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**Social Studies 8**

**Geography Course Outline**

**Course:** Social Studies 8

**Teacher:** Ms. Roy

**Component 1:** Geography

**Semester:** Winter 2016

**Email:** aroy@torontoprepschool.com

**Wiki Site:** http://tpssocialstudies8students.wikispaces.com/

**Course Text**: Bain, Colin M, *Canadian History 8*. Toronto: Pearson Education Canada, 2008.

**Extra help:** 9:00- 9:55 A.M. Monday through Friday

**Course Description**

In Grade 8 geography, students will build on what they have learned in earlier grades about Earth’s physical features and processes in order to explore the relationship between these features/processes and human settlement patterns around the world. They will focus on where people live and why they live there, and on the impact of human settlement and land use on the environment. They will enhance their ability to apply a geographic perspective to their investigation of issues, including issues related to human settlement and sustainability and to global development and quality of life. In addition, students will study factors that affect economic development and quality of life on a global scale and will examine responses to global inequalities. Students will be introduced to new types of maps and graphs, including choropleth maps, scatter graphs, and population pyramids, and, at the same time, will continue to develop their ability to use a variety of sources, tools, and spatial technologies to study various geographic issues.

The Grade 8 geography expectations provide opportunities for students to explore a number of concepts connected to the citizenship education framework including:

* democracy,
* equity,
* freedom,
* perspective,
* power and authority,
* relationships,
* rights and responsibilities,
* stewardship

**Overall Curriculum Expectations**

**A. Global Settlement: Patterns and Sustainability**

By the end of Grade 8, students will:

* Analyse some significant interrelationships between Earth’s physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future.
* Use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective.
* Demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment.

**B. Global Inequalities: Economic Development and Quality of Life**

By the end of Grade 8, students will:

* Analyse some interrelationships among factors that contribute to global inequalities with a focus on inequalities in quality of life, and assess various responses to these inequalities
* Use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective.
* Demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world.

**Units of Study**

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| **Unit 1: World Human Patterns**  Students will explore how patterns in human geography affect people around the world. Furthermore, they will explore the following:   * The main patters of settlement and population. * The different types of land uses. * Human patterns of population, community, development and technology and how they vary from one country to another. * Population density, urbanization, industrialization and their effect on quality of life. * They will use different geographic sources to investigate and report their findings | **20 hours** |
| **Unit 2: World Economic Systems**  Students will explore how economic systems influence industries and life across Canada and the world. Furthermore, they will explore the following:   * The characteristics of different types of industry and business * The influence that factors such as access to resources and markets has on economies * How different societies produce and distribute goods and services * How the Canadian economic system works * How new businesses affect the local region/economy | **20 hours** |
| **Unit 3: Mobility, Migration, and Culture**  Students will explore how migration patterns affect people and communities in Canada and the world. Furthermore, they will explore the following:   * The factors that influence where one lives. * The factors that influence the movement of people from regions both within and outside of the country * How technology has increased human mobility * How human migration affect Canada’s geography and culture | **15 hours** |
|  | **55 hours** |

**Assessment and Evaluation**

This Course is primarily assignment based-**80% Course work** (assignments, essays, quizzes, tests, etc.) and **20% CCT.**

Students will explore how migration patterns affect people and communities in Canada and the world. Furthermore, they will explore the following:

* The factors that influence where one chooses to live
* The factors that influence the movement of people from regions both within and outside of the country
* How technology has increased human mobility
* How human migration affect Canada’s geography and culture

**Class Expectations**

* Attend all classes and be on time.
* Come to class prepared. It is your responsibility to always have your laptop (with the required software) textbook, pens, pencil, etc.
* Be involved and participate in class discussions and activities.
* Proper behavior in the classroom is mandatory. Respect the teachers, your peers,  yourself and the classroom.
* If you have a question all you have to do is raise your hand.
* Always complete your homework. Additional homework support is available in Homework Club and/or Saturday Club.
* Be responsible and catch up on missed work (due to absences) before returning to class. Use the class wiki to help you do this. .
* Cell phones are not permitted in the classroom. Please put your phone in your bag for the duration of the class.
* The only food or liquid permitted in the class is bottled water, which must be placed either in your bag or on the ground next to you (not on the desk).

***ACADEMIC DUE DATE POLICY***

All assignments and projects will have a due date.

The due date is the ***beginning*** of the period for that given class. For example if a project is due for the period one class it must be submitted at 10:00 AM, if it is due for the period four class on a Wednesday, then it is due at 2:49 PM.

The due date represents the date in which the assignment/project is due. Students should submit the assignment/project to their subject teacher on the due date. If a student does not submit the task on the due date the subject teacher will contact the parents/guardian to notify them of the outstanding work that day. The subject teacher will not provide support after the due date has passed.

Late marks will be deducted on late assignments. This strategy is in keeping with the Ministry’s policy document “Growing Success”. Late projects/assignments will be assessed at a reduction of ***5% per day*** for the first two days and ***10% per day*** after that to a maximum of ***50%***. Each project will be assessed for the 100% of its original value, and late marks will be clearly stated on the final evaluation. After 6 school days, a student will receive a zero. Students are strongly encouraged to still hand in late projects for assessment and written feedback. A Saturday Club inclusion will be made within the 6 days.

Projects/assignments turned into the teacher after they have been marked and returned to students, will not be awarded a grade if the project/assignment is one the teacher believes can be copied from peers (at teacher’s discretion), however, written feedback on the assignment will be given. (For example: journals, reflection pieces, etc.)

***Extension Request Form***

There is a procedure for students to seek relief from a due date and extend a deadline without academic penalty. In extraordinary circumstances, ***extensions may be granted, if an Extension Request Form is filled out by the student and signed by a parent and approved by the teacher at least one day before the due date***. It is up to the discretion of the teacher and the school administration whether or not to accept the Extension Request. A student may request an extension to the ***maximum of 2 times*** ***in each course and for no more than 3 days.*** After the allotted time has passed and the assignment has not been submitted then late marks will be assigned. Our policy recognizes that extenuating circumstances may legitimately prevent a student from meeting a due date. The Extension Request Form may be garnered from the principal or vice-principal.

***Illness/Doctor’s Notes***

If a student is absent on the due date, a doctor’s note (or parental note in case of a family emergency) must be provided to the subject teacher in order for the student to submit the assignment. The assignment must be submitted upon the ***first day*** the student returns.

***Parental Communication***

Parents will be contacted if the assignment/project is not submitted on the due date.

***Email receipt of Assignments***

Since weekend days will be included in the late policy, the submitted time and date will be based on the time that the assignment arrives in the teacher’s email in-box.

**Turnitin Policy**

As per the student handbook and Turnitin manual, all work must be submitted through Turnitin at the teacher’s request. Failure to do so will be considered incomplete or late work. Work to be submitted through Turnitin may be written, oral presentations, multimedia presentations etc.

Students will be given a Toronto Prep School email address to access Turnitin. Students must use this email address to submit their work.

The school’s plagiarism policy is posted in the student handbook as well the Turnitin manual with FAQs and examples of proper referencing styles. Please speak with your teacher should you have questions about what constitutes plagiarism and how to use turnitin.