** History 8**

**2012-2013**

**Teacher:** Mr. M Patterson

**Course Grade:** Grade 8

**Rationale:** History is the study of the collective human experience. Just as an understanding of individual experience helps people shape their life and work, so does a knowledge of collective human achievements and failures helps them interpret and shape subsequent events on the regional, national, and international stage.

**Aim:** In Grade 8, students develop an understanding of events in Canada from the 1850s to 1914 and the events leading up to the beginning of the First World War. They investigate the formation of the Canadian nation and its subsequent expansion. They also examine some of the individuals, groups, and movements promoting political and social change in the early twentieth century.

**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:**

* Describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation;
* Compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods;
* Outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various groups of people in the region from a variety of perspectives;
* Show how the history of the Canadian west has influenced both artistic/ imaginative works and Canadian institutions;
* Describe key characteristics of Canada between 1885 and 1914, including social and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political response to these pressures;
* Compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada.

**Major Themes:**

1. Unit I of the textbook introduces *Confederation*. Students examine the major factors and significant events that led to the creation of the Dominion of Canada in 1867 and evaluate the natural and human challenges facing the advocates of union. They investigate regional interests and other factors that led to the growth of Canada, as other provinces and territories joined Confederation. They extend their understanding of national issues by comparing negotiations among regional interests at the time of Confederation with similar debates in Canada today.
2. Unit II surveys *The Development of Western Canada*. Students explore how the new Dominion expanded with the settlement and development of the Canadian west. They examine a range of changes and conflicts, including railroad construction and issues of resource use, and investigate the roles and reactions of government, First Nation peoples, Métis, and new immigrants. They also explore how the history of the region has influenced Canadian culture.
3. Unit III looks at *Canada: A Changing Society*. Students examine the social and economic factors, technological advances, and individuals and groups that promoted change in Canada between 1885 and the beginning of the First World War in 1914. They investigate the social and political challenges of increased migration and settlement, rapid industrialization, Canada’s changing role in the British Empire, and Canadian-American relations. Students develop skills of historical analysis by making comparisons and connections between conditions near the beginning of the twentieth century and aspects of life in present-day Canada.

**Evaluations:**

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| **#** | **Assessment** | **Quantity** | **Grade** |
| 1 | Unit Tests | 3 tests based on the three major units. | 40% |
| 2 | Independent Project | 1 project – \* due November 25. | 25% |
| 3 | Homework | 9 assignments from each of the chapters. | 25% |
| 4 | Participation | Includes attendance and classroom work. | 10% |
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\* Project due dates are tentative and may change further in the year.

**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*: British North America in the Mid-1800s

*Oct*: Factors That Drew the BNA Colonies Together

*Nov*: The Events of Confederation

*Dec*: The Early Years of Independence

*Jan*: The Expansion of Settlement

*Feb*: Developing the West and North

*Mar*: Developing the West and North

*Apr*: Growth and Change

*May*: The Laurier Era

*Jun*: Canada and the Coming of the First World War

**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 History*** and am in agreement with the working methods, general philosophy, and topics that it proposes.

 Student name Date

 Student signature Parent signature