

## Grade 8 Social Studies Information and Outline

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**Textbook:** *Canadian History/Human Geography* Toronto: Pearson Publishing Company, 2008.

The textbook that you receive at the beginning of the year is on loan and will be collected in June. **YOU ARE RESPONSIBLE FOR RETURNING YOUR TEXTBOOK IN THE SAME CONDITION IN WHICH IT WAS GIVEN TO YOU.** The replacement value for a lost textbook is \$55.

(This course will be supplemented with a study of current events and issues. Related articles from newspapers, magazines, scientific journals, online sources, etc. will be discussed regularly in class. Students will be encouraged to connect what they are learning with what is happening in the world around them at all times!)

### Materials:

The following is a list of materials that you need to bring to each class:

- Pen/pencil/eraser/ruler/pencil case
- Your assigned Text book, notebook, and duo-tang

### Classroom Expectations:

1. Arrive on time and be prepared to work.
2. Complete all homework assignments.
3. Know and abide by the Code of Behaviour (see Student Agenda).
4. If you are having difficulty with the work, seek extra help.
5. If you are absent (due to illness) or know you will be absent (due to a field trip), it is your responsibility to catch up. If you are absent on the day of a test, it is your responsibility to arrange a time with the teacher to write the test on another date. This should be done immediately upon your return to school.

### Assessment and Evaluation:

Please note that Geography will be reported on in Term 1 and History in Term 2.

Students will be assessed using a variety of tools such as tests, quizzes, performance tasks, presentations, etc. In most cases, a rubric based on 4 levels of achievement will be used to assess mastery of the curriculum expectations.

Level 4	80 – 100%
Level 3 ★	70 – 79%
Level 2	60 – 69%
Level 1	50 – 59%
Level R (remediation required)	Below 50%

★ Level 3 is defined as the **provincial standard**. A student achieving at level 3 should be well prepared for work in the next grade level or the next course.

#### Reporting of Learning Skills:

Learning skills will be assessed throughout the duration of the course and will appear on the report card. The Learning Skills that will be assessed are: Works Independently / Teamwork / Organization / Work Habits / Initiative

These will be evaluated using the following scale:

Excellent (E)    Good (G)    Satisfactory (S)    Needs Improvement (N)

## Course Outline:

# Geography

Topic and Overall Expectations	Description
<b>Introduction</b>	Classroom expectations, course information and outline, Introduction to Textbook, etc.
* identify the three main patterns of settlement: linear, scattered, and clustered * demonstrate an understanding of the factors affecting population distribution and conditions common to places of high density * demonstrate an understanding of how site and situation influence settlement	<u>Unit 1: World Human Patterns</u> <ul style="list-style-type: none"><li>• Recognizing Community Patterns</li><li>• Exploring Population Patterns</li><li>• Comparing Development Patterns</li></ul>
* demonstrate an understanding of urbanization, industrialization, transportation, and improvements to agriculture * identify and explain patterns in human geography and describe how human activities are effected by these patterns * demonstrate an understanding of employment patterns and trends * use a variety of graphic representations, tools, and technologies to gather, process, and communicate geographic information	<ul style="list-style-type: none"><li>• Population Characteristics</li><li>• How People Use the Earth</li><li>• People at Work</li><li>• Connections and Consequences</li><li>• genetically modified food</li></ul>
* demonstrate an awareness of the fundamental elements of an economic system and related characteristics * demonstrate an understanding of how economic resources influence the economic success of a region * identify patterns of economies on a map related to resources * identify the top trading partners in the world and provide reasons for this trend or pattern	<u>Unit 2: World Economic Systems</u> <ul style="list-style-type: none"><li>• Different World Economies</li><li>• Canada's Mixed Economy</li><li>• Canada's World Trade</li></ul>
* investigate and describe the advantages and disadvantages of economic associations * describe the impact of a new industry on the economy of a region * describe the relationship between Canada and the global community * demonstrate an understanding of the three major types of industry and the manufacturing process in those systems	<ul style="list-style-type: none"><li>• New Industry; Economic Impacts</li><li>• The Structure of Economies</li><li>• Canada's Economy</li></ul>
* demonstrate an understanding that migration results from decisions people make about the conditions around them * identify factors that influence people to move away from a place and the barriers they face coming to a new place * identify the components of culture that can be affected by migration and the distribution patterns of various cultures * identify the effect of migration on Canada and the migration patterns on a thematic map	<u>Unit 3: Migration</u> <ul style="list-style-type: none"><li>• Barriers to Migration</li><li>• How culture is affected by migration</li><li>• How migration affects Canada</li></ul>

# History

Topic and Overall Expectations	Description
<b>Introduction</b>	Classroom expectations, course information and outline, Introduction to Textbook, etc.
<ul style="list-style-type: none"> <li>* identify characteristics of British North America between 1850 and 1860</li> <li>* identify factors leading to Confederation (e.g., trade laws, defence, etc.)</li> <li>* identify the roles of key individuals (George- Étienne Cartier, John A. Macdonald)</li> <li>* identify early events leading to the signing of the BNA Act (e.g., the Charlottetown and Quebec Conferences; coalition government)</li> </ul>	<p><u>Unit 1: Confederation</u></p> <p>Students examine the factors that led to the creation of Canada in 1867 and the challenges facing union. They investigate regional interests that led to the growth of Canada as other provinces and territories joined, and compare them with similar interests today.</p> <ul style="list-style-type: none"> <li>• <i>Just Before Confederation</i></li> <li>• <i>The Push to Nationhood</i></li> <li>• <i>Confederation Investigated</i></li> <li>• <i>Confederation Discussed and Delayed</i></li> </ul>
<ul style="list-style-type: none"> <li>* identify later events leading to the signing of the BNA Act (e.g., the London Conference)</li> <li>* identify the reasons for the exclusion of certain groups (e.g., First Nations, women, the Chinese and Japanese)</li> </ul>	<ul style="list-style-type: none"> <li>• Confederation Won</li> <li>• The Nation Expands</li> <li>• Confederation Update</li> </ul>
<ul style="list-style-type: none"> <li>* describe the causes and results of the Red River Rebellion of 1869-70</li> <li>* explain the factors that led to the settlement of the west (e.g., tariffs, the railroad)</li> <li>* analyse how treaties and the Indian Act of 1876 changed the lives of First Nation peoples</li> <li>* describe the role of the Canadian Pacific Railway in Canada's expansion</li> </ul>	<p><u>Unit 2: The Development of Western Canada</u></p> <p>Students explore the development of the Canadian west, including railroad construction and issues of resource use, and investigate the reactions of government, First Nations, Métis, and new immigrants.</p> <ul style="list-style-type: none"> <li>• <i>Trouble at Red River</i></li> <li>• <i>The North-West Mounted Police</i></li> <li>• <i>Treaties With Aboriginal Peoples</i></li> <li>• <i>The Steel Ribbon</i></li> </ul>
<ul style="list-style-type: none"> <li>* describe everyday life in western Canada in the late 19th century</li> <li>* describe the causes and results of the North-West Rebellion of 1885</li> <li>* explain the effects of immigration, new wheat strains and the gold rush</li> <li>* examine Clifford Sifton's immigration policy</li> <li>* examine the factors that led to Laurier's electoral defeat in 1911 (e.g., the reciprocity issue, French-English tensions)</li> <li>* describe the factors contributing to change in Canadian society (e.g., immigration, technology, politics, globalization)</li> <li>* describe the technological achievements of Canadians and analyse their impact (e.g., radio, telephone, automobile, electricity)</li> <li>* describe the social and working conditions at the start of the 20th century (e.g., in mining, forestry and factory work; on farms; in cities)</li> <li>* describe changes in the position of women and children in Canada</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Sod House Frontier</i></li> <li>• <i>The North-West Rebellion 1885</i></li> <li>• <i>Spreading the Word About Canada</i></li> </ul> <p><u>Unit 3: Canada: A Changing Society</u></p> <p>Students examine the 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 make comparisons and connections between conditions near the beginning of the 20<sup>th</sup> century and life in present-day Canada.</p> <ul style="list-style-type: none"> <li>• <i>At the Turn of the Century</i></li> <li>• <i>Workers Demand Change</i></li> <li>• <i>Women Demand Change</i></li> </ul>
<ul style="list-style-type: none"> <li>* describe the treaties, alliances and events that contributed to the start of the First World War, and explain their relevance to Canada</li> </ul>	<p><u>Unit 4: Canada and World War I: 1914-1919</u></p> <ul style="list-style-type: none"> <li>• <i>War Breaks Out!</i></li> <li>• <i>The War on Land</i></li> <li>• <i>War in the Air and at Sea</i></li> <li>• <i>On the Home Front</i></li> </ul>