 **Hanover Heights Community School**

**2012-2013 Long Range Plan**

**Teacher: Matthew Patterson Grade: 8P Subject: Grade 8 Geography**

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| **#** | **Chapter** | **Category** | **Topic** |
| 1 |  |  | Introduction |
| 2 | One | Recognizing Community Patterns | Recognizing Community Patterns Introduction |
| 3 |  |  | How Are Communities Different? |
| 4 |  |  | Where Communities Locate |
| 5 |  |  | Geo Skill: *Using a Topographic Map to Analyze Site* |
| 6 |  |  | Patterns Inside Communities |
| 7 |  |  | Zoom In Case Study: *City Patterns in Developing Countries* |
| 8 |  |  | *Field Exercise* |
| 9 | Two | Exploring Population Patterns | Exploring Population Patterns Introduction |
| 10 |  |  | Population Distribution and Density |
| 11 |  |  | What Factors Affect Population? |
| 12 |  |  | Zoom In Case Study: *Jade’s Story* |
| 13 |  |  | World Population Trends |
| 14 |  |  | Geo Skill: *Drawing and Interpreting Population Pyramids* |
| 15 |  |  | *Field Exercise* |
| 16 | Three | Comparing Development Patterns | Comparing Development Patterns Introduction |
| 17 |  |  | What Affects Quality of Life? |
| 18 |  |  | Geo Skill: *Draw and Interpret a Scatter Graph* |
| 19 |  |  | Comparing Levels of Development |
| 20 |  |  | Zoom In Case Study: *Mauritius: A Success Story* |
| 21 |  |  | Development Aid |
| 22 |  |  | *Field Exercise* |
| 23 |  |  | **Unit I Test: World Human Patterns** |
| 24 | Four | Different World Economies | Different World Economies Introduction |
| 25 |  |  | Operating Your Own Business |
| 26 |  |  | Zoom In Case Study: *Michele Stokley and Bayfest* |
| 27 |  |  | The Market Economy |
| 28 |  |  | The Traditional Economy |
| 29 |  |  | Geo Skill: *Interpreting a Thematic Map: Traditional Economies* |
| 30 |  |  | The Command Economy |
| 31 |  |  | *Field Exercise* |
| 32 | Five | Canada’s Mixed Economy | Canada’s Mixed Economy Introduction |
| 33 |  |  | Mixed Economies: A Closer Look |
| 34 |  |  | Three Types of Industry |
| 35 |  |  | Geo Skill: *Interpreting Industrial Location from Maps* |
| 36 |  |  | Zoom In Case Study: *Building Chryslers in Brampton* |
| 37 |  |  | Technological Change |
| 38 |  |  | *Field Exercise* |
| 39 | Six | Canada’s World Trade | Canada’s World Trade Introduction |
| 40 |  |  | What is Balance of Trade? |
| 41 |  |  | The Top Traders |
| 42 |  |  | What Effects Do Global Trade Alliances Have? |
| 43 |  |  | Geo Skill: *Interpreting a Proportional Flow Map* |
| 44 |  |  | Canada’s Trade Links |
| 45 |  |  | Zoom In Case Study: *Canada and the G8* |
| 46 |  |  | *Field Exercise* |
| 47 |  |  | **Unit II Test: World Economic Systems** |
| 48 | Seven | Canadians On The Move | Canadians On The Move Introduction |
| 49 |  |  | How Do People Decide Where To Live? |
| 50 |  |  | Zoom In Case Study: *Canada’s Best City* |
| 51 |  |  | Moving Within Canada |
| 52 |  |  | Geo Skill: *Making a Thematic Map of Migration* |
| 53 |  |  | How Do Mobility and Technology Impact Migration? |
| 54 |  |  | *Field Exercise* |
| 55 | Eight | The Decision to Migrate | The Decision to Migrate Introduction |
| 56 |  |  | Why Do People Migrate? |
| 57 |  |  | Zoom In Case Study: *A Refugee Crisis in Africa* |
| 58 |  |  | What Are Barriers to Migration? |
| 59 |  |  | Immigration to Canada |
| 60 |  |  | Geo Skill: *Making a Proportional Flow Map of Immigration* |
| 61 |  |  | *Field Exercise* |
| 62 | Nine | Canada’s Cultural Imprints | Canada’s Cultural Imprints Introduction |
| 63 |  |  | What is Culture? |
| 64 |  |  | Zoom In Case Study: *National Aboriginal Day* |
| 65 |  |  | Culture and the Environment |
| 66 |  |  | Geo Skill: *Interpreting a Map of Population and Culture* |
| 67 |  |  | What Happens When Cultures Meet? |
| 68 |  |  | *Field Exercise* |
| 69 |  |  | **Unit III Test: Mobility, Migration, and Culture** |