



LINKS HIGH SCHOOL
STANDARDS & PROCEDURES

Department or Subject:	Transportation
Teacher(s):	Kennedy Carter
Cycle and Level Taught:	Défis 5
School Year:	2025-2026

Term 1 (20%)		
<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>
To move safely and responsibly within the school and community environment.	-Observation -Anecdotal records -Checklists	-ongoing throughout the term
<p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p> <p>-Agenda -Progress Report -Report Card -Phone calls/emails -Parent-teacher night -IEPs</p>	<p><u><i>Other Pertinent Information</i></u></p> <p>Pedestrian Safety</p> <ul style="list-style-type: none"> • Demonstrates awareness of traffic rules and signals without prompting. • Recognizes pedestrian zones and crosswalk indicators. • Applies safety skills during independent and supervised walks. <p>Passenger Safety</p> <ul style="list-style-type: none"> • Follows bus and metro rules reliably. • Understands and interprets public transport symbols and signage. • Demonstrates appropriate social etiquette and personal space while traveling. 	

Term 2 (20%)		
<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>
To navigate familiar routes and apply safe travel behaviours with minimal support.	-Observation -Anecdotal records -Checklists	-ongoing throughout the term
<i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i> -Agenda -Progress Report -Report Card -Phone calls/emails -Parent-teacher night -IEPs	<u><i>Other Pertinent Information:</i></u> Pedestrian Safety <ul style="list-style-type: none"> Plans and follows a route in the school or neighbourhood with minimal prompts. Demonstrates caution and situational awareness while crossing streets. Uses problem-solving skills when unexpected situations arise (e.g., blocked path, traffic changes). Passenger Safety <ul style="list-style-type: none"> Understands expectations for safe behaviour in different modes of transport. Uses maps or apps to identify routes with staff support. Practices respectful and independent travel etiquette. 	

Term 3 (60%)		
<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>
To demonstrate independence and responsibility when traveling within the community.	-Observation -Anecdotal records -Checklists	-ongoing throughout the term
<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 -Progress Report -Report Card -Phone calls/emails -Parent-teacher night -IEPs	Evaluation situations include situational problem solving and neighbourhood walks	-Students apply pedestrian and transit skills during supervised community outings. - Identifies public transport routes and follows basic schedules with support. - Recognizes appropriate behaviour and safety standards in varied transport contexts. -Demonstrates self-awareness and confidence when moving through the community.