

# Grade 8 History & Geography Syllabus

Ms Marshall, Ms Zarnett, Ms Vamvouras

Glenview Senior Public School

2018 -2019

Grade 8 **History** covers the period of British North America, how its inhabitants lived, and the factors that pushed the colonies together as a country. We will discuss the challenges of the new Dominion of Canada, in particular how the drive to expand into the West brought about some of the most exciting, and most horrific moments in Canada's history. This is a working document and is subject to change.

## **Creating Canada, 1850 – 1914**

Students will:

- examine the major factors & events leading to the creation of the Dominion of Canada
- compare interests at the time of Confederation with similar political and social issues in Canada today
- investigate the roles and reactions of the government, indigenous peoples and new immigrants
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## **A Changing Society, 1890 - 1914**

Students will:

- connect events from the early 20<sup>th</sup> century to social systems in place today
- analyze conflicting points of view, e.g., the hanging of Louis Riel
- describe a variety of events resulting in lasting social changes to Canadian society

Grade 8 **Geography** covers human geography and settlement, sustainable development and economic systems. We will discuss factors such as population density and growth, economic development around the world and quality of life. This is a working document and is subject to change.

## **Global Settlement: Patterns and Sustainability**

Students will:

- identify the factors that influence population distribution and land use;
- compare living and working conditions in countries with different patterns of settlement

## **Global Inequalities: Economic Development and Quality of Life**

Students will:

- analyze factors that contribute to global inequalities (e.g. lack of access to clean water leads to an increase in water-borne diseases; equal access to education leads to higher literacy rates and higher employment rates)
- examine how the availability of particular economic resources (e.g. quantity and quality of land, labour, capital) influences the economic success of a region.

## **Texts**

Bain, Colin M. *Canadian History 8*. Pearson: Don Mills, Ontario. 2008.

DesRivieres, Dennis, *Human Geograhly 8*. Pearson: Don Mills, Ontario 2008.

Additional texts (articles etc) may be used to supplement the text.

## Communication

Communication between school and home (and vice versa) is mostly done through email. Teachers will try their best to respond in a timely manner. If you would like to confer in person, please arrange a time with the teacher. Students are strongly encouraged to participate in parent-teacher conference. Not only will this reinforce that we are all working together, but it will also ensure that we are all on the same track. Please feel free to contact the teacher if you have any questions or concerns. You may call the office at 416-393-9390 and leave a message for the teacher or send an email.

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## Homework & Extra Help

All homework is to be recorded in the agenda. Students are expected to **bring their agenda to every class**. If an assignment cannot be handed in on time, the student must speak to their teacher **before** the assigned due date to discuss the possibility of an extension. Parents will be notified if assignments are not submitted. Google Classroom is used as a tool for students to keep track of assignments and homework will often be posted on the platform.

The students are responsible for any missed work due to absence from class. They must connect with a friend and to speak with his or her teacher for further instruction. Ideally, the student will be caught up before the next class.

Should extra help be needed, students are encouraged to self-advocate and seek assistance. They can reach out to their teacher to find out when they are available for extra help.

## Assessment & Evaluation

Students will be evaluated in a variety of ways according to the expectations and guidelines in Growing Success. In order to accurately and consistently assess student progress, there variety of assessment strategies and tools that fall into three categories. The first category or form of assessment is Assessment For Learning (diagnostics testing), which allows the teacher to determine the students' prior knowledge and understanding in order to address student needs and gear the teaching to meet those needs.

The second category is Assessment As Learning, which will be used to move students forward through ongoing descriptive feedback (e.g., conferencing, coaching strategies, written suggestions for improvement, cooperative learning etc.).

Finally, Assessment Of Learning will be used to determine student levels of success (Levels 1, 2, 3 or 4). A percentage mark at the end of each term will determine the students' MOST CONSISTENT and MORE RECENT achievement (tests, written assignments, conferences, oral contributions, culminating tasks or projects, rubrics, Success Criteria, test/performance criteria, checklists and oral conference records). Incomplete homework or assignments will be noted in the learning skills section of the report card. In the event of late or incomplete assignments, students will be encouraged to submit completed assignments as soon as possible without academic penalty and with teacher and parent support.