The Social Studies 10-1 MYP/IB Program is the advanced stream of skills and knowledge development for students who are intent on pursuing a post secondary education as it leads to the 30-1 Alberta Learning Diploma. In addition, this course will reflect the IB philosophy and will strive to introduce some skill sets required for the IB Diploma program. Students are expected to rigorously and independently pursue and demonstrate their learning of the key issue and related issues with teacher led instruction, cooperative group activities and the completion of teacher led tasks. The Honors student is willing to commit to enriched investigation of higher levels of knowledge, evaluate and judgement of case studies in preparation for class discussion.

Students will explore multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities. Students will actively research, develop and demonstrate ownership of issues and projects undertaken in various formats including persuasive and expository essays, electronic presentation, speech, debate, and other media. The requirements of the curriculum will be met by demonstrating insight and understanding of current issues and events that Canadians face today.

Globalization, the process by which the world’s citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual responses to emergent issues related to globalization. Recognizing and appreciating the influence of globalization will lead students to develop individual and collective responses to emergent issues. (Alberta Education, 2005)

Basic Resource:

Program of Study: Social Studies 10-1

Key Issue:
To what extent should we embrace globalization?
It is expected that students will understand, assess and respond to the complexities of globalization.

Related Issue 1: To what extent should globalization shape identity?
Here it is expected that students will explore the impacts of globalization on their lives.

Related Issue 2: To what extent should contemporary society respond to the legacies of historical globalization?
The outcome here is that students will assess impacts of historical globalization on indigenous and nonindigenous peoples.

Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?
Students will now be able to assess economic, environmental and contemporary impacts of globalization

Related Issue 4: To what extent should I, as a citizen, respond to globalization?
Students will finally be able to assess their roles and responsibilities in a globalizing world.

For more information on the Social Studies curriculum, go to the following link:
https://education.alberta.ca/media/773701/soc10.pdf

* All marks are cumulative. Absences can affect student progress. Parents/guardians should contact student services regarding absences prior to exams or due dates of assignments.

* It is expected that students complete their assigned readings, responses and reflections on issues of study.
Assessment for Reporting Purposes:
All courses at Archbishop Macdonald report “cumulative” grading and are recorded on Power School.
[Continuous averaging of all assignments]

Summative Assessments for Grades:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization Tests</td>
<td>35%</td>
</tr>
<tr>
<td>Globalization Writing Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Globalization Projects</td>
<td>20%</td>
</tr>
<tr>
<td>Globalization Final Exam</td>
<td>(Multiple Choice) 25%</td>
</tr>
</tbody>
</table>

General Student Evaluation Procedures:

Students will have a marking guide explained to them as well as models for assessment (where available) so that the nature of the task and its outcome are known. A wide range of assessment information is used in the development of a student’s final grade. At Archbishop MacDonald High School, individualized assessments provide specific information regarding student progress and overall performance in class. Student assessment may vary from student to student to adapt for differences in student needs, learning styles, preferences, and paces. It should also be noted that not all assignments are used to determine the final grade. If they have an excused absence they should, nonetheless, ensure that assignments and tasks missed are completed as soon as they can manage them (within reasonable time frame, of course). Contacting a classmate or the teacher is the student’s responsibility.

THE POWER SCHOOL GRADE BOOK CODES:

Only the following will appear for a student on an assignment in a course.

1. a numeric value
2. “√” [Green “check mark’] This indicates an assignment has been received
3. Late “L” (Red ‘L’) – this indicates that the assignment is has not been turned in on time. No change to the course grade will result.
4. Exempt “EX” (Grey “EX”) – this is used for all items that are not to be included in that student’s grade calculation. (see disclaimer) No change to the course grade will result.
5. Missing “M” (Tan “M”) – The student has missed an assessment but has the opportunity to complete the required work. The work will be evaluated when submitted according to a timeline set up in consultation between the student and the teacher. This code will calculate as a zero until the code has been replaced with a numeric value.
What is the MYP?

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP).

MYP at Archbishop MacDonald

The Honors/IB Program entails an enriched Alberta Education Curriculum with a focus on preparing the student for success in both the IB Diploma/or Honors program in Grade 11 or 12. All grade 10 students will be exposed to IB/MYP assessment rubrics that are designed for Critical thinking, metacognition, and reflection. These assessments will be administered to promote success in the student’s overall grade.

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- **Approaches to learning (ATL)**, helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management

- **Key and related concepts**, helping students explore big ideas that matter

- **Global contexts**, (identities and relationships, personal and cultural identity, orientations in space and time, scientific and technical innovation, fairness and development globalization and sustainability) helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.
### MYP Assessment in Individual and Societies

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Explanation of each Criterion</th>
<th>Max score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion A</strong></td>
<td>At the end of year 5, students should be able to:</td>
<td></td>
</tr>
<tr>
<td>Knowing and Understanding</td>
<td>i. use a wide range of terminology in context</td>
<td>8</td>
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<tr>
<td></td>
<td>ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.</td>
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<tr>
<td><strong>Criterion B</strong></td>
<td>i. formulate a clear and focused research question and justify its relevance</td>
<td>8</td>
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<tr>
<td>Investigating</td>
<td>ii. formulate and follow an action plan to investigate a research question</td>
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<tr>
<td></td>
<td>iii. use research methods to collect and record appropriate, varied and relevant information</td>
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<tr>
<td></td>
<td>iv. evaluate the process and results of the investigation.</td>
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<tr>
<td><strong>Criterion C</strong></td>
<td>i. communicate information and ideas effectively using an appropriate style for the audience and purpose</td>
<td>8</td>
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<tr>
<td>Communicating</td>
<td>ii. structure information and ideas in a way that is appropriate to the specified format</td>
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<tr>
<td></td>
<td>iii. document sources of information using a recognized convention.</td>
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<tr>
<td><strong>Criterion D</strong></td>
<td>i. discuss concepts, issues, models, visual representation and theories</td>
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<tr>
<td>Thinking Critically</td>
<td>ii. synthesize information to make valid, well-supported arguments</td>
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<tr>
<td></td>
<td>iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations</td>
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<tr>
<td></td>
<td>iv. interpret different perspectives and their implications.</td>
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</tr>
</tbody>
</table>

Each criterion will be evaluated twice during the course.

### The IB learner profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.