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”*
- brochures from travel agencies and provincial ministries of tourism
- *On Top of the World: Canada*
- *Over Canada*
- *Explore Canada – Geography*
- Government of Canada Site: [http://canada.gc.ca](http://canada.gc.ca) (Canadians, Newcomers to Canada), (About Canada)
- Statistics Canada: [http://www.statcan.ca/start.html](http://www.statcan.ca/start.html) (Canadian Statistics, Geography and Environment)
- 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 one’s own location in Canada
- Write a paragraph describing one’s 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](http://www.cic.gc.ca) (Immigrants, Living in Canada, Government in Canada)
- **Elections Canada:** [http://www.elections.ca](http://www.elections.ca)
- **Elections Ontario:** [http://www.electionsontario.on.ca](http://www.electionsontario.on.ca)
- **Government of Canada Site:** [http://www.canada.gc.ca](http://www.canada.gc.ca) (Canadians, Newcomers to Canada, Government and legal system)
- **Prime Minister of Canada:** [http://pm.gc.ca](http://pm.gc.ca)
- **Settlement.org:** [http://www.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](http://www.kids.premier.gov.on.ca/english/tourqueen/how.htm)
- **Canadian government, specific government (Government of Ontario)**
Government

**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”
- **Netilik Eskimo**
- Indian and Northern Affairs Canada: [http://www.aic-inac.gc.ca](http://www.aic-inac.gc.ca) (Culture and History)
- Native Council of Nova Scotia: [http://ncns.ednet.ns.ca](http://ncns.ednet.ns.ca)
- Stories, Folklore and Fairy Tales: [http://www.cln.org/themes/fairtales.html](http://www.cln.org/themes/fairtales.html)
- **Indian, Native, Aboriginal Canada**
### 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