Parks Canada Mandate

On behalf of the people of Canada we protect and present nationally significant examples of Canada’s natural and cultural heritage, and foster public appreciation, understanding and enjoyment in ways that ensure the ecological and commemorative integrity of these places for present and future generations.
Parks Canada in Ontario
Parks Canada’s Ecological Integrity Poster Contest For Ontario Grade 9 Students

Artist: Faiza Khondoker
White Oaks Secondary School

Artist: Ali Shah Sharif
Marc Garneau Collegiate Institute

Artist: Jeremy DiChiara
Mayfield Secondary School
WHAT IS ECOLOGICAL INTEGRITY??

ECO = home or habitat
LOGICAL = ordered or in an orderly fashion
INTEGRITY = wholeness or complete

“Ecological Integrity” – is a term used to describe Ecosystems that are self-sustaining and self-regulating. For example, they have complete food webs, a full Complement of native species that can maintain their populations, and naturally functioning ecological processes (energy flow, nutrient and water cycles, etc.)
Parks Canada’s 2008-2009
Ecological Integrity Poster Contest

TEACHER AND STUDENT INSTRUCTIONS

GUIDELINES:
• The poster content must reflect an existing national park located in Canada.
• The name of the national park must be visible on the front of the poster.
• The poster should be representative of the features, processes, and interactions which occur within the national park.
• The poster’s content should indicate that research was done on the national park.
• The poster should be created using a minimum of 3 colours.
• Text boxes are not permitted, titles or short sentences (maximum 10-15 words) are permitted.
• The poster’s artwork must be created horizontally on the paper.
• The poster should be of high quality, using various mediums the artist(s) desires, e.g., crayon, paint, pastels, etc., or combination thereof. Original photographs and computer generated posters will not be accepted.
• Images from calendars, magazines, websites, etc., are not permitted.
• Exact duplication of photo images and previous winning posters are not permitted.
• Only original artwork will be accepted.

ELIGIBILITY: Individual students or groups of students in grade 9 in Ontario

DIMENSIONS: 43 cm x 53 cm OR 17 x 21”. A 2.5 cm (1 inch) blank border around the outside of the poster must be present (this border may be within the 17 x 21” dimensions or in addition to it). NOTE: any poster submissions that do not meet the above guidelines and size requirements will be automatically disqualified.

SOURCES FOR RESEARCH: The Parks Canada web site - www.pc.gc.ca is an excellent source for information. Teachers can access fact sheets on Canada’s national parks by going to the “Teacher Resources Centre” web site at www.pc.gc.ca/education. View previous winning posters under “contests” at www.pc.gc.ca/education. Note: guidelines for this year’s contest may not be reflected in the past winning posters.

INFORMATION REQUIRED: On the back of each poster, please type in a typed sheet of paper clearly indicating the student name(s), the teacher’s name, teacher’s email address, the school name, address, and phone number. Also on this sheet, please have the students provide a short explanation (4-6 sentences) as to why they decided to include particular images/park features in their poster. Teachers - please include your email address and identify if your group submission belong in the academic or applied category.

INTENT: To publish the winning posters on the Parks Canada web site.

COPYRIGHT: All poster submissions will remain the property of Parks Canada with full credit and recognition of the student(s) and their school.

DEADLINE: Posters must be postmarked on or before March 27, 2009. NOTE: Please mail the posters flat, do not roll them.

JUDGING: Conducted by a panel of Parks Canada employees and Ontario educators.

MAIL POSTERS TO: Susan Staple
Parks Canada
149 Fleming Street
Espanola ON P5E 1R8 email: susan.staple@pc.gc.ca

Canada
Grade 9 Geography of Canada (CGC1D)
(Source: The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2005 Ontario Ministry of Education)

- explain how human activities (e.g. parks development) affect, or are affected by, the environment
- identify the role of government in managing resources and protecting the environment
- describe how natural systems (landforms, wildlife) influence cultural and economic activities (recreation)
- predict the consequences of human activities on natural systems
- analyze a regional or national geographic issue on the basis of information gathered through research
- gather geographic information from primary sources and secondary sources
Grade 9 Geography of Canada (CGC1P)

(Source: The Ontario Curriculum, Grades 9 and 10: Canadian and World Studies, 2005 Ontario Ministry of Education)

- describe how natural and human systems interact within selected Canadian ecozones
- describe selected characteristics of natural systems
- describe the role of key stakeholders in protecting the environment
- propose criteria (e.g. public support, accessibility, uniqueness of physical features) for determining the most appropriate location for a new provincial or national park
- evaluate how well Canadian natural systems are protected (e.g. by means of conservation areas, provincial parks, national parks, world heritage sites)
- create a visual (e.g. poster, multimedia presentation) to address an environmental sustainability issue or promote environmental awareness
B1.1 assess, on the basis of research, the impact of a factor related to human activity that threatens the sustainability of a terrestrial or aquatic ecosystem

B1.2 evaluate the effectiveness of government initiatives in Canada, with respect to an environmental issue that affects the sustainability of terrestrial or aquatic ecosystems (e.g. stewardship of national parks)

B2.5 analyse the effect of human activity on the populations of terrestrial and aquatic ecosystems by interpreting data and generating graphs (e.g. data from Statistics Canada, Parks Canada, and other websites on: stressors associated with human use of natural areas, such as trampled vegetation, wildlife mortality from motor vehicles, and the removal of plants, animals and/or natural objects)

B3.3 describe the limiting factors of ecosystems and explain how these factors affect the carrying capacity of an ecosystem

B3.5 identify various factors related to human activity that have an impact on ecosystems and explain how these factors affect the equilibrium and survival of ecosystems.
Grade 9 Science (SNC1P)

Biology : Sustainable Ecosystems and Human Activity

(Source: The Ontario Curriculum, Grades 9 and 10: Science 2008 (revised) Ontario Ministry of Education)

B1.1 analyse, on the basis of research, how a human activity threatens the sustainability of a terrestrial or aquatic ecosystem

B1.2 assess the effectiveness of a local initiative of personal interest that seeks to ensure the sustainability of a terrestrial or aquatic ecosystem, and explain why the initiative is important to the sustainability of the ecosystem

B2.2 investigate the characteristics and interactions of biotic and abiotic components of a terrestrial or aquatic ecosystem, and describe the importance of these components in a sustainable ecosystem

B3.2 describe the interdependence of the components within a terrestrial and an aquatic ecosystem, and explain how the components of both systems work together to ensure the sustainability of a larger ecosystem

B3.5 identify some factors related to human activity that have an impact on ecosystems and explain how these factors affect the equilibrium and survival of populations in terrestrial and aquatic ecosystems
Grade 9 Visual Arts (AVI10)

(Source: The Ontario Curriculum, Grades 9 and 10: The Arts, 1999 Ontario Ministry of Education)

• apply the elements and principles of design to their own art, and to natural and constructed environments
• understand and apply the elements and principles of design as expressive components in their personal creative works
• demonstrate an understanding of basic drawing skills and concepts through the use of various materials
Centre de ressources éducatives

Bienvenue aux enseignantes et aux enseignants!

Vous êtes au bon endroit pour trouver des ressources éducatives prêtes à être utilisées en classe. Ces ressources permettront d'améliorer les expériences d'apprentissage de vos élèves sur les lieux historiques nationaux, les parcs nationaux et les aires marines nationales de conservation du Canada. Nous ajoutons régulièrement de nouvelles ressources présentant des corrélations claires avec les programmes d'études des provinces et des territoires, alors n'oubliez pas d'ajouter cette page à vos signets!
Welcome educators!

You've come to the right place for classroom-ready educational resources that will enhance your students' learning experiences about Canada's national historic sites, national parks and national marine conservation areas. We regularly add resources with clear connections to provincial and territorial curricula, so don't forget to bookmark this page!
Teacher Resource Centre

Search Results

Displaying results 1 to 10 of 69

Arctic Cordillera Ecozone Fact Sheet
Ontario Grade 9 - Geography

Atlantic Maritime Ecozone Fact Sheet
Ontario Grade 9 - Geography

Aulavik National Park of Canada Fact Sheet
Ontario all grades, specifically 9, 11 and 12 - Geography

Auyuittuq National Park of Canada Fact Sheet
Ontario all grades, specifically 9, 11 and 12 - Geography
Teacher Resource Centre

Auyuittuq National Park of Canada Fact Sheet

Description
This 2-page national park fact sheet provides details on the park’s location, climate, geology, types of vegetation, wildlife and appropriate visitor activities. This information strongly supports the study of Canada’s ecozones. It is an excellent resource for teachers and students who are studying Canada’s national parks.

Curriculum Supported
Alberta Grade 5 - Social Studies
Alberta Grade 11 - Science
British Columbia Grades 5 and 6 - Social Studies
British Columbia Grades 7 and 10 - Science
British Columbia Grade 11 - Biology
British Columbia Grade 12 - Geography
Manitoba Grade 10 - Geography
New Brunswick Grades 7, 10 and 11 - Science
New Brunswick Grade 9 - Social Studies
New Brunswick Grade 10 - Geography
New Brunswick Grade 11 - Biology
Newfoundland and Labrador Grades 7, 10 and 11 - Science
Newfoundland and Labrador Grades 10 and 12 - Geography
Nova Scotia Grades 7 and 10 - Science
Nova Scotia Grade 8 - Social Studies
Nova Scotia Grade 11 - Biology
Nunavut Grades 7 and 9 - Social Studies
Nunavut Grades 7 to 11 - Science
Nunavut Grade 11 - Biology
Ontario all grades, specifically 9, 11 and 12 - Geography
Auyuittuq National Park of Canada
Pronounced “Ow-you-eet-took”

Climate

The park's polar marine climate causes long, cold winters, and short, cool summers. Snow exists year-round, though precipitation is only about 200 mm annually. Average temperature highs are -23°C in January and 10°C in July. Weather patterns are extreme and unpredictable, and strong breezes usually blow along the fjords. A few brief weeks of endless daylight in the summer are countered by a similar period of endless night during the middle of winter.

Location

Auyuittuq National Park lies on the northeastern shore of Baffin Island, Nunavut, almost entirely within the Arctic Circle. It was established in 1976. Auyuittuq means "the land that does not melt" and is at the northern extreme of the Canadian Shield, on the island's Cumberland Peninsula. The park protects a representative sample of the Northern Davis Natural Region, and includes 21 470 km² of mountains, fjords, and glaciers. Pangnirtung is the closest community to the park, and is accessible by airline from Iqaluit. The park can also be reached via Broughton Island, but is inaccessible to hikers during ice break-up in July and August. Auyuittuq is a vast, unspoiled arctic wilderness. Auyuittuq is located in the Arctic Cordillera Ecozone.
Teacher Resource Centre

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Search by province: Any Province
Search by grade: Any Grade
Search by subject: Any Subject
Display: 10 results per page
Or search by keyword: poster contest

Search
Culminating Unit Activity: Ecological Integrity in Canada’s National Parks
Saskatchewan Grade 11 - Social Studies
Alberta Grades 7 and 8 - Social Studies
Alberta Grades 7, 9 and 11 - Science
Alberta Grades 11 and 12 - Biology
British Columbia Grade 10 - Science
Newfoundland and Labrador Grade 9 - Social Studies
Newfoundland and Labrador Grades 10 and 11 - Science
Newfoundland and Labrador Grade 11 - Biology
Newfoundland and Labrador Grade 12 - Geography
Nova Scotia Grade 8 - Social Studies
Nova Scotia Grade 10 - Science
Nova Scotia Grade 11 - Biology
Ontario Grade 9 - Geography

National Park Ecological Integrity Poster Project
Alberta Grades 7 and 9 - Science
Alberta Grade 5 - Social Studies
New Brunswick Grade 9 - Social Studies
New Brunswick Grade 10 - Science
Newfoundland and Labrador Grade 10 - Geography
Northwest Territories Grades 7, 9, 10 and 12 - Science
Nova Scotia Grade 8 - Social Studies
Nova Scotia Grade 10 - Science
Ontario Grade 9 - Geography

Parks Canada’s 2008-2009 Ecological Integrity Poster Contest
Ontario Grade 9 - Geography
Ontario Grade 9 - Art
Teacher Resource Centre

National Park Ecological Integrity Poster Project

Description
This activity, created by a grade 9 geography teacher, has been successfully used in the classroom. It includes suggested teaching strategies, student activity sheets and a rubric.

Curriculum Supported
Alberta Grades 7 and 9 - Science
Alberta Grade 5 - Social Studies
New Brunswick Grade 9 - Social Studies
New Brunswick Grade 10 - Science
Newfoundland and Labrador Grade 10 - Geography
Northwest Territories Grades 7, 9, 10 and 12 - Science
Nova Scotia Grade 8 - Social Studies
Nova Scotia Grade 10 - Science
Ontario Grade 9 - Geography
Prince Edward Island Grade 8 - Social Studies
Prince Edward Island Grade 10 - Science
Prince Edward Island Grade 11 - Biology
Quebec Secondary Cycle 1 - Social Sciences - Geography
Quebec Secondary Cycle 1 - Science and Technology

Class Time
Approximately 450 minutes

Links
http://www.pc.gc.ca/apprendre-learn/prof/itm1-con/index_e.asp

Is this activity useful? [Yes] [Submit]
National Park Ecological Integrity Poster Project

Submitted By: Michael Farley, Teacher - Western-Technical Commercial School - Toronto, ON

Scenario:
The natural systems within Canada's National Parks are stressed. Resource industries and recreational activities are increasing the impact (and pressure) on ecosystems in and around Canada's National Parks. Tourism and recreational uses within Canada's National Parks have increased over the past few decades and will continue to increase in the foreseeable future. In an effort to raise public awareness of the natural systems that Canada's national parks protect, and the impact of human activities on these systems, Parks Canada has initiated a national education program. You and your partner have been hired by Parks Canada to create a poster promoting ecological integrity in one of Canada's National Parks.

Task 1: Research and Rough Copy (approximately 225 minutes to complete)

In preparation of creating your poster, you must complete the National Parks Research Sheet and hand it in to your teacher. You must also create a rough draft (in pencil) of your poster on a half-piece of flip-chart paper and show it to your teacher before beginning the actual poster.

Task 2: Creating the Poster (approximately 225 minutes to complete)

Your poster content must reflect an existing National Park in Canada. The poster should represent the features and processes that naturally occur in the ecozone where your park is located. The poster's content should indicate that research was done on the national park chosen.
National Parks Poster Research Sheet – CGC 1D

This sheet must be completed and shown to your teacher before you can begin creating your poster.

1. Having "ecological integrity" in a National Park means that "all dynamic components of the ecosystem are not only present, but functioning how they should be". Please describe the dynamic components of your national park.
   - landform(s):
   - climate:
   - soils:
   - vegetation:
   - wildlife:
   - human activity:

2. How do these components function together?
   a) food webs (in effect, who eats who?)
   b) climate and vegetation relationships (in effect, how do precipitation and temperature affect the park’s vegetation?)
   c) human-environment interactions (choose the three or four main human activities in the park and describe their effect on the park’s environment)
Parks Canada’s 2008-2009
Ecological Integrity Poster Contest

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• the poster's content should indicate that research was done on the national park.
• the poster should be created using a minimum of 3 colours.
• photographs are not permitted, titles or short sentences (maximum 10-15 words) are permitted.
• the poster image must be created horizontally on the paper.
• the poster should be two dimensional (flat surface), using various mediums the artist(s) desires, e.g. crayon, paint, pastels, etc., or combination thereof. Original photographs and computer generated posters will not be accepted.
• images from calendars, magazines, web sites, etc., are not permitted.
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ELIGIBILITY: individual students or groups of students in grade 9 in Ontario

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NOTE: any poster submissions that do not meet the above guidelines and size requirements will be automatically disqualified.

SOURCES FOR RESEARCH:
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INFORMATION REQUIRED:
On the back of each poster, please tape a typed sheet of paper clearly indicating the student name(s), the teacher’s name, teacher’s mailing address, the school name, address and phone number. Also on this sheet, please have the students provide a short explanation (4-5 sentences) as to why they decided to include particular image/park features in their poster. Teachers – please include your email address and identify if your class submissions belong in the academic or applied category.

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Teacher Resource Centre

Contests


National

The Mathieu Da Costa Challenge

British Columbia

Marine Poster Contest

Ontario

Ecological Integrity Poster Contest
Teacher Resource Centre

Ecological Integrity Poster Contest

This poster contest directly supports Ontario's grade 9 geography curriculum. Students create a poster depicting one of Canada's national parks and the concept of ecological integrity.

- What is Ecological Integrity?
- Teacher and Student Instructions 2008-2009
- 2008 Finalists
- 2007 Finalists
- 2006 Finalists
- 2005 Finalists
- 2003-2004 Finalists
- 2002 Finalists
- 2001 Finalists
- 2000 Finalists
Ecological Integrity Poster Contest


2008 Finalists!

Participants: Ontario Grade 9 Students

The Contest

- This classroom activity was developed in support of Ontario's Grade 9 geography curriculum and learning expectations.
- This is the 8th year the contest was offered.
- We received 1033 posters, submitted by 1196 Ontario students.
- We received 118 posters in the applied category and 915 posters in the academic category.
- As one activity within our outreach education program, the annual poster contest for all Ontario Grade 9 students was launched at the Fall 2007 O.A.G.E.E.* Teachers Conference (*Ontario Association for Geographic and Environmental Educators).
- The contest focused on creating a poster using the concept of Ecological Integrity to reflect an existing national park in Canada. The poster must represent the features and processes that naturally occur within the ecozone where the park is located.

The Judging

- Completed on April 25th, 2008 by a panel of educators and Parks Canada representatives.
- Judging was based upon specific criteria to assess each poster. For example, the poster had to demonstrate that the student(s) had fully researched the specific national park and accurately communicated its ecological features and processes, and human interactions. Also taken into consideration was the artistic quality of the poster and the degree of research, effort and creativity.
A Special “Thank You!” To:

- the 1196 Ontario Grade 9 students who submitted entries - you will each receive a “Certificate of Recognition” from Parks Canada for your outstanding efforts
- the 54 teachers who arranged for their students to compete in this year’s contest
- George Vandervlugt (Parks Canada) for digitally photographing the posters for display on this website

Participating Schools:

- Agincourt Collegiate Institute - Toronto, ON
  Teacher: Ms. Goulopoulos
- Brantford Collegiate Institute and Vocational School - Brantford, ON
  Teachers: Mrs. Hazell and Mr. Parsons
- Central Technical School - Toronto, ON
  Teachers: Mr. Geddes, Mr. Krusic, and Ms. Layne Char-Lan District High School - Williamstown, ON
  Teacher: Mr. Goodwin
- Colonel By Secondary School - Gloucester, ON
  Teachers: Ms. Arbogast, Mr. Bell, Mme Côté, and M. Puig Dr. Norman Bethune
- Collegiate Institute - Agincourt, ON
  Teachers: Ms. Carr, Ms. Goldberg, and Ms. Tutchener
  Dunnville Secondary School - Dunnville, ON
  Teacher: Mrs. McCormack
- École secondaire Hamner - Hamner, ON
  Teacher: Mme Jobin-Quenville
- Espanola High School - Espanola, ON
  Teacher: Mr. Gallant
- Fenelon Falls Secondary School - Fenelon Falls, ON
  Teacher: Ms. Lindsay Kenney
- Collegiate and Vocational Institute - Peterborough, ON
  Teacher: Ms. Bond
- Marc Garneau Collegiate Institute - Toronto, ON
  Teachers: Mr. Persaud and Ms. Roberge
- Mayfield Secondary School - Caledon, ON
  Teachers: Ms. Baggetta, Ms. Beckett, Mrs. Harshman-Bettig, Ms. Minty, Mr. Parker, and Mr. VanZant
- Middlefield Collegiate Institute - Markham, ON
  Teachers: Ms. Paiwa and Ms. Tang
- Oakville Trafalgar High School - Oakville, ON
  Teachers: Mrs. Calvert, Mlle Cameron, and Miss O’Connell
- St. Anne’s Catholic Secondary School - Clinton, ON
  Teacher: Mr. Discapol St. Charles College - Sudbury, ON
  Teachers: M. Emond and Mr. Pastre
- Sir John A. Macdonald Collegiate Institute - Agincourt, ON
  Teachers: Ms. Demian and Mrs. Vélez University of Toronto Schools - Toronto, ON
- Mr. Chalmers and Mr. Farley West Humber Collegiate Institute - Etobicoke, ON
  Teachers: Ms. Bediako, Mr. Sarpong, and Ms. Yeung
- Western Technical-Commercial School - Toronto, ON
  Teacher: Mr. Rowan Wexford Collegiate Institute For The Arts - Scarborough, ON
  Teacher: Ms. Mah White Oaks Secondary School - Oakville, ON
  Teachers: Ms. Baxter, Mr. Bertrand, Ms. Edmonson, Ms. Ivey, Ms. Jones, Mr. Mogck, and Mr. O’Brien
- Woburn Collegiate Institute - Scarborough, Ontario
  Teachers: Ms. Bird, Mrs. Faichney, and Mr. Monteith
First Place

Kluane National Park Reserve by Shu Qing Chen and Chen Qiong She
© Parks Canada

Shu Qing Chen and Chen Qiong She
"Kluane National Park Reserve"
Ms. Layne’s Grade 9 Geography Class
Central Technical School
Toronto ON
Selected Applied Winners 2007-08

Prince Edward Island

Prince Edward Island National Park by Nadia Sookhoo and Maryam Cheema
© Parks Canada

Maggie Lau and Lena Mak
"Point Pelee National Park"
Ms. Yeung's Grade 9 Geography Class
West Humber Collegiate Institute
Etobicoke ON

Point Pelee National Park by Maggie Lau and Lena Mak
© Parks Canada

Nadia Sookhoo and Maryam Cheema
"Prince Edward Island National Park"
Ms. Yeung's Grade 9 Geography Class
West Humber Collegiate Institute
Etobicoke ON
First Place

Fundy National Park by Alice Liao
© Parks Canada

Alice Liao
"Fundy National Park"
Mr. Persaud's Grade 9 Geography Class
Marc Garneau Collegiate Institute, Toronto ON
Selected Academic Winners 2007-08

Auyuittuq National Park by Matthew Mair
© Parks Canada

Matthew Mair
"Auyuittuq National Park"
Ms. Minty's Grade 9 Geography Class
Mayfield Secondary School, Caledon ON

Wapusk National Park by Tenelle Choo
© Parks Canada

Tenelle Choo
"Wapusk National Park"
Ms. Goldberg's Grade 9 Geography Class
Dr. Norman Bethune Collegiate Institute, Agincourt ON
Teacher Resource Centre

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Search by grade: [Any Grade]

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Display: [10 results per page]

Or search by keyword: [Enter keyword]

Search
Science

Anybody Home? National Parks of Canada : This booklet highlights the importance of national parks and the preservation of their ecological integrity, along with tips on what you can do to help protect ecosystems.

Photo Gallery : This impressive photo collection gives you a chance to see more than 40,000 beautiful images of Canada's national parks, national historic sites and national marine conservation areas.

Species At Risk : In the feature you will find details on many species at risk that are protected by Parks Canada; as well as suggestions on how you can contribute to the protection and recovery of these plants and animals.

Student Programs : For the Travel Trade – Enrich your groups' authentic Canadian experience by participating in a Parks Canada student program!

Time For Nature : Each week we will bring you stories about the many features and events that take place in nature across Canada!
Time for Nature

Restoring the Speckled Trout at La Mauricie National Park of Canada

January 12, 2009

La Mauricie National Park of Canada

The calm of a peaceful forest lake is broken only by ripples of frantic movement in the water. Just below the surface, the spawning ground of a large group of Speckled Trout is a buzz of activity. Full grown fish are busily cleaning the bottom in preparation for the next group of eggs. This lake that was once devoid of life will soon have thousands of fish swimming in its waters.

Troubled Waters

La Mauricie National Park of Canada is defined by a landscape of forests, hills, varied streams, waterfalls and abundant lakes. These lakes in the heart of the Laurentians were once teeming with life. However a long history of log driving, construction of dams and the introduction of non-native fish have greatly altered the integrity of the aquatic environment. An observable indicator of this phenomenon is the sharp drop in Speckled Trout populations.

Also called Brook Trout, the Speckled Trout is the most representative fish species of La Mauricie National Park. This highly sought after fresh water fish was once the only native species of fish in over 120 lakes. Today, they are present in only 55 lakes alongside introduced species. It is estimated that there has been a 50 percent drop in Speckled Trout productivity in the last 50 years.
Welcome to Parks Canada

Wapusk National Park of Canada

Located in northern Manitoba, Wapusk (the Cree word for "white bear") National Park of Canada is the 2nd national park in Manitoba.

Learn More
National Parks of Canada

National Parks are a country-wide system of representative natural areas of Canadian significance. By law, they are protected for public understanding, appreciation and enjoyment, while being maintained in an unimpaired state for future generations. National Parks have existed in Canada for well over a century.
Point Pelee National Park of Canada

A lush Carolinian forest oasis at the southern tip of Canada, Point Pelee National Park resounds with migrating songbirds in the spring, hums with cicadas in the summer, flutters with Monarch butterflies in the fall and is a peaceful place of reflection in the winter. Learn More

Plan your experience
Visitor Information here

Open all year

Answers to Most Frequently Asked Questions

Introduction
What's New
Visitor Information
Natural Wonders & Cultural Treasures
Activities
Learning Experiences
Park Management
How to Reach Us
Proactive Disclosure
Point Pelee National Park of Canada

Learning Experiences

- Education Programs
- Visitor Centre
- Park Programs
- Self-guided Trails
- Group Camping

Education Programs

Formal education programs offered by Point Pelee National Park provide hands-on learning experiences for Ontario students in grades 4, 7, 9 and 11. All programs are curriculum-linked and include hands-on activities.

Grade 4 and 7 science students walk in the shoes of a Parks Canada scientist and explore real-life national park management and ecological monitoring situations during a full day, in-park program.

New self-guided “Discovery Packs” are available for primary teachers (JK to Grade 3).

In-Class Programming within 60 km of Point Pelee National Park:

Grade 9 geography students explore how geographical information systems are used as a resource management tool at Point Pelee National Park, or learning about real-life resource management stories such as the reintroduction of one of our species at risk - the Southern Flying Squirrel.

Grade 11 Travel and Tourism students discover how Point Pelee National Park and the birding community worked together to reduce environmental impacts while birding.

Environmental Impact Assessments: Senior Class Project is now available on-line at the Teacher's Resource Centre website. Students conduct real environmental assessments with a “virtual” field trip to the park.

Educational programs linked to the Ontario curriculum are available year-round.
Library

This electronic library is a collection of some of the latest versions of reports, plans and documents pertaining to the management of Parks Canada. Information on specific national parks, national historic sites and national marine conservation areas can be found by navigating the areas of the Web site pertaining to these programs.

- Acts and Regulations
- Plans
- Policies
- Manuals and Guidelines
- Reports
- Research Publications
- Safety
- Strategies

Parks Canada Library Catalogue

Parks Canada Library collections are held across the country, and can be searched via this online public catalogue. The public may borrow items through interlibrary loan. Let your local library know which items you require and your library will contact us directly to obtain the requested items for you.

Search the catalogue
If you have any questions or would like further information, please contact Susan Staple at: susan.staple@pc.gc.ca 705.869.3804