

# Academic Consolidation

## Summary of Evaluation Plan



### **IMPORTANT DATES:**

- Curriculum Night: September 21, 2023
- First Communication: by October 15, 2023
- First Report Card: by November 20, 2023
- First Parent/Teacher Interviews: November 30, 2023
- Second Report Card: by March 15, 2024
- Second Parent/Teacher Interviews: February 29, 2024
- Third Report Card: by July 10, 2024

### **HOMEWORK POLICY**

*It is the student's responsibility to keep up with any missed work due to absence.* Homework includes not only written assignments, but both study and review. Homework is an important part of the learning process and students are required to:

- prepare ahead for a classroom discussion by reading and researching at home;
- improve skills introduced in class through appropriate guided practice;
- review material and prepare for tests.

Students are responsible for completing work by the assigned due date.

Students who wish to do well should apply themselves conscientiously and consistently. Students are expected to do 1-2 hours of homework nightly depending on grade level.

### **LATENESS POLICY FOR ALL ASSIGNMENTS**

Due dates are assigned for all in-class assignments and homework and students are expected to complete their work in the allotted time. Under exceptional circumstances, a student may require additional time to complete the work, which may be granted at the discretion of the teacher. The student must meet the teacher, with evidence of work completed and a suggested alternate due date. Following that, failure to complete the assignment on time will result in the student receiving a grade of zero on that assignment. Teachers will communicate with parents and administration when a student is at risk of receiving a zero on an assignment.

### **ACADEMIC INTEGRITY**

All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment or evaluation, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any student who fails to live up to this expectation will be given a grade of "0". Furthermore, Administration reserves the right to impose additional sanctions if necessary.

### **REPORT CARD TERM WEIGHTING**

Term 1 – 20%

Term 2 – 20%

Term 3 – 60%

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<p>English Language Arts</p>	<p><b>General Course Description:</b> Students will work on solidifying oral communication, reading and writing strategies to be ready to start secondary one the following year.</p> <p><b>Subject-Specific Competencies and Weighting:</b> 1) Uses language/talk to communicate and to learn (33%). 2) Reads and listens to written, spoken and media texts (33%). 3) Writes a variety of genres for personal and social purposes (34%).</p> <p><b>Assessments and Evaluations:</b> Students will be evaluated on the talk competency based on small group, whole class, and individual discussions and presentations. For the reading competency, students will be assessed on various reading comprehension/analysis assignments and responses to literature. The writing competency will be evaluated based on journals, narratives, and various genres of written texts. <i>*Note - Competency 1 may not be evaluated by all teachers in term one.</i></p>
<p>Mathematics (Academic Consolidated)</p>	<p><b>General Course Description:</b> A three-year math program that covers many essential topics and concepts in Cycle 1 Mathematics. A Multi-Model approach will be used to appeal to differentiated learners.</p> <p><b>Subject-Specific Competencies and Weighting:</b> Solves a situational problem (30%) Uses mathematical reasoning (70%)</p> <p><b>Assessments and Evaluations:</b> Term 1 - 20% (evaluated through tests, quizzes, and assignments) Term 2 - 20% (evaluated through tests, quizzes, assignments and a mid-year exam (30% of Term 2)) Term 3 - 60% (evaluated through tests, quizzes, assignments, and a final exam (20% of the year-end grade))</p> <p><i>*Note - Competency 1: Solves a Situational Problem is not evaluated in Term 1</i></p>

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<p>French as a Second Language (Base)</p>	<p><b>General Course Description:</b> Un programme qui vise à compléter le premier cycle du secondaire en trois ans et qui cherche à consolider les notions apprises lors du 3e cycle du primaire en vue de préparer les élèves au programme de secondaire 1. L'accent sera mis sur la communication et l'interaction en français. Les stratégies de lecture et d'écriture seront également travaillées en approche d'enseignement diversifié.</p> <p><b>Subject-Specific Competencies and Weighting:</b>  <u>Interagir en français (C1)</u> : communiquer spontanément en français à l'oral avec efficacité et de manière appropriée dans différents milieux de vie. (40%)  <u>Lire des textes variés en français (C2)</u> : visionner, écouter et lire une variété de textes courants, littéraires et médiatiques afin d'en comprendre les différents messages. (30%)  <u>Produire des textes variés en français (C3)</u> : produire un message écrit et oral avec clarté. (30%)</p> <p><b>Assessments and Evaluations:</b></p> <ul style="list-style-type: none"> <li>- Projets basés sur les différents thèmes que nous aborderons.</li> <li>- Dictées, quiz de vocabulaire, quiz de grammaire, écriture de textes simples.</li> <li>- Lecture/écoute de courts textes variés et travail sur les stratégies de lecture.</li> <li>- Interactions et discussions au quotidien.</li> </ul> <p>Étape 1 - 20% Compétences évaluées C2 et C3  Étape 2 - 20% Compétences évaluées C1 et C2  Étape 3 - 60% Les trois compétences seront évaluées.</p>
<p>Geography</p>	<p><b>General Course Description:</b> Geography is the study of the people and places found on our planet. This is a one-year modified program to help students prepare for the regular cycle one GHC program that they will be following next year. Students will be introduced to the subject-specific competencies of the cycle one program. Students will develop basic geographic skills. Subject-specific vocabulary and literacy skills will be emphasized.</p> <p><b>Topics for Geography may include:</b>  1-Basic Geographic Skills and Canadian Geography  2-The Urban Territory: Cities around the World  3-Natural Hazards and their impact on the people of the World  4- Tourism  5-Natural Parks  6- Heritage Cities.</p>

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	<p><b>Course Specific Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Understands organization of a territory</li> <li>2. Interprets a territorial issue</li> <li>3. Constructs global consciousness</li> </ol> <p>The three competencies together are worth 100% of the term mark (one mark only). Students will receive a grade for Geography each term. History will not be evaluated this year.</p> <p><b>Assessments and Evaluations:</b></p> <p>Class assignments, group work, homework assignments, research projects, quizzes and tests are some of the methods that are used to evaluate student progress.</p> <p>Term evaluation breakdown: 70% (quizzes and tests), 30% (assignments and projects)</p> <p><b>End-of-year evaluations:</b></p> <p>Students will complete a mid-year and end-of-year evaluation. Format to be determined later.</p>
Visual Arts	<p><b>General Course Description:</b></p> <p>Students take part in the Secondary 1 and 2: Cycle 1 Art Classes. Students develop techniques of drawing, painting, collage, sculpture, and printmaking. The elements and principles of design are applied in creating personal and visual images. Hands-on experiences using self-expression, creative development and imagination help students communicate ideas on an individual and group basis. An appreciation of art history and culture are integrated into art making and analysis of works.</p> <p><b>Subject-Specific Competencies and Weighting:</b></p> <ul style="list-style-type: none"> <li>● Creates personal and media images (70 %)</li> <li>● Appreciates works of art and cultural objects from the world's artistic heritage, personal images and media images (30%)</li> </ul> <p><b>Assessments and Evaluations:</b></p> <p>Technical Exercises, Major, Minor Assignments, Art History and Analysis</p>

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<p>Art Concentration</p>	<p><b>General Course Description:</b> Students take part in the Secondary 1 and 2: Cycle 1 Art Classes. Students develop techniques of drawing, painting, collage, sculpture, and printmaking. The elements and principles of design are applied in creating personal and visual images. Hands-on experiences using self-expression, creative development and imagination help students communicate ideas on an individual and group basis. An appreciation of art history and culture are integrated into art making and analysis of works.</p> <p>Art Concentration students have art classes more often and are challenged with more technical concepts, specialized materials, and projects.</p> <p><b>Subject-Specific Competencies and Weighting:</b></p> <ul style="list-style-type: none"><li>● Creates personal and media images (70 %)</li><li>● Appreciates works of art and cultural objects from the world's artistic heritage, personal images, and media images (30%)</li></ul> <p><b>Assessments and Evaluations:</b> Technical Exercises, Major, Minor Assignments, Art History and Analysis</p>
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### Dance

#### **General Course Description:**

This course offers students the opportunity to express their creativity through music and movement. Students are exposed to a wide variety of musical styles and are encouraged to explore movement in an interpretive way. They will work on techniques and skills through direct teaching situations allowing them to learn choreographies and create their own pieces. This course examines and appreciates dance through self-evaluation, peer evaluation and by watching video recordings of professional and amateur dance performances.

#### **Subject-Specific Competencies and Weighting:**

- Creates and Performs dances (70%)
- Appreciates dance (30%)

#### **Assessments and Evaluations:**

At the end of each cycle, the teacher will evaluate the student's progress through group projects, personal creations, and participation in the learning of dance. In term 3, 30% of the mark is based on live performances.

#### ***Appropriate clothing:***

Students **MUST** wear the following apparel to class:

- T-shirt or sweatshirt (round neck with no logos).
- Black tights, black sweatpants, or black shorts.

If students do not come dressed appropriately, they will be excluded from that lesson which will result in the loss of marks. Students must wear their hair tied in a ponytail or bun.

For hygienic reasons, we suggest buying a pair of Jazz/Ballet slippers.

**IMPORTANT: NO** jeans, **NO** sandals, **NO** camisoles, and **NO** jewelry.

#### **Homework Expectations:**

Practicing dance routines.

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### Dance Concentration

**General Course Description:**

This course offers students the opportunity to learn a variety of dance techniques and styles. They will explore musicality, interpretation, and performance skills. The aim is for students to participate in a variety of stage productions, including group creations and class routines. This course examines and appreciates dance through self-evaluation, peer evaluation and by watching video recordings of professional and amateur dance performances.

**Subject-Specific Competencies and Weighting:**

- Creates and Performs dances (70%)
- Appreciates dance (30%)

**Assessments and Evaluations:**

At the end of each cycle, the teacher will evaluate the student's progress through group projects, personal creations, and participation in the learning of dance. In term 3, 30% of the mark is based on live performances.

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For hygienic reasons, we suggest buying a pair of Jazz/Ballet slippers.

**IMPORTANT: NO** jeans, **NO** sandals, **NO** camisoles and **NO** jewelry.

**Homework Expectations:**

Practicing dance routines.

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### Music

#### General Course Description:

Through participating in a concert band, students will develop:

- A proficiency on an instrument of their choice (Flute, Clarinet, Saxophone, Trumpet, Trombone, Euphonium, Tuba, or Percussion)
- An appreciation and understanding of the language and structure of music
- The ability to listen and reflect
- An appreciation of culture
- Respect for others
- Leadership skills in a team environment
- Self-discipline.

#### Subject-Specific Competencies and Weighting:

- Creates and Performs 70%
- Appreciates 30%

#### Textbook and/or workbook:

*Standard of Excellence and Handouts.*

#### Materials:

Purple binder, pencil, 4 dividers, 20 plastic sheet protectors, mouthpiece, and reeds if necessary

#### Assessments and Evaluations:

Tests: 25%

Assignments and projects 25%

In class performance and participation: 50% (concerts worth 30%)

Marks will be deducted if a student does not bring the necessary materials to participate (mouthpiece, binder, dividers, music score and a pencil.)

\*Late work will receive a deduction of up to 20%. If the second deadline is not met a mark of 0% will be given.

***Students are required to participate in both concerts***

#### Homework Expectations:

Students are expected to practice at least 2 times per week for a minimum of half an hour. The music room is open often at lunch for students to practice.



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### Drama

**General Course Description:**

The drama program will enable students to use dramatic language to express, communicate, create, and appreciate dramatic works. Students work individually, in pairs, and small and full class groups. Students will explore and develop basic dramatic elements including gesture, sound, word and movement through various games, activities, and small performances. The focus is the simultaneous use of body and voice as a means of expression and communication.

**Subject-Specific Competencies and Weighting:**

- Creates and performs dramatic works (66.7%)
- Appreciates dramatic works (33.3%)

**Assessments and Evaluations:**

Students are evaluated through the creation and performance of skits, plays, mime, playwriting, improvisation, voice, and movement activities. Students are also evaluated through their demonstration of appreciation of dramatic works, participation, self-assessment, and reflection as well as peer evaluations.

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### Drama Concentration

**General Course Description:**

The Drama Concentration program teaches the student to use dramatic language to express, communicate and appreciate dramatic works. Students work individually, in dyads, small and full class groups. Students will apply basic dramatic elements including gesture, sound, voice, and movement through various performance activities. The simultaneous use of body and voice as a means of expression and communication with particular emphasis on performance art and acting skill development is the particular focus. There are three large scale presentations throughout the year which are mandatory.

**Subject-Specific Competencies and Weighting:**

- Creates and performs dramatic works (66.7%)
- Appreciates dramatic works (33.3%)

**Textbook and/or workbook:**

Students must come to class dressed appropriately to be able to move and sit on the floor. Loose and stretchy clothing is suggested. Students are required to perform in the Drama Showcase which takes place during the RHS Arts Week (one evening in May).

**Assessments and Evaluations:**

Students are evaluated through the creation and performance of skits, plays, mime, playwriting, improvisation, voice, and movement activities. (Competency 1: worth 70%) Students are also evaluated through their demonstration of appreciation of dramatic works, participation, self-assessment, and reflection as well as peer evaluations. (Competency 2: worth 30%)

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<p>Physical Education &amp; Health</p>	<p><b>General Course Description:</b></p> <ol style="list-style-type: none"><li>1. To encourage and enable students to develop according to their own talents and resources</li><li>2. To develop an interest in the fundamental knowledge and skills of physical education</li><li>3. To extend the range of movement skills so that the student can move with ease in different settings</li><li>4. To use equipment and objects competently</li><li>5. To develop and improve gross motor skills (i.e., catching, throwing, kicking, etc....)</li><li>6. To continue the development of the basic concepts of fair play, group cooperation and adult interaction.</li></ol> <p><b>Subject-Specific Competencies and Weighting:</b></p> <ul style="list-style-type: none"><li>● Performs movement skills in different physical settings (Combined with Competency 2 for 80% Terms 1, 2 and 3)</li><li>● Interacts with others in physical activity settings (Combined with Competency 1 for 80% Terms 1, 2 and 3)</li><li>● Adopts a healthy active lifestyle (20% Terms 1, 2 and 3)</li></ul> <p><b>Assessments and Evaluations:</b></p> <p>Cooperation, Participation and Effort are evaluated DAILY on a 10-point system</p> <p><b>Attitude-</b> Respect, motivation, punctuality, encouraging classmates</p> <p><b>Cooperation-</b> Listening, participation, proper use of equipment</p> <p><b>Effort-</b> Consistent dedication and participation for the whole class, while also demonstrating a desire to improve.</p> <p><b>Skill-</b> Performs the required skills using the proper techniques.</p> <p><b>Clothes-</b> Proper Physical Education attire required at all times. If a student is not changed or does not have proper footwear, they will not be allowed to participate.</p> <p>***In addition to their daily marks, all Secondary 1 students will be tested and evaluated in volleyball (serve), basketball (free-throw) and softball (throwing).</p>
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<p>Culture &amp; Citizenship in Quebec</p>	<p><b>General Course Description:</b></p> <p>The Culture and Citizenship replaces the old ERC program. The CCQ program allows students to develop analytical and reflexive skills by engaging in dialogue and critical thought, so that they will be prepared to exercise their role as citizens. Critical thinking and structured reflection that caringly and empathetically accounts for how ethical issues affect the lives of individuals are also essential to enlightened citizenship. The Culture and Citizenship in Québec program is therefore intended to meet <b>three objectives</b>: Prepare students to exercise citizenship in Québec society, help students learn to recognize themselves and others, and pursue the common good.</p> <p><b>Subject-Specific Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Studying a cultural reality</li> <li>2. Reflect on an ethical question</li> </ol> <p>Please note, students will be evaluated as follows for the 2023-2024 school year:</p> <p>Term 1: Competency 1 Term 2: Competency 2 Term 3: Both competencies</p> <p><b>Themes in Secondary One:</b></p> <ol style="list-style-type: none"> <li>1. Identities and Belonging (main concepts: Identity, Socialization and Dynamics of belonging)</li> <li>2. Collective Life and Public Space (main concepts: Public space and private space, Citizenship, Social cohesion, social participation, Environmental responsibility)</li> </ol> <p><b>Assessments and Evaluations:</b></p> <p>Assignments and Projects: Individual and group projects - 50% Reflective Assignments: Individual work for reflection - 25% Dialogue: Debate, oral presentations, class discussion, participation - 25%</p>
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