

1998 Curriculum

Grade 8 – Geography: Patterns in Human Geography

Overall Expectations

By the end of Grade 8, students will:

- identify and explain patterns in human geography (e.g., population distribution, population characteristics, settlement patterns, and urbanization) and describe how human activities are affected by these patterns;
- demonstrate an understanding of employment patterns and trends;
- use a variety of geographic representations, tools, and technologies to gather, process, and communicate geographic information.

Specific Expectations

Understanding Concepts

By the end of Grade 8, students will:

- identify the three main patterns of settlement: linear, scattered, and clustered;
- demonstrate an understanding of the factors affecting population distribution (e.g., history, natural environment, technological development);
- identify and describe the characteristics common to places of high population density and the characteristics common to places of low population density;
- demonstrate an understanding of how site and situation influence settlement;
- identify and describe the types of land use (e.g., residential, recreational, institutional, commercial, industrial, agricultural; for transportation, communication, utilities; open spaces);
- demonstrate an understanding of the terms describing population characteristics (e.g., birth and death rates, literacy rate);
- demonstrate an understanding of the correlation between population characteristics;
- demonstrate an understanding of the factors affecting urbanization, industrialization, transportation, and improvements in agriculture.

2004 Curriculum

Grade 8 – Geography: Patterns in Human Geography

Overall Expectations

By the end of Grade 8, students will:

- identify the main patterns of human settlement and identify the factors that influence population distribution and land use;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography;
- 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.

Specific Expectations

Knowledge and Understanding

By the end of Grade 8, students will:

- identify the three main patterns of human settlement – linear, scattered, and clustered;
- identify and explain the factors affecting population distribution (e.g., history, natural environment, technological development, immigration trends/patterns);
- compare the characteristics of places with high and low population densities;
- explain how site and situation influence settlement patterns;
- identify and describe the types of land use (e.g., residential, recreational, institutional, commercial, industrial, agricultural; for transportation, communication, utilities; public space);
- summarize the factors that affect patterns of urbanization, industrialization, and transportation.

Developing Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- use appropriate vocabulary (e.g., urbanization, population density, population distribution, gross national product, correlation) to describe their inquiries and observations;
- formulate questions that synthesize various sources of information and points of view (e.g., questions about patterns in population distribution);
- locate relevant information from a variety of sources (e.g., statistics, interviews, field studies, original maps and diagrams, survey maps, illustrations, print materials, videos, CD-ROMs, Internet);
- analyse, synthesize, and evaluate data (e.g., examine population pyramids to make predictions about future trends in population characteristics);
- construct a variety of graphs, charts, diagrams, and models to organize information (e.g., graphs that demonstrate correlations between two population characteristics, such as literacy and birth rates);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, illustrations, tables, charts, and graphs.

Developing Map and Globe Skills

By the end of Grade 8, students will:

- produce a variety of maps for specific purposes (e.g., maps that show popular tourist destinations).

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- formulate questions to guide and synthesize research on the study of population characteristics and patterns (e.g., What conditions are needed to maintain a high quality of life? What is the relationship between literacy rate and GNP? What action can students take to aid a developing nation?);
- locate relevant information from a variety of primary and secondary sources (e.g., primary sources: interviews, field studies, surveys; secondary sources: statistics, maps, diagrams, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps, models, and graphs (e.g., create graphs to compare factors affecting quality of life; create an illustrated brochure outlining positive features of a developing nation; map the ten highest and lowest countries on the Human Development Index; interpret population pyramids to predict population trends in other countries);
- use appropriate vocabulary (e.g., site, situation, rural, developed, developing, urbanization, population density, population distribution, gross domestic product [GDP], gross national product [GNP], correlation, birth and death rates, literacy rate, life expectancy) to describe their inquiries and observations.

Map, Globe, and Graphic Skills

By the end of Grade 8, students will:

- create and use a variety of maps for specific purposes (e.g., to show land use, transportation routes, population distribution, popular tourist destinations);
- produce and interpret simple scatter graphs to determine the correlation between population characteristics;
- construct and examine population pyramids to make predictions about future trends in population characteristics.

Applying Concepts and Skills in Various Contexts

By the end of Grade 8, students will:

- compare the characteristics of developed and developing countries;
- identify some employment and workplace issues (e.g., self-employment, job sharing, single office/home office, early retirement, health and safety issues) and describe their impact on the present-day Canadian work force;
- research job trends and predict the skills needed to meet the challenges of the future.

1998 Curriculum

Grade 8 – Geography: Economic Systems

Overall Expectations

By the end of Grade 8, students will:

- demonstrate an understanding of economic systems and the factors that influence them;
- describe the economic relationship between Canada and the global community (e.g., with respect to harvesting resources, manufacturing goods, the provision of services worldwide);
- use a variety of geographic representations, tools, and technologies, to gather, process, and communicate geographic information.

Specific Expectations

Understanding Concepts

By the end of Grade 8, students will:

- demonstrate an awareness of the fundamental elements of an economic system: what goods are produced; how they are produced; for whom they are produced; and how they are distributed;
- demonstrate an awareness of the characteristics of basic economic systems (e.g., subsistence, traditional, command, market), as well as recognition that most countries like Canada have a mixed economy that includes features from more than one system;
- demonstrate an understanding of how economic resources (e.g., land, labour, capital, entrepreneurial ability) influence the economic success of a region;

Application

By the end of Grade 8, students will:

- compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of developed and developing countries;
- research job trends and predict the skills that will be needed to meet the challenges of Canada's changing demographics.

2004 Curriculum

Grade 8 – Geography: Economic Systems

Overall Expectations

By the end of Grade 8, students will:

- describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems;
- compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets.

Specific Expectations

Knowledge and Understanding

By the end of Grade 8, students will:

- outline the fundamental questions that all economic systems must answer: what goods are produced; how they are produced; for whom they are produced; by whom they are produced; and how they are distributed;
- describe the characteristics of different types of economic systems (e.g., traditional, command, market) and explain why most countries, including Canada, have a mixed economy that includes features from more than one system;
- explain how the availability of particular economic resources (e.g., quantity and quality of land, labour, capital, entrepreneurial ability) influences the economic success of a region;

- identify and give examples of the three major types of industries (i.e., primary/ resource, secondary/manufacturing, tertiary/service), and describe how the distribution of these industries has changed;
- demonstrate an understanding of the manufacturing system (e.g., input, process, output, feedback), and describe how mechanization and technology have changed the Canadian economy.

Developing Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- use appropriate vocabulary (e.g., economy; subsistence, traditional, command, market, and mixed economies; production; goods; services; consumer; market; distribution; import; exports; land; entrepreneurial; capital; primary, secondary, and tertiary industries; North American Free Trade Agreement) to describe their inquiries and observations;
- ask questions that synthesize various sources of information and points of view (e.g., on the effect of mechanization and technology on the Canadian economy);
- locate relevant information from a variety of sources (e.g., statistics, interviews, published field studies, field trip to a local industry, maps, illustrations, print materials, videos, CD-ROMs, Internet);
- analyse, synthesize, and evaluate data (e.g., about Canada's trading partners);
- construct a wide variety of graphs, charts, diagrams, and models to organize information (e.g., graph the changing types of industry over time);
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Developing Map and Globe Skills

By the end of Grade 8, students will:

- identify patterns in the area of economics, using thematic maps (e.g., location of industries in relation to sources of raw materials).

- identify and give examples of the three major types of industries – primary (resource), secondary (manufacturing), and tertiary (service) – and describe how these industries have developed in Canada.

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- formulate questions to guide and analyse research on economic influences and relationships (e.g., Where would be the best place to start a new logging industry in Canada? How have the types of industries in Canada changed since the nineteenth century? How has technology changed a specific industry?);
- locate relevant information from a variety of primary and secondary sources (e.g., primary sources: statistics, interviews, published field studies, a field trip to a local industry; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps, models, and graphs (e.g., use a brief dramatization to explain an industry to the class; produce a map showing the locations of natural resources and raw materials needed by an industry);
- use appropriate vocabulary (e.g., economy; traditional, command, market, and mixed economies; supply and demand; production; goods; services; consumer; market; distribution; imports; exports; land; entrepreneurial; capital; primary, secondary, and tertiary industries) to describe their inquiries and observations.

Map, Globe, and Graphic Skills

By the end of Grade 8, students will:

- use thematic maps to identify economic patterns (e.g., the location of industries in relation to sources of raw materials, markets, and transportation; the proportional flow of trade between countries; sources of labour).

Applying Concepts and Skills in Various Contexts

By the end of Grade 8, students will:

- identify the top trading countries in the world and the reasons for their success;
- investigate and describe the advantages and disadvantages of economic associations such as the North American Free Trade Agreement and the European Economic Community;
- describe the impact of a new industry on the economy of a region.

Application

By the end of Grade 8, students will:

- compare the economies of some top trading nations and explain the reasons for their success, taking into account factors such as industries, access to resources, and access to markets;
- investigate and explain the advantages and disadvantages of Canada's involvement in major trade associations/agreements (e.g., North American Free Trade Agreement [NAFTA], World Trade Organization [WTO]);
- investigate and describe how a new or existing industry affects the economy of a region.

1998 Curriculum

Grade 8 – Geography: Migration

Overall Expectations

By the end of Grade 8, students will:

- identify factors that affect migration and mobility;
- demonstrate an understanding of the ways in which cultures are affected by migration;
- describe patterns and trends in migration and their effects on Canada.

Specific Expectations

Understanding Concepts

By the end of Grade 8, students will:

- demonstrate an understanding that migration results from decisions people make about conditions and events around them;
- identify factors that influence people to move away from a place (e.g., drought, war);
- identify factors that influence people to move to another place (e.g., plenty of employment opportunities, security);
- identify barriers to migration (e.g., physical, financial, legal, emotional);

2004 Curriculum

Grade 8 – Geography: Migration

Overall Expectations

By the end of Grade 8, students will:

- identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society;
- use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities;
- connect the real experiences of Canadians to information about the causes and effects of migration.

Specific Expectations

Knowledge and Understanding

By the end of Grade 8, students will:

- identify the push and pull factors that influence people to move (e.g., push: drought, war, lack of freedom, discrimination and persecution; pull: employment opportunities, security, climate);
- identify barriers to migration (e.g., physical, financial, legal, political, emotional);
- describe how technology has improved human mobility;
- explain how the components of culture (e.g., language, social organization, educational systems, beliefs and customs) can be affected by migration;

- identify the components of culture that can be affected by migration (e.g., language, social organization, educational systems, beliefs and customs);
- identify global distribution patterns of various cultures;
- demonstrate an understanding of the effects that migration has had on the development of Canada (e.g., immigration from Asia).

Developing Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations;
- formulate questions that synthesize various sources of information and points of view (e.g., on the effect of immigration on the development of Canada);
- locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
- construct a wide variety of graphs, charts, diagrams, and models to organize information;
- communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs.

Developing Map and Globe Skills

By the end of Grade 8, students will:

- identify patterns in migration, using thematic maps (e.g., location of regions that were sources of significant immigration to Canada).

- describe the effects that migration has had on the development of Canada (e.g., its multicultural character, rural and urban resettlement, interprovincial movement, the brain drain).

Inquiry/Research and Communication Skills

By the end of Grade 8, students will:

- formulate questions to guide and analyse research on migration and mobility (e.g., What barriers exist today for new immigrants? In which time period would it be harder for people to immigrate to Canada – now or a hundred years ago? Where would be the best place to migrate to in Canada?);
- locate relevant information from a variety of primary and secondary sources (e.g., primary sources: surveys, statistics, interviews, field studies; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);
- communicate the results of inquiries for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps, models, and graphs (e.g., write a story/journal relating the difficulties faced by past or present immigrants; create a slide show to show how technological changes have affected mobility; create a video presentation encouraging immigrants to come and live in Canada);
- use appropriate vocabulary (e.g., accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors) to describe their inquiries and observations.

Map, Globe, and Graphic Skills

By the end of Grade 8, students will:

- use thematic maps to identify patterns in migration (e.g., location of regions that were sources of significant immigration to Canada, proportional flow along migrational routes to Canada).

Applying Concepts and Skills in Various Contexts

By the end of Grade 8, students will:

- use a decision-making model to select an ideal place to live in or visit, and present this decision to other members of the class;
- describe how technology has improved mobility.

Application

By the end of Grade 8, students will:

- use a decision-making model to select an ideal place to live, and present this decision to other members of the class;
- investigate the migrational roots of the members of the class and relate them to Canada's cultural development.