



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 2

CLASS RESOURCES:

Google classroom and Teacher-made material

COURSE DESCRIPTION:

Highlights the importance of autonomy and interdependence while understanding the structure of our Quebec society.

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
Develop inquiry skills that lead towards conceptual understandings of the relationship between individuals, societies, and the environments in which we live in.	- Understand the different types of relationships (romantic, platonic, etc)
Prepare to exercise citizenship in Québec	-Reflect on democratic values, human rights and social order (laws, rules, regulations, etc.)
Aim for recognition of oneself and of others	-Understand what it means to be a responsible citizen and contribute to our society.
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> <p>Classwork</p> <p>Debates/discussions</p> <p>Quizzes, tests</p> <p>Projects, presentations</p> <p>Journals/reflective assignments</p>	November 3rd, 2025
<i>Communication to students and parents</i>	<i>Materials required</i>	
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>
Competency 2: Reflects on Ethical questions	<p>May include but not limited to:</p> <p>Classwork</p> <p>Debates/discussions</p> <p>Projects, presentations</p> <p>Journals/reflective assignments</p>	Feb 6, 2026
<i>Communication to students and parents</i>	<i>Materials required</i>	
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)		
Competencies targeted	Evaluation methods	Timeline
Competency 1: Studies Cultural Realities Competency 2: Reflects on ethical questions	May include but not limited to: <ul style="list-style-type: none"> • Classwork • Debates/discussions • Quizzes, tests • Projects, presentations • Journals/reflective assignments 	June 23rd, 2026
Communication to students and parents	Materials required	
<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 	
IB MYP Criterion	Examples of assessment/feedback both formative and/or summative	
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**

- ☒ 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.