



École Secondaire LAURIER MACDONALD High School  
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### COURSE STANDARDS AND PROCEDURES 2025-2026

#### **COURSE:**

Geography (Year 2)

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

**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.

#### **MYP AIMS ADDRESSED BY THE COURSE:**

MYP Course Aims	MEES Course Objectives
<ul style="list-style-type: none"><li>-Appreciate human and environmental commonalities and diversity.</li><li>-Understand the interaction and interdependence of individuals, societies, and the environment.</li><li>-Understand how both environmental and human systems operate and evolve.</li><li>-Identify and develop concern for the well-being of human communities and the natural environment.</li></ul>	<p>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.</p>

**FUNDAMENTAL IB CONCEPTS:** Change; Relationships; Global Interactions; Time, place and space; Systems (Related concepts: Patterns & Trends, Scale, Management & Intervention, Globalization, Sustainability, Disparity & Equity, Processes, Power, Causality)

**KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING:** Content will be delivered using the workbooks (projected on SmartBoard as well), but will also be shared digitally: through Google Classroom (assignments, slides, and notes). Students will develop communication skills, through written and oral expression of viewpoints; critical thinking skills, during class discussions, reflection assignments, and debates; and social skills, in interactions with classmates and teachers.

**FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:**

**\*NB\* Term 1 Not Evaluated (Semestered Course)**

Terms 2 and 3		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
<p>The mark on 100 will be based on the three competencies together:</p> <ol style="list-style-type: none"> <li>1. Understands the organization of a territory</li> <li>2. Interprets a territorial issue</li> <li>3. Constructs his/her consciousness of global citizenship</li> </ol>	<p>Quizzes, worksheets, projects, class participation during activities, debates &amp; discussions (total: 70%)</p> <p>Chapter tests (30%)</p>	<p>To be completed by February 6th (Term 2)</p> <p>and</p> <p>June 12th (Term 3)</p>
<i>Communication to students and parents</i>	<i>Materials required</i>	
Google Classroom Stream, Emails, Student Agenda, Phone Calls, Mozaik (for marks)	Notebook, course content workbook, Duo-tang, highlighters, pencils	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<p>Criterion A: Knowing and understanding</p> <p>Students develop factual and conceptual knowledge about individuals and societies.</p> <p>Criterion B: Investigating</p> <p>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.</p> <p>Criterion C: Communicating</p> <p>Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.</p> <p>Criterion D: Thinking critically</p> <p>Students use critical-thinking skills to develop</p>	<p>Formative: Timelines, drawings depicting changes in human survival activities, quizzes outlining the main characteristics of historical periods</p> <p>Summative: Chapter tests, projects, presentations</p> <p>Feedback: Oral and written</p>	

and apply their understanding of individuals and societies and the process of investigation.	
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This course does not have a final exam. The final course grade comes entirely from the school course grade. Classroom teachers will administer chapter tests during class time.



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.