

# Canada ■ Geography of Canada

### **Classes might want to learn more about ...**

- ① population density across Canada
- ① popular tourist destinations in Canada
- ① industries, natural resources in each region
- ① time zones and distances across the country
- ① climate in different regions and its effect on lifestyle, economy
- ① economies of different regions
- ① national, provincial symbols
- ① Canada's newest territory, Nunavut

### **Learners find it useful to ...**

- ◇ use maps to locate places in the news
- ◇ learn how to convert from one measurement system to another (miles to kilometres)
- ◇ learn abbreviations for weights and measures (Km, Kg, C/ F) and time zones
- ◇ visit local conservation areas for first-hand experience of natural areas
- ◇ identify key words when listening to news, weather reports

## Suggested Resources

- 📖 *Ontario Reader 1999*: "Take a hike across the country"; "The Great Lakes – Ontario's biggest tourist attraction"
- 📖 *A Look at Canada*
- 📖 Brochures from travel agencies and provincial ministries of tourism
- 📖 *A Look at the News* (February 1999): "Farms in Canada"; (March 1999): "Nunavut"; (May 1999): "The Trans Canada Trail"
- 🌐 *On Top of the World Canada*  
 Atlapedia online-click C-Click Canada: [http://www.atlapedia.com/online/country\\_index.htm](http://www.atlapedia.com/online/country_index.htm)  
 World Fact book-click Country Listing: <http://www.odci.gov/cia/publications/factbook/index.html>  
 Statistics Canada-click Canadian Statistics-the Land-Geography: <http://www.statcan.ca/start.html>  
 Community Mini-Profiles: <http://www.onteast.on.ca/communit.htm>
- 📍 Place names (e.g. **Canadian Rockies**)

# LINC 4

## Canada ■ Geography of Canada

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- give suggestions to visitors about various places in Canada
- understand information from texts and videos describing areas of Canada
- find specific information about regions and geographic features on map of Canada
- identify regions and geographic features on map of Canada
- get information from travel brochures
- write a short text describing Canada

### Language Focus

**Items to help learners achieve the outcomes:**

- regions, place names, geographical features (*flat, rocky, prairie, mountainous, rugged, Atlantic Canada, east/west coast, Maritimes, Arctic*)
- abbreviations for provinces
- adjectives: comparatives and superlatives (*P.E.I. is the smallest province.*)
- compound sentences
- tag questions (*Many people speak French, don't they?*)
- definite articles (*the Rockies*)
- capitalization of proper nouns
- basic personal letter-writing conventions
- pronunciation: intonation patterns in tag questions; word stress in Canadian place names

### Sample Language Tasks

1. Watch a video recording of national weather forecast. Locate areas mentioned on map of Canada.
2. Label a blank map of Canada with specific information (cities, lakes, geographical features).
3. Write a letter to a friend back home describing where you now live.

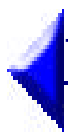
### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Open/Close application, select and navigate through options, Mouse Tutorial

Explore Canada-**Geography-Index-Tourism** or **Climate and Weather**. Do **Exercise**.

Explore Canada-**History-Canada Today-Page 18 (The New Territory of Nunavut)-Levels 1 & 2**



# Canada ■ Government

### ***Classes might want to learn more about ...***

- ① political parties in Canada
- ① current events related to government policies, legislation (e.g. downloading to cut deficit, EI surplus, immigration policy)
- ① election campaigns, voting in Canada
- ① prime ministers of the past
- ① federalism and the Canadian constitution
- ① roles of Governor General and Lieutenant Governors
- ① government budgets and revenues
- ① tax returns
- ① national symbols

### ***Learners find it useful to ...***

- ❖ visit local legislature, city hall, town council for first-hand experience of legislative process
- ❖ contact local MP or MPP's office to inquire about availability of literature in first language
- ❖ meet a local politician and invite to attend a special event or be guest speaker
- ❖ use directories, blue pages of phone book (hard copy or Internet) to find out who to contact about various concerns, problems (i.e. city councillor for parking problems, road repair in neighbourhood)
- ❖ scan government directories for relevant information

## **Suggested Resources**

- 📖 *Ontario Reader 1999*: "Ontario election expected in 1999"; "Writing to elected representatives"
- 📖 *A Look at Canada*
- 📖 back issues of *Ontario Times* for general information about 3 levels of government, voting
- 📖 *A Look at the News* (December 1998): "New Leader for the PC Party"
- 📖 Information package from Public Information Office of the House of Commons, Ottawa
- 🏛️ Queens Park for information kits
- Government of Canada: [http://www.canada.gc.ca/main\\_e.html](http://www.canada.gc.ca/main_e.html)
- Government of Ontario: <http://www.gov.on.ca/>
- Prime Minister of Canada: <http://pm.gc.ca/>
- 🔑 **Canadian government, government of Canada**

# LINC 4

## Canada ■ Government

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- describe systems of government in Canada and other countries
- agree, disagree with current government policies
- understand information in charts and diagrams about Canada's system of government
- find specific information in directories, phone book (e.g. MP, MPP, responsibilities of various levels of government)
- copy information from texts, phone books, newspaper articles
- write a short text describing an aspect of Canadian government

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*federal, provincial, municipal, legislature, ministry, legislation*)
- expressions for agreement and polite disagreement (*me too, I'm sorry but I think . . . , I'm afraid I disagree. . .*)
- real conditionals (*If she wins the election, she will lower income taxes.*)
- sequence markers
- articles
- subject-verb agreement with collective nouns (*City council is meeting today.*)
- pronunciation: word stress in three and four syllable words

### Sample Language Tasks

1. Discuss and reach a consensus about allocating funds in a government budget (e.g. municipal council)
2. Read a diagram illustrating how a bill becomes law in the legislature. Put scrambled steps in order.
3. Create a chart to illustrate levels of government and responsibilities.

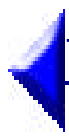
### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

**Computer Skills:** Columns, Borders, Shading

**Novice:** Create 3 columns with headings Municipal, Provincial, Federal. Word-process Language Task 3.

**Experienced/Advanced:** Follow instructions to insert paragraph borders. Edit style, width, shading.



# Canada ■ Native Peoples

### ***Classes might want to learn more about ...***

- ① Native art and culture
- ① traditional healing circles
- ① government treatment of and policies regarding Native peoples
- ① impact of European settlement on Native peoples in North America
- ① recent court cases involving Native claims to ancestral lands and natural resources
- ① Canada's newest territory, Nunavut, and its people
- ① annual gatherings of Native peoples from across North America
- ① rights of Native Canadians
- ① the meanings of place names derived from Native languages

### ***Learners find it useful to ...***

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

### **Suggested Resources**

☞ *This Land is Our Life; Our Daily Bread*

☞ *Ontario Reader* (1999) “Nunavut: Canada’s newest territory”, “The Inuit- Survival in the Arctic”  
*Netsilik Eskimo* (National Film Board of Canada)

Indian and Northern Affairs Canada: <http://www.nativecentres.org/Default.htm>

Petroglyphs Provincial Park: <http://www.mnr.gov.on.ca/MNR/parks/petro.htm>

Canada’s Aboriginal Action Plan: <http://www.inac.gc.ca/strength/index.html>

Native Council of Nova Scotia: <http://ncns.ednet.ns.ca>

🔑 **Indian, native, aboriginal** (Canadian sites)

# LINC 4

## Canada ■ Native Peoples

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- give and ask for information about Canada's Native peoples
- relate a story about a famous Native Canadian
- identify the main ideas in a short text about a Native rights issue
- understand a text about early settlers and Native peoples
- write a description of a piece of Native art

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*aboriginal, Native, Indian, First Nations, Inuit, Métis, treaty, reserve, residential schools, non-status*)
- order of adjectives (*a fascinating old Cree legend*)
- simple past, regular and irregular forms
- prepositions of location
- subject-verb agreement (*there is/there are*)
- capitalization of proper nouns
- pronunciation: consonant clusters

### Sample Language Tasks

1. Listen to a simple Native myth or legend. Partners ask for and provide clarification as they retell the myth.
2. Read a simplified text about a current Native rights issue in Canada (e.g. land claims) and answer questions.
3. Look at reproductions of Native paintings or carvings. Write a short description of one piece.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Open/Close application, select and navigate through options, Mouse Tutorial

Explore Canada-**History-Index-Native & Métis People**. Do **Exercise**.

Explore Canada-**History-Canada Today**- p 18-**The New Territory of Nunavut. Levels 1 & 2**