

Geography

Topic Development Ideas

Classes might want to learn more about...

- abbreviations for provinces and territories
- areas in Canada with predominantly French language and culture
- capitals and other important cities
- climate and its effect on lifestyle, economy
- economy of different regions
- geographical and topographical features of Canada
- industries, natural resources in each region
- popular tourist destinations in Canada
- population density across Canada
- sources of weather information
- systems of measurement for distances
- time zones and distances across the country

Strategies for Learners

Learners find it useful to...

- identify keywords and place names when listening to news, weather reports
- learn abbreviations for weights and measures (e.g., km, kg, C/F, gal)
- learn how to convert from one measurement system to another (e.g., miles to kilometres)
- listen to recorded weather information
- look at photographs to understand terminology (e.g., prairie, mountains)
- refer to atlases and maps to increase awareness of Canadian geography and spelling of place names
- use maps to locate places in the news
- visit local conservation areas for first-hand experience of natural areas
- watch videos to learn about geography of Canada

Resources for Developing and Teaching Topic

- 📖 *A Grab Bag of Canada*
- 📖 *A Look at Canada*
- 📖 *Canadian Global Almanac*: “Canada,” “The Land,” “The People”
- 📖 *LINC Classroom Activities, LINC 4*: “Canada’s Outdoors”
- 📖 *Ontario Reader 1997*: “Canada best place in the world to live”
- 📖 *Ontario Reader 1999*: “Nunavut: Canada’s New Territory,” “Take a hike across the country,” “Wacky Weather,” “The Great Lakes,” “Ontario’s biggest tourist attraction”
- 📖 *Ontario Reader 2001*: “Water: Canada’s most precious resource,” “Algonquin Provincial Park”
- 📄 brochures from travel agencies and provincial ministries of tourism
- 🗺️ *On Top of the World: Canada*
- 🗺️ *Over Canada*
- 🌐 Explore Canada – Geography
- 🌐 Environment Canada Weather Office: <http://weatheroffice.ec.gc.ca>
- 🌐 Government of Canada Site: <http://canada.gc.ca> (Canadians, Newcomers to Canada), (About Canada)
- 🌐 Government of Ontario: <http://www.gov.on.ca>
- 🌐 Statistics Canada: <http://www.statcan.ca/start.html> (Canadian Statistics, Geography and Environment)
- 🌐 The National Atlas of Canada Online: <http://atlas.gc.ca>
- 🗺️ **geography Canada**, place names (e.g., **Canadian Rockies**)

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- give simple travel advice for visiting places in Canada
- give detailed descriptions of different areas in Canada
- give opinions, agree and disagree in small group discussions
- understand step-by-step directions to a location
- understand factual details and some implied meanings in a short presentation about Canada
- get information from short travel brochures about Canada
- use a complex reference text about Canada (e.g., map, diagram, or graph)
- write a short one-paragraph letter telling someone about own location in Canada
- write a paragraph describing own travel experiences or plans for future travel in Canada

Language Focus

Items to help learners achieve the outcomes:

- vocabulary for regions, place names, geographical features (*Atlantic Canada, Maritimes, Arctic, East/West Coast, flat, rocky, prairie, mountainous, rugged, landscape*)
- expressions for agreeing, disagreeing (*In my opinion, I don't agree*)
- adjectives: comparative, superlative
- articles: definite, indefinite
- modals for advice
- verb tenses: present perfect, simple past, future with *going to*
- pronunciation: word stress in two- and three-syllable Canadian place names

Sample Tasks

1. In small groups, take turns briefly describing interesting tourist places in Canada. Then as a group, reach a consensus about which place is the best choice to visit.
2. Listen to dictated directions to significant locations in Canada. Locate and note areas mentioned on a map of Canada.
3. Use travel brochures to match a list of descriptions of famous tourist destinations with the name of the places.
 - **Experienced:** Create a document with columns for the tourist destinations in Language Task 3. Insert information about each place in bulleted lists.
 - **Skills:** Insert/Edit Columns, Insert Bullets and Numbering, Print
4. Write about a place you have visited or a place you want to visit.

Additional Tasks

- **All Levels:** Explore Canada – **Geography** – **Index** – **Tourism** or **Climate and Weather**. Find information about the different regions or weather in Canada. Present findings to class.
- **Skills:** Open/Close Application, Select and Navigate Through Options, Mouse Tutorial

Government

Topic Development Ideas

Classes might want to learn more about...

- becoming a citizen
- current events related to government policies
- election campaigns, voting in Canada
- government budgets and revenues
- House of Commons, the Senate, and how laws are made
- levels of government and responsibilities of each
- names of leaders of political parties in federal government and Ontario, the Lieutenant-Governor of Ontario, and the Governor General of Canada
- national symbols
- political parties
- Quebec separatism
- rights and responsibilities of Canadian citizenship
- role of the Queen, the Governor General, and lieutenant-governors

Strategies for Learners

Learners find it useful to...

- contact local MP or MPP's office to inquire about availability of literature in first language
- learn abbreviations and short names of political parties and representatives (e.g., PC, MPP)
- meet a local politician and invite to attend a special event or be guest speaker
- record names and telephone numbers of elected representatives for reference
- use Blue Pages of phone book to find out who to contact for problems (e.g., city councillor for road repair in neighbourhood)
- visit local legislature, city hall, town council

Resources for Developing and Teaching Topic

- 📖 *A Grab Bag of Canada*
- 📖 *A Look at Canada*
- 📖 *English for Working and Living in Canada: Unit 2, "Canada"*
- 📖 *Ontario Reader 1999: "Writing to elected representatives"*
- 📖 *Ontario Reader 2001: "Ontario's cities: Ottawa," "Canada's Constitution," "Ontario balances budget"*
- 🏛️ local legislature, city hall, town council
- 🌐 Citizenship and Immigration Canada: <http://www.cic.gc.ca> (Immigrants, Living in Canada, Government in Canada)
- 🌐 Elections Canada: <http://www.elections.ca>
- 🌐 Elections Ontario: <http://www.electionsontario.on.ca>
- 🌐 Government of Canada Site: <http://www.canada.gc.ca> (Canadians, Newcomers to Canada, Government and legal system)
- 🌐 Prime Minister of Canada: <http://pm.gc.ca>
- 🌐 Settlement.org: <http://www.settlement.org> (Immigration & Citizenship, Government in Canada)
- 🌐 The Premier's Kid Zone: <http://www.kids.premier.gov.on.ca/english/tourqueen/how.htm>
- 🔑 **Canadian government, specific government (Government of Ontario)**

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- give a detailed description of system of government in Canada
- give opinions, agree, disagree in a small group discussion about an issue relating to government in Canada
- understand factual details and some implied meanings in a TV/radio news report
- find phone numbers of municipal, provincial, and federal offices in the telephone directory
- get information from a simplified two- to three-paragraph news article
- use a complex reference text (e.g., map, diagram, or graph)
- write a paragraph describing an experience dealing with a government office (e.g., OHIP, Citizenship and Immigration)

Language Focus

Items to help learners achieve the outcomes:

- vocabulary related to the proposing and passing of legislation
- expressions for agreeing and disagreeing (*me too, I'm sorry but I think...*)
- expressions of frequency and duration (*every five years, for six months*)
- adjective phrases (*The party with the most seats...*)
- articles: definite, indefinite (*the prime minister, a member of Parliament*)
- real conditional sentences
- gerunds and infinitives (*It's important to spend money on education, Voting in an election is important*)
- subject-verb agreement with collective nouns (*City council is meeting today*)
- pronunciation: word stress in three- and four-syllable words relating to government

Sample Tasks

1. Discuss and reach a consensus about allocating funds in a government budget (e.g., municipal council).
2. Listen to a news report and answer questions.
3. Read a diagram illustrating how a bill becomes law in the legislature. Put scrambled steps in order.
 - **Novice:** Word-process the ordered steps from Language Task 3. Number the steps. Print and read the steps with a partner.
 - **Skills:** Keyboarding, Insert Bullets and Numbering, Print
4. Write a story about own experience with a government office.

Native Peoples

Topic Development Ideas

Classes might want to learn more about...

- Assembly of First Nations of Canada
- famous Native Canadians (e.g., Louis Riel, Tom Longboat, Pauline Johnson)
- government treatment of and policies regarding Native peoples
- impact of European settlement on Native peoples in North America
- meanings of place names derived from Native languages
- Native art and culture
- Nunavut and Northwest Territories and people who live there
- recent court cases involving Native claims to ancestral lands and natural resources
- rights of Native Canadians
- traditional healing circles and sweat lodges

Strategies for Learners

Learners find it useful to...

- practice pronouncing place names and other words derived from Native languages (e.g., Saskatchewan, Toronto, Manitoba, Iqaluit)
- recognize proper names in texts
- use context to guess meanings of unfamiliar words; locate definitions of unfamiliar words in text by looking for definitions in parentheses or in examples
- visit an art gallery or museum to see examples of Native art, clothing, etc.

Resources for Developing and Teaching Topic

- 📖 *Being Canadian: Language for Citizenship*: Chapter 2, “Canada’s First Peoples”
- 📖 *Gateway to Canada*: “The Mosaic of Canada,” “Challenges for Canadians”
- 📖 *Ontario Reader 1998*: “Canada’s First Nations”
- 📖 *Ontario Reader 1999*: “Nunavut: Canada’s new territory,” “The Inuit: Survival in the Arctic”
- 🏠 historical sites (e.g., Lawson Indian Village, Crawford Lake)
- 📺 Aboriginal Peoples TV channel
- 📺 *Canada: A People’s History*: Episode 1, “When the World Began, The First Peoples”
- 📺 *Netsilik Eskimo*
- 🌐 Aboriginal Canada Portal: <http://www.aboriginalcanada.gc.ca> (Language, Heritage and Culture)
- 🌐 First Nations Governance: <http://www.fng-gpn.gc.ca>
- 🌐 Indian and Northern Affairs Canada: <http://www.ainc-inac.gc.ca> (Culture and History)
- 🌐 Native Council of Nova Scotia: <http://ncns.ednet.ns.ca>
- 🌐 Stories, Folklore and Fairy Tales: <http://www.cln.org/themes/fairytales.html>
- 🔍 **Indian, Native, Aboriginal Canada**

Native Peoples

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- tell a detailed story from Native history or folklore
- give opinions, agree, disagree in a small group discussion about an issue involving Native people
- express necessity, worry, or concern about Native people's issues
- understand factual details and some implied meanings in a listening text
- get information from a simple two- to three-paragraph text about a Native rights issue
- use a complex reference text (e.g., dictionary, encyclopedia, map, diagram, or graph)
- copy information about Native culture from a reference text to complete a task or learn information
- write a one-paragraph description of an event or issue about Native peoples in Canada or own country

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*Aboriginal, Native, Indian, First Nations, Inuit, Metis, treaty, reserve, residential schools, non-status, powwow, land claim*)
- order of adjectives (*a fascinating old Cree legend*)
- conditional sentences: real, unreal
- logical connectors: conjunctions and transition words
- modals: ability, necessity, suggestion
- prepositions of time and location
- questions: wh-, yes/no, tag
- speech: direct, reported
- verb tenses: simple present, simple past, simple future, future with *going to*
- pronunciation: place names that originate from Native Languages (*Canada, Ottawa, Toronto, Quebec, Iqaluit*)

Sample Tasks

1. Discuss an issue relating to Native rights in a small group.
2. Listen to a simple Native myth or legend and answer questions.
3. Read a simplified text about a current Native rights issue in Canada (e.g., land claims) and answer questions.
4. Briefly research Native paintings or carvings. Copy information to write a short description of a painting or carving.

🏠 **All Levels:** Search for on-line Native Canadian art galleries by using the keywords: **Native Canadian art**. Locate and print the picture of a piece you like. Complete Language Task 4 using the found piece. Present to a small group or class.

Skills: Internet Basics, Search, URL, Hyperlink, Buttons, Controls, Scrolling, Print

Additional Tasks

🌐 **All Levels:** Explore Canada – **Early History**. Find information about Native people in different regions of Canada. Write sentences using the information.

Skills: Open/Close Application, Select and Navigate Through Options