

**École Secondaire LAURIER MACDONALD High School**

**7355 Viau, Saint-Leonard  H1S 3C2**

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**COURSE STANDARDS AND PROCEDURES**

**COURSE**:

Contemporary World & Financial Education

**CLASS RESOURCES:** *Textbooks, workbooks, novels, websites, online supports, etc.*

Class notes, assignment handouts websites, news articles/videos, Google Classroom, etc.

**COURSE DESCRIPTION**: *Overview of the course’s content and objectives, and how they will be addressed through the course content and curriculum*.

The contemporary world we live in is characterized by several far-reaching circumstances, problems, and issues (i.e. environmental, conflict, etc.). Our role as active citizens is to work together to find global solutions to these problems. Students must interpret these problems, take a position on them, & propose solutions.

The Financial Education component of the course focuses on the development of basic, but essential, financial literacy skills. Topics that are covered include entering the workforce (C.V. writing, interviews, etc.), consumption (advertising, responsible purchasing habits, etc.), budgeting, and others.  
  
**MYP AIMS ADDRESSED BY THE COURSE**: What are the aims/objectives of the course? How do these relate to the MEES competencies?

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| MYP Course Aims | MEES Course Objectives |
| * Understand the interactions & interdependence of individuals, societies, and environment. * Appreciate human and environmental commonalities and diversity. | Grasp the complexity of the world & develop an openness to the diversity of societies and current global issues. |
| Develop inquiry skills that lead towards conceptual understandings of the relationship between individuals, societies, & the environments in which they live. | Develop critical-thinking skills by researching global issues using a variety of information sources. |
| Act as responsible citizens of local and global communities. | Participate as a responsible citizen in social debate by expressing opinions & also engaging with the thoughts/opinions of others. |

**FUNDAMENTAL IB CONCEPTS**: Identify the MYP fundamental concepts (communication, intercultural awareness and holistic learning) specific to the subject and explain how they will be incorporated.

Change; Global Interactions; Time and Space; Globalization and Sustainability

**KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING**: Which ATLs will be addressed in the course and how? How will the content be delivered to the students?

A – “Knowing and Understanding”:

* Students will learn to use terminology, facts, and varying ideas/opinions to help them build a foundation of knowledge that can support them when discussing or writing about historical/contemporary world issues.

B – “Investigating”:

* Students will develop research skills (i.e. formulating research questions & assessing the relevance of information) by engaging with a variety of information sources.

C – “Communicating”:

* Students learn to clearly and thoughtfully express their ideas, both verbally and in writing, by incorporating relevant information sources and also considering the thoughts/ideas of others.

D – “Thinking critically”:

* Students will learn to consider multiple information sources and assess their usefulness/appropriateness as part of studying/discussing/writing about topics related to the contemporary world.

**IB MYP LEARNER PROFILE**: Identify which profile attributes will be addressed in the course and how.

* Inquirers
* Knowledgeable
* Thinkers
* Communicators
* Open-Minded
* Reflective

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

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| **Term 1 (20% of School Course Grade)** | | |
| *Competencies targeted* | *Evaluation methods* | *Timeline* |
| Competency #1 – Interprets a world problem  Competency #2 – Takes a position on a contemporary world issue | * Note-taking/class discussions * At-home/in-class assignments * Quizzes/tests * Research assignments/projects * Oral presentations   \*\*No Ministry/School Board Exam. | To be completed by November 3rd |
| *Communication to students and parents* | *Materials required* | |
| * Progress Reports * Email and/or telephone calls * Report cards * Parent/teacher interviews * Google Classroom | * Binder * Subject dividers * Loose-leaf paper * Writing materials (pencils, pens, highlighters, colours, etc.) | |
| *IB MYP Criterion* | *Examples of assessment/feedback both formative and/or summative* | |
| 1. Knowing and understanding 2. Investigating 3. Communicating 4. Thinking Critically | Formative assessment =   * Notes * Class discussions * Quizzes * Assignments   Summative assessment =   * Assignments * Tests * Projects   Feedback =   * Verbal & written | |

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| **Term 2 (20% of School Course Grade)** | | |
| *Competencies targeted* | *Evaluation methods* | *Timeline* |
| Competency #1 – Takes a position on a financial issue | * Note-taking/class discussions * At-home/In-class assignments * Quizzes/tests * Research assignments/projects * Oral presentations   \*\*No Ministry/School Board Exam. | To be completed by February 3rd |
| *Communication to students and parents* | *Materials required* | |
| * Email and/or telephone calls * Report cards * Parent/teacher interviews * Google Classroom | * Binder * Subject dividers * Loose-leaf paper * Writing materials (pencils, pens, highlighters, colours, etc.) | |
| *IB MYP Criterion* | *Examples of assessment/feedback both formative and/or summative* | |
| 1. Knowing and understanding 2. Investigating 3. Communicating 4. Thinking critically | Formative assessment =   * Notes * Class discussions * Quizzes * Assignments   Summative assessment =   * Assignments * Tests * Projects   Feedback =  Verbal & written | |

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| **Term 3 (60% of School Grade)** | | |
| *Competencies targeted* | *Evaluation methods* | *Timeline* |
| Competency #1 – Interprets a world problem  Competency #2 – Takes a position on a contemporary world issue | * Note-taking/class discussions * At-home/In-class assignments * Quizzes/tests * Research assignments/projects * Oral presentations   \*\*No Ministry/School Board Exam. | To be completed by June 22nd |
| *Communication to students and parents* | *Materials required* | |
| * Email and/or telephone calls * Report cards * Google Classroom | * Binder * Subject dividers * Loose-leaf paper * Writing materials (pencils, pens, highlighters, colours, etc.) | |
| *IB MYP Criterion* | *Examples of assessment/feedback both formative and/or summative* | |
| 1. Knowing and understanding 2. Investigating 3. Communicating 4. Thinking critically | Formative assessment =   * Notes * Class discussions * Quizzes * Assignments   Summative assessment =   * Assignments * Tests * Projects   Feedback =  Verbal & written | |

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| **Additional Information/Specifications** |
| Click here to enter text.  **☐** 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. |