

**GRADE 8: Social****TOPIC A: Geography of Canada and United States****TASK: Database of Various Regions****PRODUCTIVITY TOOL: Internet Research, Database****TIMELINE: 10-12 Classes****LEVEL OF DIFFICULTY: Project**

Students are divided into groups based on the geographic areas of Canada and the United States. Assigned a specific region, they study:

- location
- movement
- interaction
- place

using a number of different sources:

- textbook
- Internet research
- library books
- pamphlets
- encyclopedia
- CD-ROMs

Students research their area and report on categories of previously established information. Their presentation to the class should contain

- introduction
- main facts – noting salient item(s) of information in each category for others to take down as notes
- short conclusion
- possible exam questions

At the conclusion of the various group presentations, the students will create a database; its fields will be based on the categories of information which formed the basis of their reports. It will be used for comparison and analysis across the geographic areas.

WEBSITES:**Natural Resources Canada**

www.nrcan.gc.ca

Natural Resources Canada has information on all regions of Canada as well as natural resources.

Statistics Canada

www.statcan.ca

Work with real Canadian Statistics.

**The learner will:**

- C3** 3.1 evaluate the authority and reliability of electronic sources
- 3.2 evaluate the relevance of electronically accessed information to a particular topic
- C4** 3.1 create a plan for an inquiry that includes consideration of time management
- 3.2 develop a process to manage volumes of information that can be available through electronic sources
- C5** 3.1 access, retrieve and share information from electronic sources, such as common files
- 3.2 use networks to brainstorm, plan and share ideas with group members
- C6** 3.1 articulate clearly a plan of action to use technology to solve a problem
- 3.2 identify the appropriate materials and tools to use in order to accomplish a plan of action
- 3.3 evaluate choices and the progress in problem-solving then redefine the plan of action as possible
- C7** 3.1 identify patterns in organized information
- 3.2 make connections among related, organized data, and assemble various pieces into a unified message
- F1** 3.1 demonstrate an understanding that information can be translated through a variety of media
- 3.3 apply terminology appropriate to the technology being used at this division level
- 3.4 demonstrate an understanding that digital technology follows a logical order of operations
- 3.7 demonstrate the ability to troubleshoot technical problems
- F3** 3.1 use time and resources on the network wisely
- 3.3 understand the need for copyright legislation
- 3.4 cite sources when using copyright and/or public domain material
- 3.5 download and transmit only materials that comply with the established network use policies and practices
- 3.6 model and assume personal responsibility for ethical behavior and attitudes and acceptable



- use of information technologies and sources in local and global contexts
- F6** 3.3 demonstrate proficiency in uploading and downloading text, image, audio and video files
- P1** 3.4 use appropriate communication technology to elicit feedback from others
- P2** 3.1 design, create and modify a database for a specific purpose
- P4** 3.1 integrate information from a database into a text document
- 3.2 integrate database reports into a text document
- 3.3 emphasize information, using placement and colour
- P6** 3.2 demonstrate proficiency in accessing local area network, wide area network and Internet services, including uploading and downloading text, image, audio and video files



Curriculum Outcomes

GRADE 8: Social

TOPIC A: Geography of Canada and United States

TASK: Database of Various Regions

Knowledge Objectives, Bullet 1, 2, 3, 4, 5 and 6

- Regions are the basic unit of a geographic study and can be defined by a variety of criteria.
Concepts: regions (regional unity, physical region, political region, economic region)
- Every person and place has an absolute and a relative location
Concepts: location (absolute, relative, latitude/longitude)
- All places have special human and physical characteristics that distinguish them.
Concepts: place (environment, landforms/bodies of water, climate/vegetation, natural resources)
- The environment is constantly being changed by human and physical forces
Concepts: settlement patterns, occupations, recreation, beliefs/ideas
- Unequal distribution of resources between regions may lead to movement of goods, people and ideas.

Concepts: movement (transportation, communication, trade patterns, interdependence)

- People are constantly interacting with their physical environment to meet their needs.

Concepts: environmental interaction (adaptation, resource development, environmental limitations, environmental emergencies)

Skill Objectives, Process Skills

Locating/Interpreting/Organizing, Bullets 1, 2-4, 6-9

- identify and define topics
- acquire information to find answers to questions through listening, observing, reading and utilizing communicated resources
- differentiate between main and related ideas
- identify relationships among variables within charts, graphs and tables
- identify the purposes, message and intended audience of visual communications
- read and interpret maps to uncover relationships between geography and industrialization in the United States

Analyzing/Synthesizing/Evaluating, Bullets 1-2, 4-5

- compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory
- draw conclusions about the relationships of geography to the patterns of life in Canada and the United States
- categorize information to develop concepts—regions, location, place, movement, environmental interaction
- make generalizations by stating relationships among concepts about interactions of people with their physical environment

