** Geography**

**2012-2013**

**Teacher:** Mr. M Patterson

**Course Grade:** Grade 8

**Rationale:** Geography is the study of place. It examines the earth’s physical systems and the people in them. It also investigates how people and environments affect each other. In the study of geography, students learn to gather, organize, analyse, and present information obtained from fieldwork, models, simulations, aerial photographs, satellite imaging, maps, and computers. By integrating various aspects of place, the study of geography provides students with a unique opportunity to learn about the world around them.

**Aim:** In Grade 8, the study of geography focuses on patterns in human geography, economic systems, and migration. Students will explain population distribution and characteristics, and investigate how human activities are affected by these patterns. They examine economic systems and the economic relationships between Canada and the global community, as well as the major types of migration and factors affecting human mobility.

**Skills:**

* *Knowledge and Understanding* – Knowledge of the content taught and the comprehension of its meaning and significance;
* *Thinking* – The use of critical and creative thinking skills and/or processes as follows:
  + *Planning Skills* – focusing, research, gathering information, organizing an inquiry;
  + *Processing Skills* – analyzing, evaluating, synthesizing;
  + *Critical/Creative Thinking Processes* – inquiry, problem solving, decision making, research.
* *Communication* – The conveying of meaning through various forms as follows:
  + *Oral* – story, role play, debate;
  + *Written* – reports, essays, letters;
  + *Visual* – model, map, chart, movement, video.
* *Application* – The use of knowledge and skills to make connections within and between various contexts.

**Course Overview:**

* Identify the main patterns of human settlement and identify the factors that influence population distribution and land use;
* Compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future;
* Describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development;
* Compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets;
* Identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
* Connect the real experiences of Canadians to information about the causes and effects of migration.

**Major Themes:**

1. Unit I of the textbook introduces *Patterns in Human Geography*. Students are introduced to human geography through an exploration of patterns and trends in population distribution, settlement, land use, employment, and levels of development. Students investigate population characteristics to identify correlations. They also reflect and report on the various aspects of demographics in Canada and other countries, including developing countries.
2. Unit II surveys *Economic Systems*. Students explore the different types of economic systems and industrial activities and the factors that influence them. They investigate Canada’s economic relationships from regional perspectives. They study processes of manufacturing and distribution, and compare aspects of economic development in different countries and communities.
3. Unit III introduces *Migration*. Students explore migration patterns and the many factors that influence relocation and mobility. They identify patterns of migration, and examine challenges and opportunities that migration presents to individuals and communities in Canada.

**Evaluations:**

|  |  |  |  |
| --- | --- | --- | --- |
| **#** | **Assessment** | **Quantity** | **Grade** |
| 1 | Unit Tests | 3 tests based on the three major units. | 40% |
| 2 | Independent Project | 1 project – \* due May 5. | 25% |
| 3 | Homework | 9 assignments from each of the chapters. | 25% |
| 4 | Participation | Includes attendance and classroom work. | 10% |
|  |  |  |  |

\* Project due dates are tentative and may change further in the semester.

**Schedule:** A long-range plan has been posted on the wall in the classroom with a complete breakdown of every lesson throughout the school year. Located below is a breakdown of each theme throughout the months of the academic year.

*Sept*: Recognizing Community Patterns

*Oct*: Exploring Population Patterns

*Nov*: Comparing Development Patterns

*Dec*: Different World Economies

*Jan*: Canada’s Mixed Economy

*Feb*: Canada’s World Trade

*Mar*: Canadians on the Move

*Apr*: Canadians on the Move / The Decision to Migrate

*May*: The Decision to Migrate / Canada’s Cultural Imprints

*Jun*: Canada’s Cultural Imprints

**Student Attendance:**

Student attendance is vital to the success of this course. Should a student miss a class due to any circumstance, all possible efforts will be made to ensure the material covered will be available to that student.

**Class Rules and Regulations**

Every member of this class is expected to come prepared and on time. Students must bring their textbook, notebook, all other materials that have been specified, and homework to each and every class.

Classroom participation is mandatory and will be evaluated through a variety of methods including: activities, classroom discussion, and homework. Students who struggle with classroom participation may substitute work to compensate for their lack of participation. Furthermore, every opinion and discussion will be received respectfully in class, although some opinions may be challenged.

Homework will be assigned throughout the course to ensure your personal growth. Readings and homework are assigned to stimulate interest in the subject being taught.

A homework or project, which is not completed on the due date, will be accepted late, but may receive a penalty. Exceptional circumstances will be considered and a deadline extension may be granted with no penalty.

Be prepared to work hard and think hard. I look forward to learning with you.

I have read the syllabus for ***Grade 8 Geography*** and am in agreement with the working methods, general philosophy, and topics that it proposes.

Student name Date

Student signature Parent signature