

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE			
Page One - Curriculum Connection/Pedagogical Plan			
Candidate/Intern: Blake Clark	Unit dates: TBD	Grade level(s): 5/6	Subject(s): Social Studies
Big Idea(s): <i>What will the students UNDERSTAND? What are the key question(s) to be addressed?</i> (Gr 5) Canadian institutions and government reflect the challenge of our regional diversity. (Gr 6) Media sources can both positively and negatively affect our understanding of important events and issues. <i>Driving question: How can voters compare political parties and decide which ideas match their own?</i>			
Curricular Competencies: <i>What will the students be able to DO? How will students reflect on their progress in acquiring and nurturing these skills?</i> • Use inquiry processes to ask questions, gather ideas, and communicate findings (inquiry). • Ask questions and draw conclusions about sources, including mass media (evidence). • Take stakeholders' perspectives by inferring their beliefs, values, and motivations (perspective). • Make ethical judgments about decisions and actions (ethical judgment).			
Content: <i>What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson sequence or unit of study?</i> Grade 5 (Canada): • Participation and representation in Canada's system of government • Levels of government and their functions Grade 6 (Global): • Different systems of government • Media technologies and coverage of current events Key vocabulary: • political party, platform, candidate, electoral district, MLA, legislature, premier, majority, slogan, campaign, paid/owned/earned media, secret ballot			
Indigenous Perspectives: <i>How might Indigenous knowledges and ways of knowing be honoured and embedded authentically within this lesson sequence or unit of study?</i> • Learning is holistic, reflexive, reflective, experiential, and relational. • Learning involves generational roles and responsibilities. Not every government uses parties: syilx decision-making (enowkinwixw) seeks consensus by hearing every voice.			
Inclusive and Equitable Practice: <i>How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?</i> Compare ideas, not people; votes stay private. Sentence frames, picture word bank, and mixed-grade research groups. Gr 6 analyzes campaign media.			
/Collaborative Practice: <i>How will collaboration/co-planning/co-teaching be incorporated?</i> Shared with grade 5/6 partner classes.			
Safety Considerations: <i>Are there any lesson and/or venue specific safety issues to be noted?</i> Stay neutral: the teacher does not endorse any party; no one shares how their family votes.			
Assessment Design			
What type of assessment might be embedded in this lesson sequence/unit of study? Formative Assessment: Assessment <i>for</i> Learning / Summative Assessment: Assessment <i>of</i> Learning; Metacognition: How are students reflecting on and monitoring their own learning? Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.) Formative: exit tickets, Worksheet 1, Two Cents talk, observation checklist. Summative: Worksheet 2 (party research + my issue) and End of Unit Concepts Check, with the rubric. Dates: TBD.			

Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN
TEMPLATE

Page Two - Lesson Layout

Lesson # Estimated Dates	Overview of Teaching and Learning Activities	Teacher Preparation Materials/ resources or supplies needed
TBD (Period 1): Unit Launch	Lesson 1: What Is a Political Party? How parties reach voters; CIVIX video; parties, platforms, how government forms.	CIVIX video Student Vote Slide Deck 2 Worksheet 1
TBD (Period 2): Assessment	Lesson 2: Comparing the Parties Group party research and pitches; my issue; Two Cents talk; reflection card.	Party websites Worksheet 2 Rubric

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Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 1: What Is a Political Party?

Unit launch: brainstorm how parties reach voters, watch the CIVIX video, then learn what parties and platforms are and how a government forms after the Oct 24 election.

Core (Sub) Competency:

Communicating

Critical & Reflective Thinking

Unit Focus: Grade 5/6 Social Studies - Political Parties

Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 5) Canadian institutions and government reflect the challenge of our regional diversity.

What is a political party, and how does one form the government?

Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain what a political party and a platform are.
2. I can explain how a party forms the government in BC.
3. I can name ways parties try to reach voters.

Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. Participation and representation in Canada's system of government (Gr 5)
2. 93 electoral districts, 1 MLA each; 47 seats = majority; most seats = premier
3. Key vocabulary: party, platform, candidate, MLA, premier, paid/owned/earned media

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is holistic, reflexive, reflective, experiential, and relational.
2. Learning involves generational roles and responsibilities.

syilx communities have long made decisions by consensus (enowkinwixw), hearing every voice; compare with parties competing for votes.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Picture word bank; pause the video after each idea.
2. Gr 6 sorts campaign methods into paid, owned, and earned media.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Stay neutral: compare ideas, not people; no one shares how their family votes.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Formative: printable exit ticket (party; platform; how government forms).

Metacognition: How are students reflecting on and monitoring their own learning?

Which campaign method would work best on you, and why?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Worksheet 1 and brainstorm chart reviewed to form Lesson 2 groups.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	<u>PART ONE</u> INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Ask: what election signs or ads have you seen around Kelowna? - Brainstorm ways parties reach voters; vote on the most effective.	Chart paper brainstorm Student Vote BC classroom resources (Elementary Lesson 2): https://studentvote.ca/bc/classroom-resources/
	<u>PART TWO</u> BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Watch the CIVIX video; pause on MLA, party, and premier. - Slide Deck 2: party, platform, electoral districts, how government forms. - Worksheet 1: vocab match, 47 of 93 seats, media sort (Gr 6).	CIVIX video "Parliamentary Democracy in British Columbia": https://www.youtube.com/watch?v=3pWDhzPfcZ4 Student Vote Lesson 2 plan and Slide Deck 2 (teacher background): https://studentvote.ca/bc/wp-content/uploads/2026/09/Student-Vote-BC-2026-Elementary-Learning-Resources-Lesson2.pdf Worksheet 1 - Party Basics (printable)

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	• Exit ticket (printable). • Preview: next class, groups research one real BC party.	Exit ticket handout (printable)

Exit Ticket

Lesson 1: What Is a Political Party?

5/6 Social Studies - Political Parties

Name: _____ Date: _____

1. What is a political party?

2. What is a platform?

3. How does a party become the government in BC?

(Grade 6 / challenge: why might a campaign use social media instead of TV ads?)

Self-check: Today I can explain what a political party is and how a government forms.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Worksheet 1: Party Basics

Grade 5/6 Social Studies - Political Parties

Name: _____ Date: _____

Lesson 1. Use with the CIVIX video "Parliamentary Democracy in British Columbia" and Slide Deck 2.

Part A: Match the word to its meaning

Write the letter on the line.

Word	Letter	Meaning
1. political party		A. the leader of the BC government
2. platform		B. a group of people who share ideas and run candidates
3. candidate		C. an area of BC that elects one MLA
4. electoral district		D. a party's list of goals and promises
5. MLA		E. a person running in an election
6. premier		F. the person elected to the legislature for a district

Part B: How does a party form the government?

BC has _____ electoral districts. Each one elects _____ MLA.

A party needs _____ seats to have a majority. The leader of the party with the most seats usually becomes the _____.

Election day in BC is _____, 2026. Voting is secret, so my choice is private.

Part C: How do parties reach voters?

Tick the methods you have seen. Star the one you think works best.

Method	Seen it?	Grade 6: paid, owned, or earned?
Lawn sign		
TV or online ad		
Party website		
Social media post		
News story about a leader		
Leaders' debate		
Door knocking		

Paid = the party buys it. Owned = the party controls it. Earned = others (like news) talk about it.

The method that works best on me is _____ because ...

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Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:
TBD

Grade Level/Subject(s): 5/6 / Social Studies

Lesson Title/Task Summary:

Lesson 2: Comparing the Parties

Groups research one BC party (leader, local candidate, slogan, 3 big ideas), give a quick pitch, then each student picks an issue, compares plans, and shares their two cents.

Core (Sub) Competency:

Communicating

Social Awareness & Responsibility

Unit Focus: Grade 5/6 Social Studies - Political Parties

Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 6) Media sources can both positively and negatively affect our understanding of important events and issues.
How can voters compare parties and decide which ideas match their own?

Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can find a party's leader, slogan, and big ideas from its own sources.
2. I can compare parties' plans on an issue that matters to me.
3. I can share my opinion respectfully and listen to others.

Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. Participation and representation in Canada's system of government (Gr 5)
2. Media technologies and coverage of current events (Gr 6)
3. Key vocabulary: slogan, promise, issue, local candidate, Kelowna Centre

Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves recognizing the consequences of one's actions.
2. Learning involves generational roles and responsibilities.

Choices made in elections affect future generations; students ask how each plan affects the land and community.

Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Mixed Gr 5/6 groups with roles (reader, recorder, presenter).
2. Written option instead of speaking in the Two Cents talk.

Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Stay neutral: assign parties randomly; no class vote on "best party"; votes stay private.

Assessment Design

What type of assessment might be embedded in this lesson?

Formative Assessment: Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

Summative: Worksheet 2 and End of Unit Concepts Check, with the unit rubric. Dates: TBD.

Metacognition: How are students reflecting on and monitoring their own learning?

Did learning about the parties change what you think?

Documentation/Evidence of Learning: How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Worksheet 2, reflection cards, rubric, and I Can Tracker kept as evidence.

Okanagan School of Education - LESSON PLAN TEMPLATE

Page Two - Minute Minder

Considerations for lesson planning:		Estimated time	Teaching and Learning Activities What is the role of the teacher? What is the role of the students?	Teacher Preparation (Materials/resources or supplies needed)
CONNECT	PART ONE INTRODUCTION TO LESSON Activate Prior Knowledge, Engage, Predict, Focus How can I tap into students' interest, offer appropriate challenge, increase motivation?	5/10 Minutes	- Recall: party, platform, 47 seats. Who runs in Kelowna Centre? - Assign each group one party at random; give roles.	Kelowna-area candidates, Oct 3, 2026 (teacher background; list may change): https://westknews.com/2026/10/03/b-c-election-2026-heres-whos-running-in-the-4-kelowna-area-ridings/ Student Vote Activity 2.1 guiding questions: https://studentvote.ca/bc/wp-content/uploads/2026/09/Student-Vote-BC-2026-Elementary-Learning-Resources-Activity2.1.pdf
	PART TWO BODY OF LESSON Construct meaning, monitor understanding, process ideas How will I help students interact with ideas they encounter?	25/30 Minutes	- Research (12 min): leader, local candidate, slogan, 3 big ideas. - Party pitches (1 min each); others note one idea per party. - My issue: pick one issue, compare plans, decide which fits (Worksheet 2).	BC NDP: https://www.bcnep.ca/ Conservative Party of BC: https://www.conservativebc.ca/ BC Green Party: https://www.bcgreens.ca/ Worksheet 2 - Comparing the Parties (printable; Activity 2.3 adapted: https://studentvote.ca/bc/wp-content/uploads/2026/09/Student-Vote-BC-2026-Elementary-Learning-Resources-Activity2.3.pdf)

TRANSFORM	<u>PART THREE</u> CLOSURE OF LESSON Apply knowledge; reflect on thinking and learning How can I provide learners with alternative ways to demonstrate what they know?	5/10 Minutes	• Put Your Two Cents In: 2 tokens each, groups of 4. • Reflection card + exit ticket (printable).	Exit ticket handout (printable) Two tokens per student (coins or counters)

Exit Ticket

Lesson 2: Comparing the Parties

5/6 Social Studies - Political Parties

Name: _____ Date: _____

1. Name one party's leader and one of its big ideas.

2. Which issue matters most to you in this election? Why?

3. Why should voters check more than one source before deciding?

(Grade 6 / challenge: how can an ad change what voters think?)

Self-check: Today I can compare political parties and explain what matters to me.

☐ Yes, on my own ☐ Getting there ☐ I need more help

Worksheet 2: Comparing the Parties

Grade 5/6 Social Studies - Political Parties

Name: _____ Date: _____

Lesson 2. Research your party with your group, then compare the parties on one issue.

Part A: Our party research

Our party (circle): BC Conservatives BC Green Party BC NDP OneBC

Question	What we found
Party leader	
Local candidate (Kelowna Centre)	
Slogan	
Big idea (promise)	Who it helps
1.	
2.	
3.	

Part B: Party pitch notes (one big idea for each party)

Party	One big idea
BC Conservatives	
BC Green Party	
BC NDP	
OneBC	

Part C: My issue

The issue that matters most to me is _____ because ...

The party plan that fits my view best on this issue is _____ because ...

Grade 6 challenge: Where did your information come from? Is that source trying to persuade you? How do you know?

Reflection card

The first thing I will share with my family tonight is ...

Worksheet 1: Party Basics - ANSWER KEY

Grade 5/6 Social Studies - Political Parties

Part A: 1-B 2-D 3-E 4-C 5-F 6-A

Part B: 93 electoral districts; 1 MLA each; 47 seats for a majority; premier; October 24, 2026.

Part C (Grade 6): Lawn sign - paid; TV or online ad - paid; party website - owned; social media post - owned (paid if boosted); news story - earned; leaders' debate - earned; door knocking - owned (the party's own volunteers). Accept reasoned answers.

Unit Rubric: Political Parties

Grade 5/6 Social Studies - Political Parties

Assessed on Worksheet 2, the End of Unit Concepts Check, and lesson evidence. Tied to the BC Social Studies curricular competencies.

Name: _____ Grade (circle): 5 6

Criteria	Emerging	Developing	Proficient	Extending
Parties and government	Names a party only.	Explains what a party or platform is.	Explains parties, platforms, and how government forms.	Explains majority, premier, and why seats matter.
Inquiry (research)	Little information found.	Finds a leader or slogan.	Finds leader, candidate, slogan, and 3 ideas.	Explains who each idea helps, with detail.
Evidence and media	Uses one source without question.	Names where information came from.	Tells facts from persuasion in party sources.	Explains how media shapes views (Gr 6).
Perspective and judgment	Gives no reason.	Gives an opinion with a simple reason.	Compares plans on an issue and justifies a choice.	Weights who is helped or left out by each plan.
Respectful discussion	Rarely shares or listens.	Shares or listens with reminders.	Shares and listens respectfully in Two Cents.	Builds on others' ideas and invites quiet voices.

Teacher comment:

Student I Can Tracker

Grade 5/6 Social Studies - Political Parties

Tick a box for each goal at the end of each lesson.

Name: _____ Date: _____

Lesson	I can ...	Not yet	Getting there	Yes
Lesson 1	I can explain what a political party is and how a government forms.			
Lesson 1	I can name ways parties try to reach voters.			
Lesson 2	I can find a party's leader, slogan, and big ideas.			
Lesson 2	I can compare parties on an issue and share my view respectfully.			

One thing I learned about elections:

One question I still have about political parties:

Teacher Observation Checklist

Grade 5/6 Social Studies - Political Parties

Formative evidence across the unit. Code: E = emerging, D = developing, P = proficient, X = extending.

Class: _____ Dates: TBD

Student	Parties and platforms	How government forms	Research skills	Media and sources	Issue judgment	Two Cents talk

Anecdotal notes:

End of Unit Concepts Check

Grade 5/6 Social Studies - Political Parties

Name: _____ Grade (circle): 5 6

Grade 5: complete Parts A and B. Grade 6: complete Parts A, B, and C. About 10 to 15 minutes. Questions may be read aloud on request.

Part A: Multiple choice (circle one)

1. A political party is ...

a. a celebration after an election b. a group with shared ideas that runs candidates c. a school club d. the BC legislature building

2. A platform is ...

a. a party's goals and promises b. a place to stand and vote c. a ballot box d. a TV channel

3. BC is divided into 93 electoral districts. Each one elects ...

a. a mayor b. one MLA c. three trustees d. the premier

4. How many seats does a party need for a majority in BC?

a. 10 b. 33 c. 47 d. 93

5. The premier is usually ...

a. the oldest MLA b. chosen by the Prime Minister c. the leader of the party with the most seats d. picked by students

6. Which is an example of PAID media?

a. a TV ad the party buys b. a news story c. a friend's opinion d. a school assembly

7. When is the 2026 BC provincial election day?

a. July 1 b. October 17 c. October 24 d. December 1

8. Why is voting done by secret ballot?

a. so no one can vote b. so each person can choose freely and privately c. so results are faster d. so only adults know

Part B: Short answer

9. What is one way political parties try to reach voters?

10. Name one BC party and its leader.

11. Why do voters compare more than one party before deciding?

12. Pick an election issue. Why might people disagree about it?

Part C: Grade 6 (media and systems of government)

13. How can media (ads, social media, news) change what voters think? Give an example.

14. BC voters choose parties and MLAs. Why is having a choice of parties important for people's rights?

End of Unit Concepts Check - ANSWER KEY

Grade 5/6 Social Studies - Political Parties

Grade 5: complete Parts A and B. Grade 6: complete Parts A, B, and C. About 10 to 15 minutes. Questions may be read aloud on request.

Part A: Multiple choice (circle one)

1. A political party is ...

- a. a celebration after an election b. a group with shared ideas that runs candidates c. a school club d. the BC legislature building

Answer: b

2. A platform is ...

- a. a party's goals and promises b. a place to stand and vote c. a ballot box d. a TV channel

Answer: a

3. BC is divided into 93 electoral districts. Each one elects ...

- a. a mayor b. one MLA c. three trustees d. the premier

Answer: b

4. How many seats does a party need for a majority in BC?

- a. 10 b. 33 c. 47 d. 93

Answer: c

5. The premier is usually ...

- a. the oldest MLA b. chosen by the Prime Minister c. the leader of the party with the most seats d. picked by students

Answer: c

6. Which is an example of PAID media?

- a. a TV ad the party buys b. a news story c. a friend's opinion d. a school assembly

Answer: a

7. When is the 2026 BC provincial election day?

- a. July 1 b. October 17 c. October 24 d. December 1

Answer: c

8. Why is voting done by secret ballot?

- a. so no one can vote b. so each person can choose freely and privately c. so results are faster d. so only adults know

Answer: b

Part B: Short answer

9. What is one way political parties try to reach voters?

Any one: lawn signs, ads (TV, online, radio), websites, social media, debates, door knocking, mail, news interviews.

10. Name one BC party and its leader.

Any one (as of Oct 2026): BC NDP - David Eby; BC Conservatives - Lorne Doerksen (interim); BC Green Party - Emily Lowan; OneBC - Dallas Brodie (interim); CentreBC - Elenore Sturko.

11. Why do voters compare more than one party before deciding?

To learn each party's plans, see which ideas match their own values and issues, and make an informed choice instead of following one ad or one opinion.

12. Pick an election issue. Why might people disagree about it?

Any reasonable issue (cost of living, health care, housing, jobs, environment). People have different needs, values, and experiences, so they want different solutions.

Part C: Grade 6 (media and systems of government)

13. How can media (ads, social media, news) change what voters think? Give an example.

Ads and posts show only one side and use slogans or images to persuade; news can inform or focus on some issues more than others. Example of a persuasive ad or post.

14. BC voters choose parties and MLAs. Why is having a choice of parties important for people's rights?

Choice lets people pick leaders who represent their views and replace them if they do a poor job; in systems with one party, people may have no say and rights are less protected.

Scoring guide: Part A 1 mark each (8). Part B 2 marks each (8). Part C 3 marks each (6). Grade 5 out of 16; Grade 6 out of 22. Use with the unit rubric, not as a sole grade.