



Rights and Responsibilities of Citizenship

A CLB 4/5 Module with Online Assessment Tasks



THE
IMMIGRANT
EDUCATION
SOCIETY

This module includes:

- ✓ Module plan
- ✓ List of resources
- ✓ Ideas for skill-using tasks
- ✓ CLB 4 and CLB 5 Assessment Tasks
- ✓ Answer Keys
- ✓ Links to Online Assessment Tasks (Google Forms)

Funded by:

Financé par:



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada

Development Team

Trina St. Jean (Writer and Developer)

TIES LINC Department (Review and Dissemination)

The copyright holders give permission for users of this document to make copies of selected pages for educational use within their organizations.

For any questions related to this material, please contact:

The Immigrant Education Society
3820 32 Street NE
Calgary, Alberta
T1Y 7L9

403-291-0002 | www.immigrant-education.ca

Table of Contents:

1. Module Plan	Page 4
2. Instructor Resources.....	Page 6
3. Warm-Up Activity.....	Page 8
4. Module Vocabulary and Grammar.....	Page 9
5. Ideas for Skill-Using Tasks.....	Page 10
6. Tips for Using Assessment Tasks.....	Page 11
7. CLB 4 Assessment Tasks & Answer Keys, Links to Online Assessments:	
• Listening.....	Page 13
• Speaking	Page 17
• Reading.....	Page 21
• Writing.....	Page 26
8. CLB 5 Assessment Tasks & Answer Keys, Links to Online Assessments:	
• Listening.....	Page 29
• Speaking	Page 30
• Reading.....	Page 35
• Writing.....	Page 43



TIES appreciates any feedback on these modules to guide future development. If you test this module in your class, please consider filling out [this brief survey](#).

	Listening (CLB 4/5)	Speaking (CLB 4/5)	Reading (CLB 4/5)	Writing (CLB 4/5)
Real-World Task Goals	Understanding verbal stories of rights and responsibilities	Sharing information about rights in Canada	Understanding written stories of exercising rights	Writing a paragraph describing the responsibilities of citizenship
Context/ Background Information	Students should learn about: <ul style="list-style-type: none"> • A basic history of the Canadian Charter of Rights and Freedoms and its importance • Rights and Responsibilities of Canadian citizenship (and an understanding that many rights and freedoms apply to anyone living in Canada, not only citizens) 			
CLB Competency Areas and Features	Comprehending Information CLB 4: Understand short descriptive or narrative communication on topics of personal relevance *up to about 10 sentences CLB 5: Understand descriptive or narrative monologues or presentations related to personally relevant topics *up to five minutes	Sharing Information CLB 4: Give brief descriptions of situations or simple processes *sustains up to about 5-7 sentences CLB 5: Give information in one-on-one interactions.	Comprehending Information CLB 4: Understand the purpose, main idea, key information and specific details in simple, short texts related to personally relevant situations *up to 3 paragraphs CLB 5: Understand moderately complex descriptive texts on familiar topics *up to about 1 page	Sharing Information CLB 4: Write a short paragraph to describe a familiar situation CLB 5: Write a paragraph to relate a description of a familiar topic

Language Focus	<p>Pragmatics: Ability to begin, maintain and conclude a one-on-one conversation in which information is shared</p> <p>Grammar: past tense, basic modals of obligation (must, have to), permission (can/can't) and advice (should), simple infinitive after common nouns (have the right to..., have the freedom to..., have the responsibility to...)</p> <p>Vocabulary: rights, freedoms, responsibilities, charter, and other vocabulary summarized in the Vocabulary section (p. 8).</p>			
Language and Learning Strategies	<p>Use prior knowledge of rights to understand personal stories</p> <p>Listening for emphasis on key words</p> <p>Listening for discourse markers Such as first, second, third</p>	<p>Meaning negotiation strategies: checking whether listener understands</p> <p>Conversation management: turn-taking, answering questions</p>	<p>Skimming scanning techniques to locate information in text</p> <p>Recognizing text format: newspaper article</p> <p>Underlining or highlighting to focus reading</p>	<p>Pre-writing strategies: planning a paragraph</p> <p>Proofreading strategies</p>
Assessment Task	<p>Students listen to personal stories of Canadians exercising their rights and fulfilling responsibilities of citizenship. They identify the rights and responsibilities and answer comprehension questions.</p>	<p>Students participate in a role play (or one-on-one discussion with the instructor) in which they share information about rights.</p>	<p>Students read stories in which Canadians exercise their rights or fulfill responsibilities. Students identify the rights and responsibilities and answer comprehension questions.</p>	<p>Students write a one-paragraph article for a community newsletter about responsibilities of being a good citizen.</p>

Instructor Resources:

1. Language Companion: Stage One. Charter of Rights and Freedoms. My Canada: page 16 (p. 46 of online PDF)
 - <https://www.7oaks.org/Programs/Settlement/Documents/PBLALanguage%20Companion,%20CLB%201-4.pdf>
2. Language Companion: Stage Two. Rights and Freedoms in Canada. My Canada: page 34 (p. 60 of online PDF)
 - <https://www.7oaks.org/Programs/Settlement/Documents/PBLALanguage%20Companion%2C%20CLB%205-8.pdf>
3. Civix. Elementary Unit on Rights and Responsibilities.
 - <http://civix.ca/resources/elementary-rights-responsibilities/>

*Includes power point slide deck, warm-up activity, summary chart of rights (Handout 3.2), etc.
4. Government of Canada. Online Study Guide: Discover Canada.
 - <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online/rights-responsibilities-citizenship.html>

*Language is higher-level and would be challenging, especially for CLB 4.
5. Government of Canada. Visuals (infographics) about the Charter, Rights, and Interesting Facts:
 - <https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/resources-ressources.html>
6. Toronto Catholic School District Board. *Citizenship Resource*.
 - <http://atwork.settlement.org/downloads/atwork/Citizenship%20Resource/Citizenship%20Resource.pdf>
 - Short audio to go with Chapter 1: Activity 5:
 - <http://atwork.settlement.org/downloads/atwork/Citizenship%20Resource/Chapter%201/Track%2002.mp3>
7. Citizenship Counts. Flashcards about rights and responsibilities.
 - <http://www.citizenshipcounts.ca/flashcards/rights-responsibilities>
8. Parliament of Canada. *Mustafa Takes a Walk*. Short reading in which students identify rights.
 - <https://lop.parl.ca/about/parliament/education/ourcountryourparliament/TeacherGuide/activities-sect1-e.asp>
9. Handout with a summary of rights and responsibilities and a worksheet with scenarios.
 - http://academicworkshop.weebly.com/uploads/3/3/2/0/3320122/1.2c_canadian_charter_activity.pdf
10. From Learn Alberta (Grade 6 curriculum):
http://www.learnalberta.ca/content/ssoc6/html/understandingourrightsandresponsibilities_cc.html
 - Handout: Rights and Freedoms in the Charter. Students must match situations to rights.
 - Handout: Sample Actions: Rights and Responsibilities.
11. Law Lessons: Curriculum (Charter of Rights and Freedoms)
 - <https://lawlessons.ca/curriculum/grade-5/charter-rights-and-freedoms>

12. Grade 7-12 lesson plan about Citizenship. Charts about what is a good citizen.
 - <http://www.cbc.ca/curiostandforcanada/content/pdfs/elementary-guide-7.pdf>
13. Russ Sommerfeldt (teacher). PowToon video (no spoken audio, just animation and text).
 - <https://www.youtube.com/watch?v=sKmaDIFLG0A>
14. TVO docs. Funny video with song.
 - <https://www.youtube.com/watch?v=DA6QAdKOmtA>
15. OCASI CitizenshipCounts. Short video about responsibilities.
 - <https://www.youtube.com/watch?v=f7Q-1Yw4EUs>
16. Department of Justice Canada. Introduction to The Canadian Charter of Rights and Freedoms. (no spoken audio, just text and images).
 - <https://www.youtube.com/watch?v=UX99jxbAhHQ>
17. Citizenship Study Materials for Newcomers to Canada (plain language).
 - <https://citizenshipcounts.ca/content/pdf/citizenship-guide-newcomers-manitoba-self-study.pdf>
 - Pg4-6 Clear information on Rights and Responsibilities with questions.
 - *Mentions honour killings/genital mutilation, so teachers should be prepared to discuss this.
18. Know Canada: A Plain Language Study Guide for the Citizenship Exam. Section on Rights and Responsibilities with questions. (P. 7-11)
 - https://www.ecala.org/wp-content/uploads/2018/11/KnowCanada_Final_webversion.pdf

Grammar Resources:

1. Past tense:
 - <https://www.allthingsgrammar.com/past-simple.html>
 - <https://www.englishpage.com/verbpage/simplepast.html>
 - <https://www.teach-this.com/grammar-activities-worksheets/past-simple-regular-verbs>
 - *Some activities are free, and some require membership. Click on the Grammar menu at the top and you will find other Past Tense options.
2. Modals of obligation and advice:
 - <https://www.teach-this.com/parts-of-speech-activities-worksheets/modal-verbs-obligation-prohibition> (*Some activities are free, and some require membership.)
 - <https://www.allthingsgrammar.com/> (see sidebar for Have to, Must, Should, Can).
3. Introduction to basic infinitive:
 - <https://grammar.collinsdictionary.com/easy-learning/the-to-infinitive>

Warm-up Activity

Discussion Questions: Rights and Responsibilities of Citizenship



1. A **right** is something that the government legally must give you. For example, all Canadian citizens have the right to vote. Can you give some examples of rights that you think are important?
2. A **freedom** is something that the government allows you to do. For example, everyone in Canada has freedom of religion. Can you give some examples of freedoms that you think are important?
3. In Canada, there is an important document called the **Charter of Rights and Freedoms**. It was created in 1982 and is part of the country's constitution. This document describes the basic rights and freedoms of all Canadians. Do you think it is important to have a document like this? Why or why not?
4. You may already know about some of the rights and freedoms in the Charter. Discuss each of the statements below and whether you think they are true or false.
 - a) In Canada, you have freedom of opinion. You are free to express this opinion, as long as it is not hateful.
 True
 False
 - b) In Canada, you have the right to be equal to others, no matter your personal characteristic such as: religion, race, sex, age, disability, origin, disability or sexual orientation.
 True
 False
 - c) English is the official language of Canada.
 True
 False
 - d) In Canada, you must apply to the government for permission to move to another province.
 True
 False
 - e) The Charter of Rights and Freedoms has travelled into space.
 True
 False

Answers: 4. a) True, b) True, c) False, d) False, e) True. Canadian Astronaut Marc Garneau took the Charter with him on a mission.

Vocabulary

right	freedom	legal	mental ability
freedom	expression	equality	physical ability
responsibility	thought	gender	official
citizenship	belief	religion	minority
protected	opinion	protest	liberty
to violate (a right)	democratic	jury	security
laws	mobility	peaceful	assemble/assembly
Charter of Rights and Freedoms	vote	volunteer	aboriginal
discriminate (against someone)	race	national or ethnic origin	to exercise (a right)

Resources:

- Flashcards on citizenshipcounts.ca:
 - <http://www.citizenshipcounts.ca/flashcards/rights-responsibilities>
- Power point slide deck, anticipation guide warm-up activity, Handout 3.2 (very clear and useful summary chart of rights)
 - <http://civix.ca/resources/elementary-rights-responsibilities/>

Grammar

Students should learn and practice:

1. Past tense

- in order to understand stories and examples of citizens exercising their rights and fulfilling responsibilities

2. Modals: must, have to, should, can/can't

- in order to discuss and write about:
 - what Canadians **can and can't** do, according to the Charter
 - what the government **must/has** to allow or protect
 - what Canadians **should** do to be responsible citizens

3. Basic infinitives

- in order to discuss and write about:
 - You have the **right to** _____.
 - Canadians have the **freedom to** _____.
 - You have the **responsibility to** _____.

* See [Instructor Resources](#) for online sources and activities for grammar skills.

Ideas for Skill-Using Tasks



Listening:

Instructors can:

- use videos in the Instructor Resources section and create comprehension questions.
- read scenarios to the class in which Canadians exercise their rights and have students answer questions (resources in the Reading section below).



Speaking:

Instructors can assign certain rights and freedoms to each student and have them describe them to a partner or a small group. Students can do a self-assessment, be peer-assessed or receive teacher feedback on an adapted version of the Speaking Assessment Task rubric.



Reading:

Students should read descriptions of scenarios in which Canadians exercise their rights and freedoms or have rights violated. Instructions may develop comprehension questions. Some suitable resources can be found at:

- http://www.learnalberta.ca/content/ssoc6/html/understandingourrightsandresponsibilities_cc.html:
 - Handout: *Rights and Freedoms in the Charter*. Students must match situations to rights.
 - Handout: *Sample Actions: Rights and Responsibilities*. (Examples of Canadians exercising their rights.)
- Mustafa Takes a Walk:
<https://lop.parl.ca/about/parliament/education/ourcountryourparliament/TeacherGuide/activities-sect1-e.asp>



Writing:

Since the final assessment requires that students write a paragraph about the responsibilities of citizenship, the skill-using task could be writing a paragraph either:

- about **rights and freedoms**, or:
- about their responsibilities as a parent/student/worker, or any other role they may have.

Feedback could be given using a modified version of the rubric for the Writing Assessment.

*Note: CLB 4 must describe three rights or responsibilities, but CLB 5 students must also write some detail about each right or responsibility (an example or reason each is important).

Tips for Using Assessment Tasks

1. In this Module Plan, you will find the paper version of the Assessment Tasks only. However, there are links to CLB 4 and CLB 5 Online Assessment Tasks for each skill.
2. For each Google Form assessment, you have a choice of **View** or **Make a Copy**. To use it with your students, choose Make a Copy. Once you do so:
 - You can edit the copy.
 - You can view results of the assessments after students complete them.
3. The **Assessment Tasks for Receptive Skills** (Listening and Reading) are meant for the student to fill in after listening to audio or reading text.
 - You will need to send the Google Form to your students' Gmail accounts in order for them to complete the assessment.
 - The Forms have a built-in answer key. When you view "Responses" in your copy of the Google Form, you can see your students' answers and scores in the Individual Results of the Form.
 - You can send the results of the assessment to the student by clicking on "Release Score" at the top of the Individual Results. Before sending, you can add Individual Feedback at the bottom of the assessment to say whether they achieved the CLB level or not.
 - The student will receive an email and can view the form with their score and the feedback. If you want students to save it in portfolios, students can click on Print in their browser but choose "Save as PDF".
4. The Assessment Tasks for **Productive Skills** (Writing and Speaking) are "rubrics" meant to be filled in by the instructor, not the student.
 - Once you make a copy of the Form, you will need to "Send" the form to your own Gmail account.
 - You will then fill in the form for each individual student. Be sure the form does not have "Limit to 1 Response" checked under Requires Sign In or you will not be able to complete the form for multiple students.
 - You will find the completed rubric for each student in your copy of the Form (in Responses, under Individual). You can create a copy to send each student by clicking on "Print" then saving the document as a pdf or google doc.

CLB 4 Assessment Tasks

CLB 4 Listening Assessment

TASK	Understanding a story of rights and responsibilities
COMPETENCY	Comprehending Information
INSTRUCTIONS	Students listen to the audio and answer the questions.
CRITERIA FOR SUCCESS	Students must get 12 out of 17 to achieve CLB 4 on the task.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy *Note: the audio files are already embedded into the Forms. Audio File: HERE

CLB 4 Listening Assessment: Audio Transcript

Hi everyone. My name is Lily and I would like to talk you about my life in Canada. I feel very lucky to live in a country where all citizens have many rights that are protected by law.

One example is mobility rights. When I first moved to Canada, I lived in Toronto but a few years later, I found a great job in Edmonton and moved there. I didn't have to ask the government for permission: it is my right to live anywhere in Canada whenever I want. No one can tie me down to one place. Also, when I go on vacation or to my home country to visit my family, I always have the right to return to Canada.

Another right I am happy I have is democratic rights, especially the right to vote. A few years ago, I voted in a provincial election and this year, I will vote in a federal election to choose the Member of Parliament to represent my riding. It's very exciting and wonderful to have a say in who our leaders are.

The third right I enjoy is the fundamental right of freedom of religion – it is so important to be able to worship in the way I wish. My family and I pray together with other friends every week, and we are free to do this. Our neighbours do not follow any religion, and that is also their right.

I enjoy all of the rights I mentioned, and more, but I also am very careful to follow the responsibilities of citizenship. For example, I obey the laws because I know it's necessary that we all do our part. I want to do my best to make Canada a great place to live for everyone.



CLB 4 Listening Assessment: Understanding a Story of Rights and Responsibilities

Name: _____ Date: _____

TASK	Understanding a story of rights and responsibilities
COMPETENCY	Comprehending Information
CRITERIA FOR SUCCESS	You must get 10 out of 15 to achieve CLB 4
INSTRUCTIONS	Listen to the audio and answer the questions.

Questions:

1. What does Lily talk about in the audio? (1 point)
 - a) why she doesn't like living in Canada
 - b) the rights she enjoys in Canada
 - c) who she voted for in the last election
2. Lily gives an example of following responsibilities. What is it? (1 point)
 - a) Praying with her family
 - b) Visiting her parents
 - c) Obeying laws
3. How does Lily feel about living in Canada? (1 point)
 - a) lucky
 - b) unlucky
 - c) great
4. Lily says, "no one can tie me down to one place". What do you think **tie me down** means? (1 point)
 - a) give me freedom
 - b) make me stay
 - c) give me a job
5. When Lily votes in the federal election, who will she be choosing? (1 point)
 - a) Member of Parliament
 - b) Member of the Legislature
 - c) The Prime Minister

6. Check which 3 rights Lily talks about in the audio: (3 points)

- Equality Rights
- Democratic Rights
- Mobility Rights
- Minority Language Rights
- Legal Rights
- Fundamental Right: Freedom of Religion

7. Check () True or False based on the information in the audio: (5 points)

- a) Lily has lived in Toronto and Edmonton.
 - True
 - False

- b) Lily asked the government for permission before she moved.
 - True
 - False

- c) Lily is going to vote in a federal election in the future.
 - True
 - False

- d) Lily's neighbours follow the same religion she does.
 - True
 - False

- e) Lily thinks it's not important to follow laws.
 - True
 - False

8. Of the rights Lily talks about, which one do you think is most important? Why? (2 points)

Score: /15

Did you achieve CLB 4 on this task?

- Not Yet
- Yes

Answer Key CLB 4 Listening Assessment:

1. b

2. c

3. a

4. b

5. a

6.

- Equality Rights
- Democratic Rights
- Mobility Rights
- Minority Language Rights
- Legal Rights
- Fundamental Right: Freedom of Religion

7.

a) T

b) F

c) T

d) F

e) F

8. Answers will vary: choose one right (mobility, democratic/right to vote, or fundamental/freedom of religion) and give reason.

CLB 4 Speaking Assessment Task

TASK	Sharing information about rights in Canada
COMPETENCY	Sharing Information
INSTRUCTIONS	<p>Students will carry out a role play in which they answer a friend's questions about the rights of Canadian citizens.</p> <p>There are two cards for students: Speaking Task Card A and Speaking Task Card B. Put students in pairs for the role play. (Or the instructor can be A or B.)</p> <p>The students will be required to switch roles in the role play.</p> <ul style="list-style-type: none"> • In Part 1, Student A will play the role of someone who is already a citizen, answering their friend's questions. • In Part 2, Student A will ask questions and Student B will explain the rights of citizenship on their card.
CRITERIA FOR SUCCESS	Students must get "yes" on the Holistic Criteria and 4 out of 5 on the Analytic Criteria to achieve a CLB 4.
ONLINE ASSESSMENTS 	<p>CLB 4 Google Form Rubric: View Make a copy</p> <p>*Note: the instructor will fill in the rubric after the student completes the assessment.</p>

CLB 4 Speaking Task Card: **STUDENT A**

Sharing Information about Rights in Canada (Role Play)



Competency: Sharing Information

PART 1

Instructions: Your friend is going to become a Canadian citizen soon. You are already a citizen. You have coffee together and your friend will ask you questions about the rights of Canadian citizenship. Answer your friend's questions. *You can use the information below to help you.



Mobility Rights

- Live or work anywhere in Canada
- Leave and come back



Official Languages of Canada

- Government services in French and English



Democratic Rights

- Vote
- Run for election



Fundamental Freedom

- Practice any (or no) religion

PART 2

Instructions: You are going to be a Canadian citizen soon. You have coffee with your friend who is already a citizen. Ask your friend the questions below:

1. If French is my first language, can my children study in French in all provinces?
2. Will I be equal to and have the same rights as all Canadians?
3. As a Canadian citizen, what will happen if I am arrested for a crime?
4. As a Canadian citizen, can I express my opinion even if I disagree with the government?

CLB 4 Speaking Task Card: **STUDENT B**

Sharing Information about Rights in Canada (Role Play)



Competency: Sharing Information

PART 1

Instructions: You are going to be a Canadian citizen soon. You have coffee with your friend who is already a citizen. Ask your friend the questions below:

1. As a Canadian citizen, how can I help choose the government?
2. As a Canadian citizen, what languages can I use to talk to the government?
3. As a Canadian citizen, can I practice my religion freely?
4. As a Canadian citizen, where can I live and work? If I travel outside of Canada, can I come back?

1

PART 2

Instructions: Your friend is going to become a Canadian citizen soon. You are already a citizen. You have coffee together and your friend will ask you questions about the rights of Canadian citizenship. Answer your friend's questions. *You can use the information below to help.



Minority Education Rights

- learn in French in all of Canada



Fundamental Freedom

- gather and express opinions



Equality Rights

- Cannot be discriminated against for: race, origin, colour, sex, age, religion, or disability



Legal Rights

- see a lawyer
- innocent until proven guilty



CLB 4 Speaking Assessment: Sharing information about rights in Canada

Competency: Sharing Information

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 4 out of 5 analytic criteria.

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use vocabulary about rights?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak clearly?	<input type="checkbox"/>	<input type="checkbox"/>	
Say a minimum of 5 to 7 sentences?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 4 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes



CLB 4 Speaking Assessment: Sharing information about rights in Canada

Competency: Sharing Information

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 4 out of 5 analytic criteria.

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use vocabulary about rights?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak clearly?	<input type="checkbox"/>	<input type="checkbox"/>	
Say a minimum of 5 to 7 sentences?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 4 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

CLB 4 Reading Assessment Task

TASK	Understanding stories of exercising rights
COMPETENCY	Comprehending Information
INSTRUCTIONS	Students will read the article “Canadians Enjoy Their Rights” and answer comprehension questions.
CRITERIA FOR SUCCESS	Students must get 11 out of 16 to achieve CLB 4 on this task.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy

Thursday,
January 15,
2021

Canada Times

Latest news from around the country

Edition #342

Canadians Enjoy Their Rights

By Gregory McMann

Being a citizen of Canada comes with many rights and freedoms. The following stories are examples of how these rights and freedoms protect Canadians all around the country.

Farrah, for example, came to Canada from Egypt about ten years ago. She is a hair stylist, and her dream is to open her own salon one day. When she first arrived in Vancouver, she applied for many jobs. One was for a very nice salon near her house, and she was very excited. At the interview, however, the owner of the salon asked her what her religion was. He called her later to say she didn't get the job because he doesn't hire people of her religion. She was shocked and upset. A friend told her that this is discrimination and violates equality rights. He suggested that she file a complaint with the Human Rights Commission.

Carl lives in Toronto. One day, he was walking in the park and the police came and asked him to come to the police station. They said that he looked like someone who robbed a house in his neighbourhood the night before. At the police station, they told him he had the right to call a lawyer. He called a lawyer and she helped him answer questions from the police. Carl showed them that he was at work at the time of the robbery. They let him go home and he was not arrested. Carl was very happy that he had legal rights to protect him.

In Edmonton, **Sandra** didn't agree with the government's idea to cut down the trees in her favorite park in the city. She talked to her friends and they decided to organize a protest. They put posters around her neighborhood and told people on Facebook. More than one hundred people came to the protest, and they walked with signs saying they wanted the trees to stay. Sandra also started a petition and thousands of people signed it. Sandra expressed her opinion using her fundamental rights.

These are just a few examples of Canadians enjoying their rights and freedoms. They are written in the Charter of Rights and Freedoms, an important document created in 1982. They are protected by laws and are an essential part of what makes Canada a great place to live.



CLB 4 Reading Assessment: Understanding Stories of Exercising Rights

Name: _____ Date: _____

TASK	Understanding stories of exercising rights
COMPETENCY	Comprehending Information
CRITERIA FOR SUCCESS	You must get 11 out of 16 to achieve CLB 4 on this task
INSTRUCTIONS	Read the text “Canadians Enjoy Their Rights” and answer the comprehension questions.

Multiple Choice Questions: choose which answer is best and circle a, b, or c.

1. What is the main idea of this article? (1 point)
 - a) Canadian citizens should vote in elections
 - b) There is a lot of discrimination in Canada
 - c) Rights and freedoms protect Canadians
2. What kind of text is this? (1 point)
 - a) a letter
 - b) a newspaper article
 - c) an email
3. Which person’s story is an example of freedom to express an opinion? (1 point)
 - a) Farrah
 - b) Carl
 - c) Sandra
4. Which person in the text faced discrimination? (1 point)
 - a) Farrah
 - b) Carl
 - c) Sandra
5. Which person in the text used legal rights? (1 point)
 - a) Farrah
 - b) Carl
 - c) Sandra

6. Circle True or False after each sentence, based on the information in the text. (6 points)

a) Farrah was happy after the owner of the salon called her. *True False*

b) Farrah faced discrimination because of her religion. *True False*

c) Carl robbed a house in his neighbourhood. *True False*

d) Carl called a lawyer because it was his right. *True False*

e) Sandra didn't like the government's idea to cut down trees in the park. *True False*

f) Rights and freedoms are not protected by law. *True False*

Short Answer: Write your answer below the question. You do not need to write a full sentence.

7. What is Farrah's job? (1 point)

8. Why did the police ask Carl to go to the police station? (1 point)

9. What did Sandra and her friends organize to express their opinion? (1 point)

10. How many people signed Sandra's petition? (1 point)

11. What is the name of the important document made in 1982? (1 point)

Score: /16

Did you achieve CLB 4 on this task?

Not Yet

Yes

ANSWER KEY CLB 4 Reading Assessment: Understanding Stories of Exercising Rights

1. c
2. b
3. Sandra
4. Farrah
5. Carl
6. a) F b) T C) F d) T e) T f) F
7. hair stylist
8. he looked like someone who robbed a house in the neighbourhood
9. a protest
10. thousands
11. The Charter of Rights and Freedoms

CLB 4 Writing Assessment Task

TASK	Writing about responsibilities of citizenship
COMPETENCY	Sharing Information
INSTRUCTIONS	Students will write a paragraph for a community newsletter describing responsibilities of citizenship.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 4 out of 5 on the Analytic Criteria to achieve CLB 4 on this task.
ONLINE ASSESSMENTS 	CLB 4 Google Form Assessment: View Make a copy CLB 4 Google Form Rubric: View Make a copy

**CLB 4 Writing Assessment: Writing about responsibilities of citizenship***Competency: Sharing Information*

Name: _____ Date: _____

Criteria for Success: “Yes” on holistic (*) criteria and 4 out of 5 analytic criteria

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use vocabulary about responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	
Describe three responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	
Write a paragraph with an introduction, body and conclusion?	<input type="checkbox"/>	<input type="checkbox"/>	
Write clear sentences?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct capitalization, punctuation and spelling?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 4 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

**CLB 4 Writing Assessment: Writing about responsibilities of citizenship***Competency: Sharing Information*

Name: _____ Date: _____

Criteria for Success: “Yes” on holistic (*) criteria and 4 out of 5 analytic criteria

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use vocabulary about responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	
Describe three responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	
Write a paragraph with an introduction, body and conclusion?	<input type="checkbox"/>	<input type="checkbox"/>	
Write clear sentences?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct capitalization, punctuation and spelling?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 4 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

CLB 5 Assessment Tasks

CLB 5 Listening Assessment

TASK	Understanding stories of rights and responsibilities
COMPETENCY	Comprehending Information
INSTRUCTIONS	Students listen to stories of how rights affect the lives of two Canadians then answer questions.
CRITERIA FOR SUCCESS	Students must get 14 out of 20 to achieve CLB 5 on the task
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy *Note: the audio files are already embedded into the Forms. Audio Files Story #1: HERE Story #2: HERE

CLB 5 Listening Assessment: Audio Transcript

Story #1:

Hi everyone. My name is Lily and I would like to talk you about my life in Canada. I feel very lucky to live in a country where all citizens have many rights that are protected by law.

One example is mobility rights. When I first moved to Canada, I lived in Toronto but a few years later, I found a great job in Edmonton and moved there. I did not have to ask the government for permission: it is my right to live anywhere in Canada whenever I want. No one can tie me down to one place. Also, when I go on vacation or to my home country to visit my family, I always have the right to return to Canada.

Another right I am happy I have is democratic rights, especially the right to vote. A few years ago, I voted in a provincial election and this year, I will vote in a federal election to choose the Member of Parliament to represent my riding. It's very exciting and wonderful to have a voice in who our leaders are.

The third right I enjoy is the fundamental right of freedom of religion – it is so important to be able to worship in the way I wish. My family and I pray together with other friends every week, and we are free to do this. Our neighbours do not follow any religion, and that is also their right.

I enjoy all of the rights I mentioned, and more, but I also am very careful to follow the

responsibilities of citizenship. For example, I obey the laws because I know it's necessary that we all do our part. I want to do my best to make Canada a great place to live for everyone.

Story #2:

Hi, my name is Marie. I was born in Canada and have lived here all of my life. I would like to tell you about the rights I think are the most important in Canada.

First, I am very happy that we have equality rights. The Charter of Rights and Freedoms says that everyone in Canada should be treated equally, no matter their race, religion, ethnic background, sex or mental or physical disability. As a woman and someone with a physical disability, I am grateful that the Canadian government has laws to ensure that I am not treated unfairly or discriminated against. For example, an employer cannot say they won't hire me because I am a woman. A landlord cannot refuse to rent an apartment to me because of my disability.

A second right that I value is minority language education rights. My first language is French and I want my children to go to school in French. They have the right to a French education in every province of Canada, as long as there are enough French-speakers in the area to open a school. We live in Alberta, for example, and my children attend school in French here.

Lastly, I am also thankful that I have the fundamental freedom of peaceful assembly. I think it's important that all Canadians can gather with others and express their opinion, as long as they do it in a way that does not harm others. For example, I joined a protest against a decision the government made last week.

Of course, all of these rights come with a duty to be a good citizen. I do my best to help others, participate in democracy and contribute to society in a positive way.



CLB 5 Listening Assessment: Understanding Stories of Rights and Responsibilities

Name: _____ Date: _____

TASK	Understanding stories of rights and responsibilities
COMPETENCY	Comprehending Information
CRITERIA FOR SUCCESS	You must get 14 out of 20 to achieve CLB 5 on this task
INSTRUCTIONS	Listen to Story #1 and Story #2 and answer the questions.

Story # 1:

1. What does Lily talk about in the audio? (1 point)

- a) why she doesn't like living in Canada
- b) the rights she enjoys in Canada
- c) who she voted for in the last election

2. Lily says, "no one can tie me down to one place". What do you think **tie me down** means? (1 point)

- a) give me freedom
- b) make me stay
- c) give me a job

3. Check which rights Lily talks about in the audio: (3 points)

- Equality Rights
- Democratic Rights
- Mobility Rights
- Minority Language Rights
- Legal Rights
- Fundamental Right: Freedom of Religion

4. Circle True or False based on the information in the audio: (4 points)

- a) Lily asked the government for permission before she moved. True False
- b) Lily is going to vote in a federal election in the future. True False
- c) Lily's neighbours follow the same religion she does. True False
- d) Lily thinks it's not important to follow laws. True False

Story #2:

1. What does Marie mostly talk about? (1 point)
 - a) The rights she thinks are most important in Canada
 - b) The story of her life
 - c) Being a French speaker in Canada

2. What is one example Marie gives of discrimination that could happen to her? (1 point)

3. Which three rights does Marie talk about? (3 points)

4. Circle True or False for each sentence, based on the information in the audio: (4 points)
 - a) Marie has a physical disability. True False

 - b) Marie is happy the Canadian government has laws to make sure people are treated equally. True False

 - c) Marie protested recently to show that she agreed with a government decision. True False

 - d) Marie thinks it's her responsibility to also be a good citizen. True False

5. Of the rights Marie talks about, which is the most important for you? Why? (2 points)

Score: /20

Did you achieve CLB 5 on this task?

- Not Yet
- Yes

ANSWER KEY CLB 5 Listening Assessment: Understanding Stories of Rights and Responsibilities

Story #1

1. b

2. b

3.

- Equality Rights
- Democratic Rights
- Mobility Rights
- Minority Language Rights
- Legal Rights
- Fundamental Right: Freedom of Religion

4. a) F b) T C) F d) F

Story #2

1. a

2. not hiring her because she's a woman or a landlord not renting her an apartment because she's disabled

3. equality, minority language and freedom of peaceful assembly

4. a) T b) T C) F d) T

5. opinion: choose equality, minority language or freedom of peaceful assembly and give reason

CLB 5 Speaking Assessment Task

TASK	Sharing information about rights in Canada
COMPETENCY	Sharing Information
INSTRUCTIONS	<p>Students will carry out a role play in which they give information about some of the rights of Canadian citizenship to a friend.</p> <p>There are two cards for students: Speaking Task Card A and Speaking Task Card B. Put students in pairs for the role play. (Or the instructor can be A or B.)</p> <p>Students will describe the rights on their card and give examples of each.</p> <p>NOTE: Instructors may choose to have a class review of the rights beforehand or allow students to look at resources used in skill-building activities to activate their memory of the rights.</p>
CRITERIA FOR SUCCESS	Students must get “yes” for the Holistic Criteria and 5 out of 6 Analytic Criteria on the rubric.
ONLINE ASSESSMENTS 	CLB 5 Google Form Rubric: View Make a copy

CLB 5 Speaking Task Card: STUDENT A

Sharing Information about Rights in Canada (Role Play)



Competency: Sharing Information

Instructions: You and your friend are going to become Canadian citizens soon. You have coffee together and talk about the rights and freedoms you will have as citizens. You tell your friend details about the rights below. Also give an example of how each right will allow you and your friend to have a good life in Canada. Your friend will tell you about other rights.



Mobility Rights



Official Languages of Canada



Democratic Rights



**Fundamental Freedom:
Religion**

CLB 5 Speaking Task Card: STUDENT B

Sharing Information about Rights in Canada (Role Play)



Competency: Sharing Information

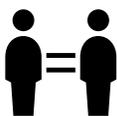
Instructions: You and your friend are going to become Canadian citizens soon. You have coffee together and talk about the rights and freedoms you will have as citizens. You tell your friend details about the rights below. Also give an example of how each right will allow you and your friend to have a good life in Canada. Your friend will tell you about other rights.



Minority Education Rights



**Fundamental
Freedom:
Express your opinion**



Equality Rights



Legal Rights

**CLB 5 Speaking Assessment: Sharing information about rights in Canada***Competency: Sharing Information*

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 6 analytic criteria.

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate vocabulary to describe the rights?	<input type="checkbox"/>	<input type="checkbox"/>	
Provide details and examples of the rights?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly accurate grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Have mostly clear pronunciation?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate eye contact and body language?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 5 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

**CLB 5 Speaking Assessment: Sharing information about rights in Canada***Competency: Sharing Information*

Name: _____ Date: _____

Criteria for success: You must get “yes” on holistic (*) and 5 out of 6 analytic criteria.

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate vocabulary to describe the rights?	<input type="checkbox"/>	<input type="checkbox"/>	
Provide details and examples of the rights?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly accurate grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Have mostly clear pronunciation?	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate eye contact and body language?	<input type="checkbox"/>	<input type="checkbox"/>	
Speak with good fluency?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 5 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes

CLB 5 Reading Assessment Task

TASK	Understanding stories of exercising rights
COMPETENCY	Comprehending Information
INSTRUCTIONS	Students read an article in a newspaper about the rights and freedoms Canadians enjoy and answer questions.
CRITERIA FOR SUCCESS	Students must get 11 out of 16 to achieve CLB 5 on this task
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy

Thursday,
Jan 15, 2021

Canada Times
The latest news from around the country

Edition #342

Canadians Enjoy Their Rights

By Gregory McMann

Being a citizen of Canada comes with many rights and freedoms, as well as responsibilities. Citizens should do their best to be valuable members of society by following laws, voting in elections and taking care of their families. In return, they will enjoy many rights and freedoms. The following stories are examples of how these rights and freedoms protect Canadians all around the country.

Farah, for example, came to Canada from Egypt about ten years ago. She is a hair stylist, and her dream is to open her own salon one day. When she first arrived in Vancouver, she applied for many jobs. One was for a very nice salon near her house, and she was excited. At the interview, however, the owner of the salon asked her what her religion was. He called her later to say she didn't get the job because he doesn't hire people of her religion. She was shocked and upset. A friend told her that this is discrimination and violates Equality Rights. He suggested that she file a complaint with the Human Rights Commission, which she did. It was a long process, but she thought it was important to stand up against discrimination.

Carl lives in Toronto. One day, he was walking in the park and the police came and asked him to come to the police station. They said that he looked like someone who robbed a house in his neighbourhood the night before. At the police station, they told him he had the right to call a lawyer. He called a lawyer and she helped him answer questions from the police. Carl was able to prove that he had an alibi: he was at work at the time of the robbery, and his manager confirmed it. They let him go home and he was not arrested. Carl was very happy that he had legal rights to protect him, and that in Canada you are innocent until proven guilty.

In Edmonton, **Sandra** didn't agree with the government's idea to cut down the trees in her favorite park in the city. She talked to her friends and they decided to organize a protest. They put posters around her neighborhood and told people on Facebook. More than one hundred people came to the protest, and they walked with signs saying they wanted the trees to stay. Sandra also started a petition and thousands of people signed it. Sandra expressed her opinion using her fundamental rights and says that she feels lucky to live in a place where everyone has a voice.

These stories are just a few examples of Canadians enjoying their rights and freedoms. These rights are written in the Charter of Rights and Freedoms, an important document created in 1982. The charter is the basis for many laws in Canada and is an essential part of what makes Canada a wonderful place to live.



CLB 5 Reading Assessment: Understanding Stories of Exercising Rights

Name: _____ Date: _____

TASK	Understanding stories of exercising rights
COMPETENCY	Comprehending Information
CRITERIA FOR SUCCESS	You must get 11 out of 16 to achieve CLB 5 on this task
INSTRUCTIONS	Read the text “Canadians Enjoy Their Rights” and answer the comprehension questions

Multiple Choice Questions: choose which answer is best and circle a, b, or c.

1. What is the main idea of this article? (1 point)
 - a) Canadian citizens should vote in elections
 - b) There is a lot of discrimination in Canada
 - c) Rights and freedoms protect Canadians
2. Where might you find this text? (1 point)
 - a) in a work report
 - b) in a newspaper
 - c) in an email
3. Carl was able to prove that he had an “alibi”. From the information in the article, what do you think an “alibi” is? (1 point)
 - a) a job
 - b) someone to lie for him
 - c) someone that he was with during the time of the crime
4. Sandra feels that she is lucky to live in a place where “everyone has a voice”. What do you think “has a voice” means? (1 point)
 - a) is free to share their opinion
 - b) can sing
 - c) can communicate well
5. Circle True or False for each sentence, based on the information in the text. (6 points)
 - a) Farrah was excited after the owner called her. True False
 - b) Farrah faced discrimination because of her religion. True False
 - c) Carl robbed a house in his neighbourhood. True False

- d) Carl exercised his right to call a lawyer. True False
- e) One example in the article of how to express your opinion is to create a petition.
- f) Some laws in Canada are based on the Charter of Rights and Freedoms. True False

Short Answer: Write your answer below the question. You do not need to write a full sentence.

6. What are three ways the article mentions that a person can be a valuable member of society in Canada? (1)

7. Which right or freedom was: (3 points)

- a) Farrah's story about?
- b) Carl's story about?
- c) Sandra's story about?

8. Of all of the rights mentioned in the article, which one do you think is the most important? Why? (2 points)

Score: /16

Did you achieve CLB 5 on this task?

- Not Yet
- Yes

ANSWER KEY CLB 5 Reading Assessment: Understanding Stories of Exercising Rights

1. c

2. b

3. c

4. a

5. a) F b) T C) F d) T e) T f) T

6. following laws, voting in elections and taking care of their families

7.

a) equality rights

b) legal rights

c) freedom to express an opinion

8. answers vary: choose one of equality rights, legal rights and freedom to express an opinion and give reason.

CLB 5 Writing Assessment Task

TASK	Writing about responsibilities of citizenship
COMPETENCY	Sharing Information
INSTRUCTIONS	Students will write 1-2 paragraphs about the responsibilities of Canadian citizenship for a community newsletter. They must write about a minimum of three responsibilities and give details (an example or reason why it's important) for each one. They are provided with six suggestions in the prompt.
CRITERIA FOR SUCCESS	Students must get “yes” on the Holistic Criteria and 4 out of 5 on the Analytic Criteria to achieve CLB 5 on this task.
ONLINE ASSESSMENTS 	CLB 5 Google Form Assessment: View Make a copy CLB 5 Google Form Rubric: View Make a copy



CLB 5 Writing Assessment: Writing about responsibilities of citizenship

Competency: Sharing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) and 4 out of 5 analytic criteria

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>	
Give details about each responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	
Write 1-2 paragraphs with an introduction, body and conclusion?	<input type="checkbox"/>	<input type="checkbox"/>	
Use correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Use correct spelling, capitalization and punctuation?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 5 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes



CLB 5 Writing Assessment: Writing about responsibilities of citizenship

Competency: Sharing Information

Name: _____ Date: _____

Criteria for Success: "Yes" on holistic (*) and 4 out of 5 analytic criteria

Did you:	Yes	No	Comments
*Follow instructions and complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	
Use mostly correct vocabulary?	<input type="checkbox"/>	<input type="checkbox"/>	
Give details about each responsibility?	<input type="checkbox"/>	<input type="checkbox"/>	
Write 1-2 paragraphs with an introduction, body and conclusion?	<input type="checkbox"/>	<input type="checkbox"/>	
Use correct grammar?	<input type="checkbox"/>	<input type="checkbox"/>	
Use correct spelling, capitalization and punctuation?	<input type="checkbox"/>	<input type="checkbox"/>	
Did you achieve CLB 5 on this task?			<input type="checkbox"/> Not Yet <input type="checkbox"/> Yes