



**LINKS HIGH SCHOOL**  
**STANDARDS & PROCEDURES**

<b>Department or Subject:</b>	<b>Geography</b>
<b>Teacher(s):</b>	<b>Nik Vlahopoulos &amp; Scott O'Connor</b>
<b>Cycle and Level Taught:</b>	<b>MAP 2</b>
<b>School Year:</b>	<b>2023-2024</b>

<b>Term 1 (20%)</b>				
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>		
<p>Understands the organization of a territory.</p> <p>Interprets a territorial issue.</p> <p>Constructs his/her consciousness of global citizenship.</p>	<p>-Mini tests throughout the term</p> <p>-Participation mark throughout all classes</p> <p>-All classwork is evaluated throughout the term</p>	<p>August 30<sup>th</sup> to November 10<sup>th</sup></p>		
<p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p> <p>-Agenda</p>	<p><u><i>Other Pertinent Information</i></u></p> <table> <tr> <td> <p><b>Natural disasters:</b></p> <ul style="list-style-type: none"> <li>- Flooding</li> <li>- Wildfires</li> <li>- Earthquakes</li> <li>- Tsunamis</li> <li>- Tornadoes</li> <li>- Cyclone</li> </ul> </td> <td> <p><b>Community Exploration:</b></p> <ul style="list-style-type: none"> <li>- Interpretation of simple maps</li> <li>- Safe travel in the community</li> <li>- Location in time and space</li> <li>- Interpretation of a landscape</li> </ul> </td> </tr> </table>		<p><b>Natural disasters:</b></p> <ul style="list-style-type: none"> <li>- Flooding</li> <li>- Wildfires</li> <li>- Earthquakes</li> <li>- Tsunamis</li> <li>- Tornadoes</li> <li>- Cyclone</li> </ul>	<p><b>Community Exploration:</b></p> <ul style="list-style-type: none"> <li>- Interpretation of simple maps</li> <li>- Safe travel in the community</li> <li>- Location in time and space</li> <li>- Interpretation of a landscape</li> </ul>
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<b>Term 2 (20%)</b>		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
<p>Understands the organization of a territory.</p> <p>Interprets a territorial issue.</p> <p>Constructs his/her consciousness of global citizenship.</p>	<p>-Mini tests throughout the term.</p> <p>-Participation mark throughout all classes</p> <p>-All classwork is evaluated throughout the term</p>	<p>November 13<sup>th</sup> – February 23<sup>rd</sup></p>
<p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p> <p>-Agenda</p>	<p><u><i>Other Pertinent Information</i></u></p> <p>-Canada</p> <p>-Provinces</p> <p>-Capitals</p> <p>-Regions</p>	

<b>Term 3 (60%)</b>		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects, etc.)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
<p>Understands the organization of a territory.</p> <p>Interprets a territorial issue.</p> <p>Constructs his/her consciousness of global citizenship.</p>	<p>-Mini tests throughout the term</p> <p>-Participation mark throughout all classes</p> <p>-All classwork is evaluated throughout the term</p>	February 26 <sup>th</sup> – June 21 <sup>st</sup>
<i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i>	<i>End of Year Evaluation (e.g., evaluation situation, local exam, complementary exam, uniform exam, etc.)</i>	<i>Other Pertinent Information</i>
-Agenda	<p>-Local exam</p> <p>-Review of the entire year classwork</p>	-Review of all major concepts of the year