



Horizontal Planning/Standards and Procedures MYP Years: 1 & 2

Course Code and Title: Geography (Géographie)

Course description: In Secondary Cycle One, students study how human beings use, occupy and take possession of space and transform it into a territory. Different types of territories in Québec, Canada and other parts of the world have been selected for study: urban territory (metropolises, cities subject to natural hazards and heritage cities), regional territory (tourist regions, forest regions, energy-producing regions and industrial regions), agricultural territory (agricultural territory in a national space and agricultural territory subject to natural hazards), Native territory and protected territory. Students learn to understand the organization of these territories and interpret issues associated with them.

Class resources: Course Content Workbook : *Geo World* (v.f. *Géo à la carte*) by Les Éditions CEC

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| MYP course Aims | MEES course objectives |
| -Appreciate human and environmental commonalities and diversity.  -Understand the interaction and interdependence of individuals, societies, and the environment.  -Understand how both environmental and human systems operate and evolve.  -Identify and develop concern for the well-being of human communities and the natural environment. | The overall aim of this course will be to understand the organization of various territories, explore the issues that accompany it, and discuss how these issues affect the global community and one’s place in it. |
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Term 1 20% of School Course Grade Timeline: To be completed by November 3rd

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| IBMYP Key concept(s) | IBMYP Related concept(s) | MYP assessment criteria/objectives | MEES competencies targeted and weighting | Content/topics/  skills | Evaluation tasks /Evidence of student’s understanding |
| -Change,  -Relationships, -Global Interactions,  -Time, place and space,  -Systems | Y1: Patterns & Trends, Scale, Disparity & Equity, Management & Intervention  Y2 : Globalization, Sustainability, Disparity & Equity, Processes, Power, Causality | Criterion A: Knowing and understanding Students develop factual and conceptual knowledge about individuals and societies.   Criterion B: Investigating Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.   Criterion C: Communicating Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.  Criterion D: Thinking critically Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. | The mark on 100 will be based on the three competencies together: 1. Understands the organization of a territory  2. Interprets a territorial issue  3. Constructs his/her consciousness of global citizenship | Y1: Map Skills & Urban Territories: Metropolises  Y2 : Industrial Territories | Quizzes, worksheets, research project, class participation ( Total 70%) Chapter test (30%) |

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| Communication to students and parents: | Materials required |
| Google Classroom, Emails, Student Agenda, Phone Calls | Notebook, course content workbook, highlighters, pencils |

Term 2 20% of School Course Grade Timeline: To be completed by February 3rd

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| IBMYP Key concept(s) | IBMYP Related concept(s) | MYP assessment criteria/objectives | MEES competencies targeted and weighting | Content/topics/  skills | Evaluation tasks /Evidence of student’s understanding |
| -Change,  -Relationships -Global Interactions,  -Time, place and space,  -Systems | Y1: Management & Intervention, Disparity & Equity, Sustainability  Y2 : Globalization, Sustainability, Disparity & Equity, Processes, Power, Causality | Criterion A: Knowing and understanding Students develop factual and conceptual knowledge about individuals and societies.   Criterion B: Investigating Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.   Criterion C: Communicating Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.  Criterion D: Thinking critically Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. | The mark on 100 will be based on the three competencies together: 1. Understands the organization of a territory  2. Interprets a territorial issue  3. Constructs his/her consciousness of global citizenship | Y1: Agricultural Territories & Cities Subject to Natural Hazards  Y2: Energy-producing Territories &  Forest regions | Quizzes, worksheets, research project, class participation, class tests (80%)  \*Local January Mid-year exam (20% of term mark) |

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| Communication to students and parents: | Materials required |
| Google Classroom, Emails, Student Agenda, Phone Calls | Notebook, course content workbook, highlighters, pencils |

Term 3 60% of School Course Grade Timeline: To be completed by June 22nd

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| IBMYP Key concept(s) | IBMYP Related concept(s) | MYP assessment criteria/objectives | MEES competencies targeted and weighting | Content/topics/  skills | Evaluation tasks /Evidence of student’s understanding |
| -Change,  -Relationships -Global Interactions,  -Time, place and space,  -Systems | Y1: Sustainability,  Networks, Management & Intervention, Globalization  Y2: Sustainability, Management & Intervention, Power, Disparity & Equity, Culture, Causality | Criterion A: Knowing and understanding Students develop factual and conceptual knowledge about individuals and societies.   Criterion B: Investigating Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.   Criterion C: Communicating Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.  Criterion D: Thinking critically Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. | The mark on 100 will be based on the three competencies together: 1. Understands the organization of a territory  2. Interprets a territorial issue  3. Constructs his/her consciousness of global citizenship | Y1: Protected Territories: UNESCO Natural and Cultural sites/Tourist Regions  Y2: Agricultural Territories at Risk & Native Territories | Quizzes, worksheets, research project, class participation, class tests (70%)  \*Local June Exam (30% of term mark) |

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| Communication to students and parents: | Materials required |
| Google Classroom, Emails, Student Agenda, Phone Calls | Notebook, course content workbook, highlighters, pencils |

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| Additional Information/Specifications |
| This course has a school-wide final exam.  This course does not have a final exam. The final course grade comes entirely from the school course grade.  This course has a final exam administered by the Cycle 1 Social Sciences Department of Laurier Macdonald High School. The final course grade is determined by taking 70% of the school course grade and 30% of the Departmental exam.  This course has a final exam administered by the English Montreal School Board. The final course grade is determined by taking 70% of the school course grade and 30% of the school board exam.  This course has a final exam administered by the *Ministère de l’Éducation et de l’Enseignement Supérieur* (MEES). The final course grade is determined by taking 50% of the school course grade and 50% of the MEES exam. Please note that the final course grade is subject to MEEs moderation. |