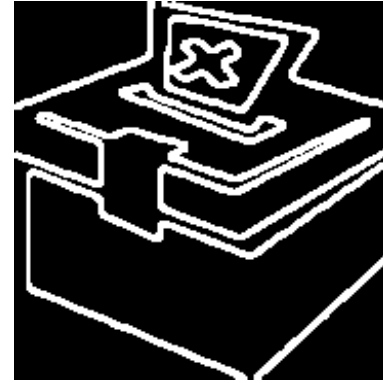


Learning in  
**communities: Unit 9**  
**GOVERNANCE &  
CITIZENSHIP**



**ELSA 7**  
**CLB 8**

## Introduction

In this unit learners will learn about the structure of the three levels of government, elections and citizenship. A citizenry that cares about government is necessary for a government to function well in a democracy. All people should endeavor to become well informed about government because interacting with government is one of the most important rights and one of the most important responsibilities of citizenship.

The **Core Curriculum** focuses on the structure and processes of government, the electoral system, and the rights and responsibilities of Canadian citizens. Learners will understand the different political platforms to discuss their impact on Canadian citizens. Learners will also learn how to apply for Canadian citizenship.

The **Project** allows learners to engage actively with the topic and the language of the unit by holding mock elections. The project tasks include forming mock political parties, developing political platforms, campaigning, and holding an election.






## Teaching Suggestions

- Invite a Member of Parliament or the Member of the Legislative Assembly to speak to learners.
- Visit a constituency office or municipal chambers.
- Discuss unfamiliar vocabulary in a text before reading.
- Introduce and have learners practice vocabulary-building strategies.
- Use authentic readings from textbooks, newspapers, magazines, journals, and online sources.
- Have learners share their opinions about a topic prior to reading about it.
- Have learners share their reactions to a text after reading it.
- Analyze texts for bias, evidence of political ideology, and tone.

# Target OUTCOMES

## CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 <b>CLB 8-II:</b>	Understand extended multistep directions or instructions for technical or non-technical tasks.
Speaking	
 <b>CLB 8-IV:</b>	Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.
Reading	
 <b>CLB 8-III:</b>	Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.
Writing	
 <b>CLB 8-II:</b>	Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.
 <b>CLB 8-III:</b>	Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

## Content and Other Outcomes

Learners will

- study the structure of government and process of governance in Canada
- identify the elements and processes of the electoral system, the political parties, and their platforms
- learn about rights and responsibilities of Canadian citizens
- learn to access resources that help them apply for Canadian citizenship
- prepare to volunteer in the community
- hold mock elections
- adapt speech style and register for a range of different audiences and contexts.

# POSSIBLE TOPICS

<b>Topic</b>	<p>This unit examines both general and specific issues related to Canadian governance and citizenship, These issues might be explored through the lens of any of the following topics:</p> <ul style="list-style-type: none"><li>• governing systems or structures newcomers might encounter</li><li>• how government systems and structures operate</li><li>• how various forms of governance relate to decision-making</li><li>• federal, provincial, and municipal governments</li><li>• the rights and responsibilities of citizenship</li><li>• the relationships between governance, taxation, and social services</li></ul>
<b>Cross-cultural Perspectives</b>	<p>Systems of government and the rights and responsibilities of citizenship vary across global contexts and they are always changing. Learners may therefore benefit by comparing and contrasting notions of government and citizenship in Canada and their countries of origin:</p> <ul style="list-style-type: none"><li>• compare and contrast forms of governance around the world</li><li>• how systems of governance in newcomers' home countries compare with those of Canada</li><li>• the rights and responsibilities of citizenship in learners' home countries as compared to Canada</li><li>• notions of citizenship across national borders</li><li>• key protest movements or loci of popular dissent around the world and government responses to them</li></ul>
<b>Systems and Practices in BC and Canada</b>	<p>Instructors might explore the following topics with learners:</p> <ul style="list-style-type: none"><li>• the history and nature of federalism in Canada</li><li>• the division of federal and provincial powers</li><li>• the roles of municipalities, school boards, and community organizations in Canada</li><li>• the learners' political representatives at the municipal, provincial, and federal level</li><li>• Who gets to vote in Canada, how often, voter registration, voting, and the criteria that inform people's decisions when voting</li><li>• the names and platforms of the major political parties in BC and Canada</li></ul>

# PLANNING GUIDELINES

## Linguistic Competencies

### Vocabulary

- recognition of an expanded range of concrete, abstract and technical language relating to familiar everyday facts, opinions, feelings, ideas, and basic concepts and applications relating to social science, Canadian citizenship, governance, and legal issues.
- general terms related to the Canadian political system

*artisan, parliament, executive, judiciary, electorate, ridings, constituency, platform, Citizenship and Immigration Canada (CIC)*

### Grammar

- wh- questions to prepare for reading and while reading
- subordinating conjunctions that show the following:
  - cause and effect
  - opposition
  - condition
- Order of adjectives
- Prefixes, suffixes and word formation for deducing meaning of unfamiliar words
- Passive voice to avoid mentioning who performed action
- Modals of necessity, obligation, expectation, advice, and prohibition
- Subjunctive to express importance or urgency:

*What do I think about this topic? What is important about this topic?*

*because, now that, inasmuch as  
even though, although, while  
if, unless, in the event that, even if*

*Toronto is an exceptionally large, multicultural city.  
multi-, pre-, -ment, -ly*

*The tenant was ordered to leave.  
have to, must, got to, supposed to, had better, shouldn't,  
should, must not  
It is important that she be heard.*

### Pronunciation

- Chunking major sentence parts in conditional clauses:
- Syllable stress on the following:
  - noun phrases/compounds
  - multi-syllable words

*If you don't pay the fine, / you could be sentenced to jail time.//  
first offence, lawsuit, non-binding  
violation, obligation, parental, mandatory*

# RESOURCES

## Governance

### [About Government – Government of Canada](#)

This page has links to information about the systems of government, elections, federalism, government bills, how Canadians govern themselves, legislation at a glance, and more.

**Uses:** Learners get information from moderately complex online texts containing the responsibilities of government and statements of rules, regulations or policies.

### [About Parliament – Parliament of Canada](#)

This excellent government page is a portal to a lot of information about parliament. The page includes links to classroom and student resources, teaching tools, how parliament works, people, events, art and architecture, and more.

**Uses:** Learners get information from moderately complex online texts containing responsibilities of government, and statements of rules, regulations or policies.

### [Civics 101: Ontario's Political Process Explained – TVO](#)

This page has excellent information about the political processes of the three levels of government in Ontario. The site includes videos, blogs, articles, podcasts, a great set of animated explanations, which is also available in pdf, and more.

**Uses:** Learners reduce oral discourse about established procedures given in pre-recorded audio or video material into notes that can be used to write instructions.

### [Government in Canada – Canada Info](#)

This page has good summaries of the areas of responsibility for the municipal, provincial, and federal governments in Canada. The page also has links to further information about each level of government.

**Uses:** Learners get information from moderately complex online texts containing the responsibilities of government.

### [Legal Links – BC Laws](#)

This page has links to a variety of legislative resources including explanations of legalese, archives, the courts of BC, the legislative assembly, ombudsman, laws of Canada, and more. The page also has links to all 12 of the other provincial and territorial legislatures.

**Uses:** Learners get information from moderately complex business/service texts containing recommendations and statements of rules, regulations, or policies.

### [Legislative Assembly of British Columbia](#)

This page has great resources for this unit including links to MLAs, documents and proceedings, legislation, parliamentary committees, education and visitor information, webcasts, podcasts, and more.

**Uses:** Learners get information from moderately complex online texts containing the responsibilities of government and statements of rules, regulations, or policies.

### [The Legislative Process of Canada \(May 26, 2008, 1:23\) – YouTube](#)

This short and informative video gives an overview of the process to pass a bill in the House of Commons and Senate, and finally Royal Assent.

**Uses:** Learners reduce oral discourse about established procedures given in the video into notes that can be used to write instructions.

### [Organization Chart – City of Vancouver](#)

This page has a great interactive flowchart to demonstrate how the municipal government is organized. The chart is linked to further information about each section of government and the page also has links to more related topics like city council, citizen involvement, mission and values statements, policies and procedures, and more.

Also see the following municipal government websites from across BC:

[City of Burnaby](#), [City of Prince Rupert](#), [City of Richmond](#),  
[Town of Smithers](#)

**Uses:** Learners get information from moderately complex online texts containing responsibilities of government and statements of rules, regulations, or policies.

# RESOURCES

## Governance (cont.)

### [Parliamentary Procedure – National Association of Parliamentarians](#)

This page has a nice overview of parliamentary procedure and the site includes links to definitions, motions, types of rules, discussion, and more.

**Uses:** Learners get information from moderately complex online texts containing responsibilities of government and statements of rules, regulations, or policies.

### [Provincial Government in Canada: Organization, Institutions & Issues – Mapleleafweb](#)

This page is part of an excellent site that includes a wide variety of resources from blogs to political cartoons. This page explores provincial governments in Canada, focusing on the key topics related to the provincial level of government: political, financial and administrative institutions and issues

## Citizenship

### [Being an Active Citizen: Law, Government and Community Engagement in BC – Justice Education Society of BC](#)

This website focuses on citizen involvement and is organized by categories including citizenship teaching resources, how to get involved, online resource links, and more.

**Uses:** Learners understand extended multistep directions or instructions for technical or non-technical tasks.

### [Being Canadian, Part 1 & 2 – Ideas on CBC Radio](#)

This great listening resource is divided into two parts. Part 1 is a historic broadcast of the national citizenship ceremony of January 3, 1947. Part 2 is a broadcast of a Korean immigrant's story. Stories of new immigrant families can also be accessed.

**Uses:** Learners reduce oral discourse about being Canadian from pre-recorded audio material into notes that can be used to write summaries.

and debates in provincial government. The page also has tables and charts to support the text, links to sources, and further information.

**Uses:** Learners get information from moderately complex business/service texts containing recommendations and statements of rules, regulations, or policies.

### [The Government of Canada – The Canada Page](#)

This page has a good overview of all three levels and branches of government. It also has links to many other pages that include information and statistics about Aboriginal People, human rights, elections, political parties, and more.

**Uses:** Learners get information from moderately complex online texts containing responsibilities of government, statements of rules, regulations, or policies.

### [Canadian Citizenship Practice Test – Greater Victoria Public Library](#)

This website features an online test to check your knowledge about Canada and BC for the citizenship test, with a focus on BC content.

**Uses:** Learners access the resource online and check their knowledge for the citizenship test.

### [Citizenship and Immigration Canada – My Application](#)

This page of the CIC website has links to sponsorship forms, immigration forms, and geographical information guides.

**Note:** This resource also appears in ELSA 6 Unit 3.

**Uses:** Learners complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.

# RESOURCES

## Citizenship (cont.)

### [Citizenship and Immigration Canada – Video Centre](#)

This page has an extensive selection of videos that are excellent for this unit. From the various categories of immigration to stories of newcomer experiences and efforts to assist refugees, there are many videos to choose from.

**Note:** This resource also appears in ELSA 6 Unit 3.

**Uses:** Learners understand extended multistep directions or instructions for technical or non-technical tasks and reduce oral discourse about established procedures from the video material into notes that can be used to write instructions.

### [Discover Canada: The Rights and Responsibilities of Citizenship – Citizenship and Immigration Canada](#)

This online study guide helps prepare learners for the new Canadian Citizenship test. The site has a listening feature in which famous Canadians read the guide word by word.

## Elections

### [Bloc Québécois](#)

This is the federal party site. It has facts, budget information, issues, videos, and links to further resources.

**Uses:** Learners give detailed information and express and qualify opinions or concerns about the contents of the site and the party platform.

### [Canada’s New Democratic Party](#)

This is the federal party site. It has facts, budget information, issues, videos, links to further resources, and more.

**Uses:** Learners give detailed information and express and qualify opinions or concerns about the contents of the site and the party platform.

**Uses:** Learners reduce oral discourse about rights and responsibilities from pre-recorded audio material into notes that can be used to write summaries.

### [Go Volunteer](#)

This great website has information for volunteer opportunities organized by categories. There are thousands of opportunities here with contact information and a forum to advertise for volunteers as well.

**Uses:** Learners give detailed information about volunteering opportunities, express and qualify opinions or concerns, and present solutions and options in one-on-one interactions and small group discussions or meetings.

### [Volunteering – City of Vancouver](#)

This page outlines the benefits of volunteering and has links to volunteer opportunities in a variety of city programs and events.

**Uses:** Learners give detailed information about volunteering opportunities, express and qualify opinions or concerns, and present solutions and options in one-on-one interactions and small group discussions or meetings.

### [Elections Canada](#)

This website has extensive information for all topics surrounding Canadian elections. Topics include voter information, current and past elections, a resource centre and newsroom, political financing and participation, and more.

**Uses:** Learners complete an expanded range of forms, including extended application forms with pre-set formats to start a political party.

# RESOURCES

## Elections (cont.)

### [Elections Canada: Voting Overview with American Sign Language \(Apr. 10, 2012, 6:55\) – YouTube](#)

While this video was produced in American Sign Language (ASL), it also includes a great narration and onscreen captions for visual support. The video outlines how to register and vote in a variety of formats.

**Uses:** Learners reduce oral discourse about established procedures from pre-recorded audio or video material into notes that can be used to write instructions.

### [Fair Vote Canada – YouTube Channel](#)

This channel offers a variety of videos that relate to elections in Canada. The videos include presentations, interviews, lectures, campaign videos, and more.

**Uses:** Learners reduce oral discourse about established procedures from pre-recorded audio or video material into notes that can be used to write instructions.

### [Green Party of Canada](#)

This is the federal party site. It has facts, budget information, issues, videos, links to further resources, and more.

**Uses:** Learners give detailed information and express and qualify opinions or concerns about the contents of the site and party platform.

### [How to Run for Political Office in Canada – WikiHow](#)

This resource gives an overview of three steps toward running a political campaign. The page has tips, warnings, materials needed, and links to further related resources.

**Uses:** Learners get information from moderately complex texts containing recommendations and statements of rules, regulations, or policies.

### [Political Campaign – The Canadian Encyclopedia](#)

This lengthy article covers the history of political campaigns in Canada, strategies, issues, leaders, the media, advertising, polls, constituencies, and more. The page also has links to further resources.

**Uses:** Learners get information from moderately complex texts containing recommendations and statements of rules, regulations, or policies.

### [Registration Forms for Political Parties – Elections Canada](#)

This page has links to pdf forms for registering political parties in Canada. The page also has links to great resources like a list of all the registered political parties in Canada with contact information for each.

**Uses:** Learners complete an expanded range of forms, including extended application forms with pre-set formats.

### [Running for Federal Office in Canada – MapleLeafWeb](#)

This extensive article covers the process for running for office in Canadian federal elections. Topics include eligibility, nomination, financial responsibility, contributions, expense limits, and more.

**Uses:** Learners get information from moderately complex texts containing recommendations and statements of rules, regulations, or policies.

### [The Conservative Party of Canada](#)

This is the federal party site. It has facts, budget information, issues, videos, links to further resources, and more.

**Uses:** Learners give detailed information and express and qualify opinions or concerns about the contents of the site and party platform.

### [The Liberal Party of Canada](#)

This is the federal party site. It has facts, budget information, issues, videos, links to further resources, and more.

**Uses:** Learners give detailed information and express and qualify opinions or concerns about the contents of the site and party platform.



# RESOURCES

## Conversation and Note-taking

### [Conversation Strategies – Box.com](#)

This page has an excellent four-page list of useful conversation strategies organized by functions like introducing or changing a topic, agreeing and disagreeing, putting events in order, giving examples, and more.

**Uses:** Learners use the resource to support them as they give detailed information, express and qualify opinions or concerns, present solutions and options, and indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.

### [Effective Listening and Notetaking – North Shore Community College](#)

This pdf resource has excellent tips and techniques for note-taking as well as common abbreviations, bad habits, mapping examples, and more.

**Note:** This resource also appears in ELSA 6 Unit 8.

**Uses:** Learners understand moderately complex instructions for note-taking.

### [Listening and Note-taking – Student Learning Commons Resources SFU](#)

This page has an excellent list of links to listening resources and note-taking strategies from SFU and other Canadian and American universities. There is also an engaging comic strip story about note-taking from SFU to introduce the subject.

**Note:** This resource also appears in ELSA 6 Unit 8.

**Uses:** Learners navigate the site to find note-taking resources online and understand moderately complex instructions for note-taking.

## CLB Aligned Resources

### [ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor, including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

**Uses:** This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

### [LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf

copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

**Uses:** The following chapters are particularly useful for this unit:

*Chapter 1, Volume 1: Academic Skills*

*Chapter 3, Volume 1: Interacting With Others*

*Chapter 5, Volume 2: Managing Information*

*Chapter 6, Volume 2: Meetings*

### [LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

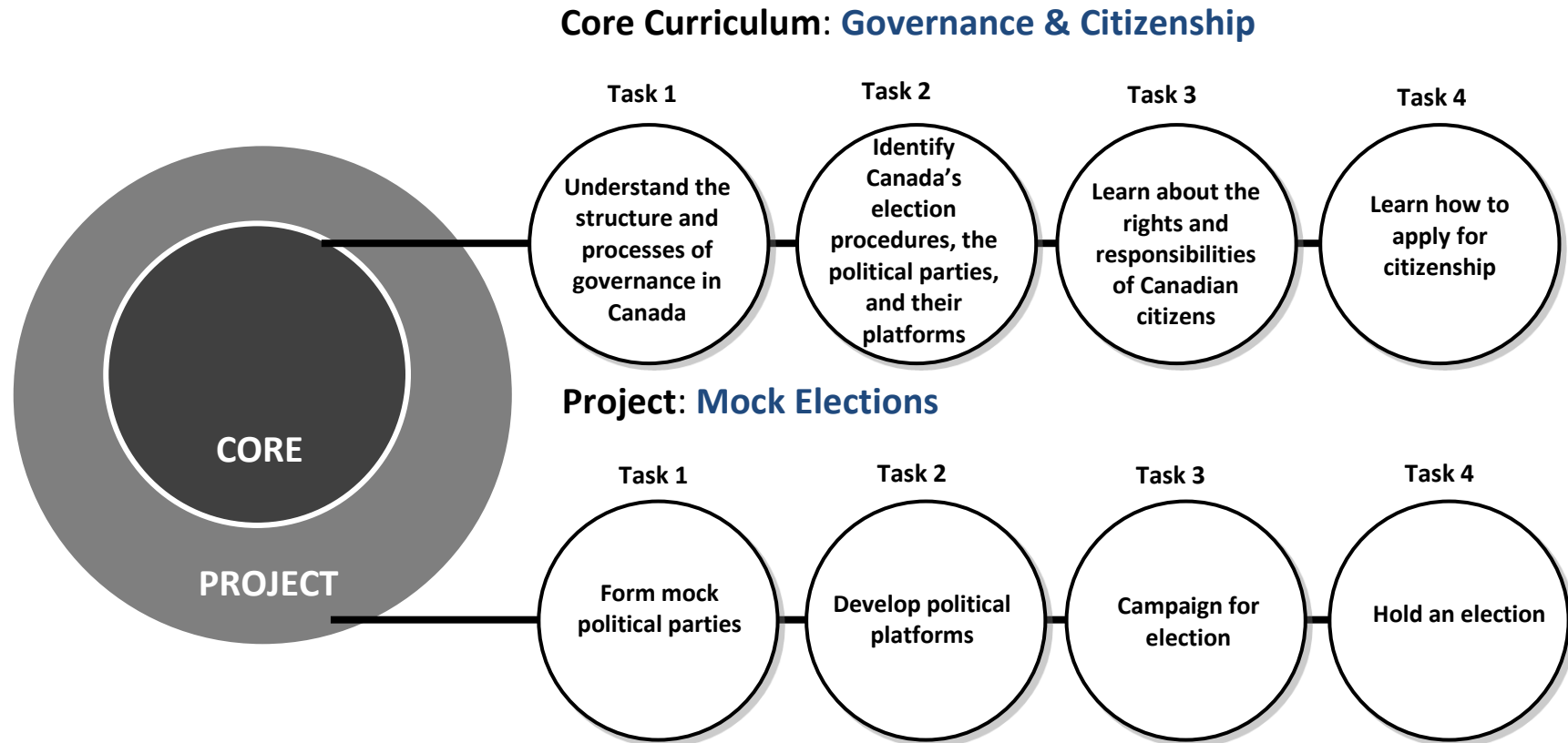
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

**Uses:** The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 5, Volume 2: Managing Information](#)

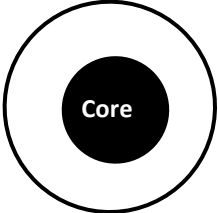
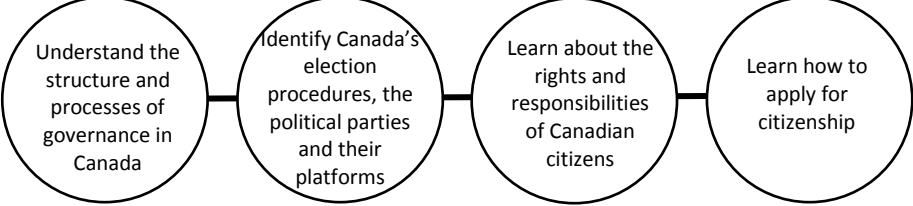
# At a glance: GOVERNANCE & CITIZENSHIP










# SCOPE & SEQUENCE

## of Sample Tasks

# ELSA 7


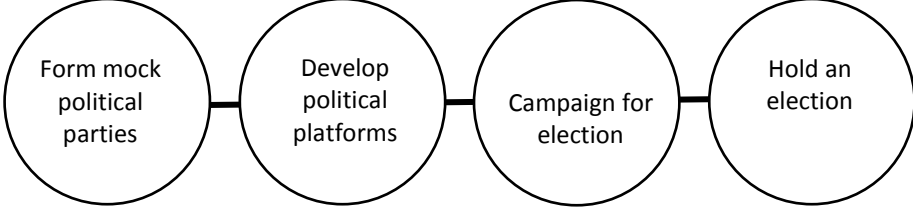



<b>UNIT 9: Governance and Citizenship</b>	<b>CORE CURRICULUM: Governance &amp; Citizenship</b> PROJECT: Mock Elections	
		
<b>CLB OUTCOME</b> 🗣️📄📖	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<p><b>📖 CLB 8-III:</b> Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.</p>	<p><b>Task 1: Understand the structure and processes of governance in Canada</b></p> <ul style="list-style-type: none"> <li>research the structures and functions of the three levels of governments</li> <li>read articles, reports, and government documents about the legislative or parliamentary process doing the following:             <ul style="list-style-type: none"> <li>identify the main ideas, key details and implied meanings</li> <li>identify the writer's purpose, intent, mood and attitude in sections of text</li> <li>scan the text and make inferences to select the relevant information</li> </ul> </li> </ul>	<p><b>Government in Canada – Canada info</b></p> <p><b>The Government of Canada – The Canada Page</b></p> <p><b>Parliamentary Procedure – National Association of Parliamentarians</b></p> <p><b>Legislative Assembly of British Columbia</b></p>
<p><b>🗣️ CLB 8-II:</b> Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.</p>	<p><b>Task 2: Identify Canada's election procedures, the political parties, and their platforms</b></p> <ul style="list-style-type: none"> <li>learn about the procedures in federal, provincial, and municipal elections, as well as voter eligibility.</li> <li>watch videos and read articles to understand the electoral system in Canada, the parties and their platforms, and take notes to share with classmates doing the following:             <ul style="list-style-type: none"> <li>reduce information to main points with accurate supporting details and no major omissions</li> <li>convey essential information</li> <li>convey a sense of audience in language format and content</li> </ul> </li> </ul>	<p><b>Elections Canada</b></p> <p><b>Fair Vote Canada – YouTube Channel</b></p> <p><b>Effective Listening and Notetaking – North Shore Community College</b></p> <p><b>Listening and Note-taking – Student Learning Commons Resources SFU</b></p>


UNIT 9: Governance and Citizenship		CORE CURRICULUM: Structure of Government and Elections PROJECT: Democracy in Action	
CLB OUTCOME    	SAMPLE TASK	RESOURCES	
<p> <b>CLB 8-IV:</b> Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p>	<p><b>Task 3: Learn about the rights and responsibilities of Canadian citizens</b></p> <ul style="list-style-type: none"> <li>• prepare for discussion by researching and making notes for a summary that compares and contrasts rights and responsibilities for people in Canada and the learners’ home countries or those of Canadian citizens and landed immigrants</li> <li>• learn about the role of volunteerism in Canada</li> <li>• hold small group discussions doing the following: <ul style="list-style-type: none"> <li>○ provide detailed information and present options as needed</li> <li>○ ask relevant questions to gather, share, analyze, and compare information</li> <li>○ summarize information and ideas to clarify and expand understanding</li> <li>○ express and qualify opinions, feelings, doubts, and concerns</li> <li>○ appropriately show opposition or support for a stand or solution</li> <li>○ participate effectively in interactions</li> </ul> </li> </ul>	<p><b>Being Canadian, Part 1 &amp; 2 – Ideas on CBC Radio</b></p> <p><b>Being an Active Citizen: Law, Government and Community Engagement in BC – Justice Education Society of BC</b></p> <p><b>Discover Canada: The Rights and Responsibilities of Citizenship – Citizenship and Immigration Canada</b></p> <p><b>Go Volunteer</b></p> <p><b>Volunteering – City of Vancouver</b></p> <p><b>Conversation Strategies – Box.com</b></p>	
<p> <b>CLB 8-II:</b> Understand extended multistep directions or instructions for technical or non-technical tasks.</p> <p> <b>CLB 8-III:</b> Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.</p>	<p><b>Task 4: Learn how to apply for citizenship</b></p> <ul style="list-style-type: none"> <li>• research the requirements of applying for Canadian Citizenship</li> <li>• watch CIC videos on the application process doing the following: <ul style="list-style-type: none"> <li>○ follow sequence markers and cohesive devices such as connecting words, pronoun references, parallel structure, substitution, or other linguistic clues to infer order of steps</li> <li>○ respond with actions to directions and instructions</li> </ul> </li> <li>• locate the CIC citizenship application form and practice filling it out <ul style="list-style-type: none"> <li>○ identify the purpose of the form and its sections and complete it with the required information, including longer written responses if needed</li> <li>○ correctly spell and use punctuation, capitalization, and dates and numbers with their appropriate abbreviations</li> </ul> </li> </ul>	<p><b>Citizenship and Immigration Canada – Video Centre</b></p> <p><b>Citizenship and Immigration Canada – My Application</b></p>	

# SCOPE & SEQUENCE

## of Sample Tasks

# ELSA 7

<b>UNIT 9: Governance and Citizenships</b>	<b>CORE CURRICULUM: Governance &amp; Citizenship</b> <b>PROJECT: Mock Elections</b>	
		
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<p> <b>CLB 8-III:</b> Complete an expanded range of forms, including extended application forms and workplace forms with pre-set formats.</p>	<p><b>Task 1: Form mock political parties</b></p> <ul style="list-style-type: none"> <li>• read about the process for forming political parties</li> <li>• choose a party name and leader</li> <li>• fill in the application form to register a political party (but don't submit it!)</li> </ul>	<p><b>Registration Forms for Political Parties – Elections Canada</b></p> <p><b>Running for Federal Office in Canada – MapleLeafWeb</b></p>
<p> <b>CLB 8-III:</b> Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.</p>	<p><b>Task 2: Develop political platforms</b></p> <ul style="list-style-type: none"> <li>• read party brochures, flyers and websites for ideas about that Canadians are concerned about</li> <li>• analyze brochures and other texts for the language used to express the part platform</li> <li>• select four key platform messages (e.g., create jobs, streamline immigration, protect the environment) and support these with a list of action items</li> </ul>	<p><b>Bloc Québécois</b></p> <p><b>Canada's New Democratic Party</b></p> <p><b>Green Party of Canada</b></p> <p><b>The Conservative Party of Canada</b></p> <p><b>The Liberal Party of Canada</b></p>

<b>UNIT 9:</b> Governance and Citizenships	<b>CORE CURRICULUM:</b> Governance & Citizenship <b>PROJECT:</b> Mock Elections	
<b>CLB OUTCOME</b> 	<b>SAMPLE TASK</b>	<b>RESOURCES</b>
<p><b>🗣️ CLB 8-IV:</b> Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p>	<p><b>Task 3: Campaign for election</b></p> <ul style="list-style-type: none"> <li>• identify the ways that political parties campaign for election (e.g., meet and greets, speeches, talking to the media, communication via new media)</li> <li>• select two or more campaign strategies and launch the campaign</li> <li>• role-play talking to the media</li> <li>• stay on message throughout the campaign</li> </ul>	<p><b>How to Run for Political Office in Canada - WikiHow</b></p> <p><b>Political Campaign – The Canadian Encyclopedia</b></p>
<p><b>🧠 CLB 8-II:</b> Understand extended multistep directions or instructions for technical or non-technical tasks.</p> <p><b>✍️ CLB 8-II:</b> Reduce oral discourse about established procedures (given in a live demonstration, over the phone, or from pre-recorded audio or video material) into notes that can be used to write instructions.</p>	<p><b>Task 4: Hold an election</b></p> <ul style="list-style-type: none"> <li>• watch videos to review the process of holding an election</li> <li>• watch videos of voting procedures and requirements</li> <li>• take notes from videos</li> <li>• develop these notes into a set of voting instructions and post them at the polling station</li> <li>• hold the vote</li> <li>• count the votes and announce the winner</li> <li>• congratulate the other party leaders for the good work they did on the campaign</li> </ul>	<p><b>Fair Vote Canada – YouTube Channel</b></p> <p><b>Elections Canada: Voting Overview with American Sign Language - YouTube</b></p>