



École Secondaire LAURIER MACDONALD High School 7355 Viau, Saint-Leonard H1S 3C2

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**COURSE STANDARDS AND
PROCEDURES**

COURSE:

Culture and Citizenship in Quebec- Secondary 1

CLASS RESOURCES:

Google classroom and Teacher-made material

COURSE DESCRIPTION:

Highlights what it means to belong, how to be a good citizen and live collectively.

MYP AIMS ADDRESSED BY THE COURSE: What are the aims/objectives of the course? How do these relate to the MEES competencies?

MYP Course Aims	MEES Course Objectives
<ul style="list-style-type: none">- Develop inquiry skills that lead towards conceptual understandings of the relationship between individuals, societies, and the environments in which we live in.- Prepare to exercise citizenship in Québec- Aim for recognition of oneself and of others	<ul style="list-style-type: none">- Recognize one's identity in relation to others, understand how humans are socialized and the dynamics of belonging in our society-Reflect one's identity/values and social prescriptions (laws, rules, regulations, etc.)-Make choices based on the common good-Contribute to society, get involved and act responsibly

- Pursue the common good	
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FUNDAMENTAL IB CONCEPTS:

Communication, intercultural awareness, holistic learning, global interactions, decision making, rights and responsibilities, peace and conflict resolution, relationships between communities, Fairness and development, Identities and relationships.

KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING:

Students will take action and demonstrate thinking and communication skills by exploring ethical dilemmas and the self within the framework of society. Students are reflective thinkers when engaging in major topics (environment, wellness, humanity, relationships, beliefs, technology etc.) and take action on sensitive themes.

IB MYP LEARNER PROFILE: Inquirers, thinkers, communicators, open-minded, caring, and reflective.

FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:

Term 1 (20% of School Course Grade)		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>

Competency 1: Studies Cultural Realities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Classwork • Debates/discussions • Quizzes, tests • Projects, presentations • Journals/reflective assignments 	November 3rd, 2025
<i>Communication to students and parents</i>	<i>Materials required</i>	
<ul style="list-style-type: none"> • Google Classroom, email, Mozaik, parent-teacher interviews, call to parents if necessary. 	<ul style="list-style-type: none"> • Agenda • Pocket folder/binder • Pack of loose leaf and 1 80-page copybook • Writing materials 	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<p>A. <i>Knowing and Understanding</i></p> <p>B. <i>Investigating</i></p> <p>C. <i>Communicating</i></p> <p>D. <i>Thinking Critically</i></p>	<ul style="list-style-type: none"> • Formative Assessment: Assignments/Essay • Summative Assessment: Chapter Test/Project • Verbal and written feedback 	

Term 2 (20% of School Course Grade)

<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
	May include but not limited to:	

Competency 2: Reflects on Ethical questions	<ul style="list-style-type: none"> • Classwork • Debates/discussions • Projects, presentations • Journals/reflective assignments 	Feb 6, 2026
<i>Communication to students and parents</i>	<i>Materials required</i>	
<ul style="list-style-type: none"> • Google Classroom, agenda, email, Mozaik, parent-teacher interviews, communication form, call to parents if necessary. 	<ul style="list-style-type: none"> • Agenda • Pocket folder/binder • Loose leaf & 1 80-page copybook • Writing materials 	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
<p>A. <i>Knowing and Understanding</i></p> <p>B. <i>Investigating</i></p> <p>C. <i>Communicating</i></p> <p>D. <i>Thinking Critically</i></p>	<ul style="list-style-type: none"> • Formative Assessment: Assignments/Essay • Summative Assessment: Chapter Test/Project • Verbal and written feedback 	

Term 3 (60% of School Course Grade)		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
	May include but not limited to:	

Competency 1: Studies Cultural Realities Competency 2: Reflects on ethical questions	<ul style="list-style-type: none"> • Classwork • Debates/discussions • Quizzes, tests • Projects, presentations • Journals/reflective assignments 	June 23rd, 2026
<i>Communication to students and parents</i>	<i>Materials required</i>	
<ul style="list-style-type: none"> • Google Classroom, agenda, email, Mozaik, parent-teacher interviews, communication form, call to parents if necessary. 	<ul style="list-style-type: none"> • Agenda • Pocket folder/binder • Loose leaf or 1 80-page copybook • Writing materials 	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
A. <i>Knowing and Understanding</i> B. <i>Investigating</i> C. <i>Communicating</i> D. <i>Thinking Critically</i>	<ul style="list-style-type: none"> • Formative Assessment: Assignments/Essay • Summative Assessment: Project • Verbal and written feedback 	

Additional Information/Specifications	
③	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 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.