and make comparisons.

- Interwoven throughout in content and questions: e.g., vocabulary words listed on the first page of each chapter; highlighted in red where first used, and defined in context and in Glossary; pages 8 (question 1), 31 (question 1), 42 (question 7); on-going vocabulary file card assignment in Chapters 1–9 on Using Your Learning pages (question 1)

- Interwoven in questions throughout: e.g., page 3 (question 1), page 60, (question 7), page 75 (question 4), page 89 (question 4)
- Skills pages: pages 11, 36, 51, 83

- pages 16 (question 3), 123 (question 1), 124 (question 1), 125 (questions 1 & 2), 127 (question 1), 131 (questions 3 & 5, In Your Scrapbook)
- Chapter 9

- pages 5 (question 1), 13 (question 1), 16 (question 2), 25 (question 1), 28 (questions 2 & 3), 31 (question 1), 37 (questions 1 & 2), 39 (question 1), 42 (question 3), 45 (question 2), 55 (question 1), 60 (questions 2 & 3), 75 (question 2), 77 (questions 1 & 2), 89 (question 2), 94 (steps 2 & 3), 97 (question 2), 117 (question 2), 124 (question 1), 127 (question 1), 131 (questions 2 & 6)
- Skills pages: pages 11, 36, 51, 83
- In Your Scrapbook project throughout: e.g., see page 17 (Scrapbook Organizer)

Developing Inquiry/Research and Communication Skills

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).

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.

- Maps: front and back inside covers, 32, 100–101 (aerial photograph)
- Webs, illustrations, diagrams, models: pages 4, 10, 12–13, 25, 34, 45, 46, 47, 52, 54, 63, 64, 68, 69, 70, 77, 78, 86, 92–93, 119, 121, 124,
- Charts and graphs: 31, 32, 34, 36, 37, 50, 55, 77, 83, 84, 85, 120, 126, 127
- Application (e.g., creating and using organizers, models, maps, nets): pages 5 (question 1), 8 (question 1), 13 (question 1), 16 (questions 2 & 4), 28 (questions 2 & 3), 31 (question 1), 37 (questions 1 & 2), 39 (question 1), 42 (questions 2, 3, & 5), 48, 55 (question 1), 60 (questions 2, 3, 4, 5b, 6b), 75 (question 2), 77 (questions 1 & 2), 81, 89 (question 2), 94 (step 3), 97 (questions 2 & 5), 113, 117 (questions 2 & 3), 127 (question 1), 131 (questions 2, 5, & 6)
- In Your Scrapbook project throughout: e.g., page 17 (Scrapbook Organizer)
- World Exposition Proposal project throughout: e.g., pages 61 (chart), 131 (pavilion model), 132 (diorama)
- pages 3 (questions 1 & 2), 5 (question 1), 8 (question 1), 13 (question 1), 16 (questions 1–6), 20 (questions 1b & 2b), 23 (question 1b), 24 (question 1), 25 (question 1), 26 (question 2), 28 (questions 1–5), 31 (question 1b), 37 (question 2), 39 (question 1), 40 (question 1), 41 (question 2), 42 (question 1–9), 51 (questions 1 & 2), 55 (question 1), 60 (questions 1–7), 65 (website box), 67 (question 1), 72 (questions 1), 74 (question 1), 76 (questions 1, 2, 5, & 6), 77 (questions 1 & 2), 79 (question 1), 83 (question 1), 85 (question 1), 88 (question 1), 89 (question 1, 2, 5, & 6), 94 (steps 3 & 4), 97 (questions 1–5), 103 (question 1), 117 (questions 1–6), 122 (question 1), 124 (question 1), 127 (question 1), 130, 131 (questions 1, 2, 4, 5, & 6)
- Hands-on activities: 9, 15, 27, 35, 48, 81, 96, 113
- World Exposition Proposal project throughout
- In Your Scrapbook project throughout

Applying Concepts and Skills in Various Contexts

5z47

Compare Canada's system of government with other systems of government found around the world.

5z48

Research ways in which the three levels of government work together (e.g., in responding to natural disasters).

- Chapter 1
- Around the World features: pages 25, 37, 53, 65, 86, 94, 116, 119, 123
- page 131 (question 6)

- page 45 (text & question 2)
- Chapter 7
- World Exposition Proposal project: pages 61 (question 1), 97 (questions 1 & 2)