Geography: Grade 8 – Patterns in Human Geography

Overview
Students are introduced to human geography through an exploration of patterns and trends in population distribution, settlement, land use, employment, and levels of development. Students investigate population characteristics to identify correlations. They also reflect and report on the various aspects of demographics in Canada and other countries, including developing countries.

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.

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.

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.

* The knowledge and skills described under this subheading are essential to students’ achievement of expectations listed under the other three subheadings.
Geography: Grade 8 – Economic Systems

Overview
Students explore the different types of economic systems and industrial activities and the factors that influence them. They investigate Canada’s economic relationships from regional perspectives. They study processes of manufacturing and distribution, and compare aspects of economic development in different countries and communities.

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 – 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).

**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.

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* The knowledge and skills described under this subheading are essential to students’ achievement of expectations listed under the other three subheadings.
Geography: Grade 8 – Migration

Overview
Students explore migration patterns and the many factors that influence relocation and mobility. They identify patterns of migration, and examine challenges and opportunities that migration presents to individuals and communities in Canada.

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;
- 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).

**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.

* The knowledge and skills described under this subheading are essential to students’ achievement of expectations listed under the other three subheadings.