

# Secondary 3

## 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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### English Language Arts

**General Course Description:**

This program aims to foster enjoyment of English Language Arts. Students will demonstrate competence in oral communication through presentations and discussions.

Students will learn to interpret texts by reading fiction and non-fiction. In responding to a text, students must recognize themes, make connections, relate to the impact of the literature, and demonstrate an understanding of the codes and conventions of writing.

Students will produce various written texts such as essays and creative writing.

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%).

**Assessments and Evaluations:**

Students will be evaluated on the talk competency based on individual, small group, and whole class discussions and presentations. For the reading competency, students will be assessed on various reading comprehension and analysis assignments. Writing competency will be evaluated based on various genres of written texts.

*\*Note - Competency 1 may not be evaluated by all teachers in term one.*

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<p>English Language Arts (Enriched)</p>	<p><b>General Course Description:</b> This program aims to foster enjoyment of English Language Arts. Students will demonstrate competence in oral communication through presentations and discussions. Students will learn to interpret texts by reading fiction and non-fiction. In responding to a text, students must recognize themes, make connections, relate to the impact of the literature, and demonstrate an understanding of the codes and conventions of writing. Students will produce various written texts such as essays and creative writing. Students are expected to work at an accelerated pace in this more challenging language arts course.</p> <ol style="list-style-type: none"> <li>1. Uses language/talk to communicate and to learn (33%).</li> <li>2. Reads and listens to written, spoken and media texts (33%).</li> <li>3. Writes a variety of genres for personal and social purposes (34%).</li> </ol> <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. Writing competency will be evaluated based on journals, narratives, and various genres of written texts.</p> <p><i>*Note - Competency 1 may not be evaluated by all teachers in term one.</i></p>
<p>Mathematics (Regular and Enriched)</p>	<p><b>General Course Description:</b> Students will learn relations and functions, the Pythagorean theorem, solving systems of equations and inequalities, polynomials and law of exponents, area and volume of solids, similar figures, statistics, and probability.</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> Au cours du deuxième cycle du secondaire, l'élève continue à développer ses compétences langagières en français et à évoluer du point de vue culturel. À la fin de ses études secondaires, il doit être en mesure de comprendre et d'apprécier des éléments de la culture francophone tout en étant conscient de sa propre culture, et il doit être capable d'utiliser le français de manière efficace et fonctionnelle selon le contexte.</p> <p><b>Subject-Specific Competencies and Weighting:</b>  <u>Interagir en français (C1)</u> : Participer à des interactions. S'approprier la démarche intégrée d'interaction, de compréhension et de production. Mettre à profit ses connaissances sur la langue et la culture. (40%)  <u>Lire des textes variés en français (C2)</u> : Diversifier ses expériences de lecture. S'approprier la démarche intégrée d'interaction, de compréhension et de production. Se situer par rapport au texte. (30%)  <u>Produire des textes variés en français (C3)</u> : Diversifier ses expériences de production (à l'oral et à l'écrit). S'approprier la démarche intégrée d'interaction, de compréhension et de production. Se situer en tant que communicateur. (30%)</p> <p><b>Assessments and Evaluations:</b>  Évaluations formatives et sommatives à l'intérieur de chaque unité tout au long de l'étape.   Étape 1 - 20% Compétences évaluées C1 et C2  Étape 2 - 20% Les trois compétences seront évaluées.  Il y aura également une situation d'évaluation mi-année.  Étape 3 - 60% Les trois compétences seront évaluées.  Il y aura également une situation d'évaluation de fin d'année.</p>
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<p>French as a Second Language (Enriched)</p>	<p><b>General Course Description:</b></p> <p>Au secondaire, les élèves approfondissent les connaissances déjà abordées et en acquièrent d'autres, l'apprentissage de la langue se faisant en spirale, dans des contextes de plus en plus variés où ils doivent faire preuve d'une autonomie sans cesse accrue. En plus d'enrichir leur vocabulaire et leur répertoire de repères culturels, ils développent leur capacité à se servir de connaissances relatives à la situation de communication ainsi qu'à la phonétique et à la grammaire françaises. Ils apprennent également à utiliser une démarche qui leur permet de développer leurs connaissances en français et leur compétence à interagir, à lire ou à produire des textes dans cette langue.</p> <p><b>Subject-Specific Competencies and Weighting:</b></p> <p><u>Interagir en français (C1)</u> : Cette compétence touche essentiellement la capacité à échanger spontanément, tant à l'oral qu'à l'écrit. Les élèves participent à des débats, à des improvisations ou à des forums de discussion portant sur un aspect culturel; discutent de l'organisation d'un projet, de leurs apprentissages et de l'influence qu'une œuvre peut avoir sur leur perception de soi ou sur leur vision du monde; ou comparent leurs productions et leur appréciation de textes oraux, écrits, visuels ou mixtes. (34%)</p> <p><u>Lire des textes courants, spécialisés et littéraires en français (C2)</u> : Cette compétence touche l'exploration et la compréhension de textes variés et implique la capacité à en réinvestir certains éléments dans des interactions ou des productions. Elle amène également l'élève à se situer par rapport aux idées et aux valeurs véhiculées dans les textes abordés. Cette compétence répond à des attentes élevées, puisque, pour atteindre le niveau exigé, l'élève doit parvenir à lire et à interpréter des textes complexes. Il doit également faire preuve de jugement critique à l'égard de l'information et des valeurs véhiculées dans les textes. (33%)</p> <p><u>Produire des textes variés en français (C3)</u> : Cette compétence a trait à la capacité d'exprimer ses idées de façon réfléchie et structurée, tant à l'oral qu'à l'écrit. Elle se manifeste à travers différents types de textes dont la complexité et la portée varient. Les idées que l'élève présente sont généralement élaborées, cohérentes et de plus en plus abstraites. (33%)</p> <p><b>Assessments and Evaluations:</b></p> <p>Évaluations formatives et sommatives à l'intérieur de chaque unité tout au long de l'étape.</p> <p>Étape 1 - 20% Compétences évaluées C1 et C3. Étape 2 - 20% Compétences évaluées C2 et C3. Il y aura également une situation d'évaluation mi-année. Étape 3 - 60% Les trois compétences seront évaluées. Il y aura également une situation d'évaluation de fin d'année.</p>
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<p>Science and Technology</p>	<p><b>General Course Description:</b></p> <p>Science is a means of analyzing the world around us. Its aim is to describe and explain certain aspects of our universe. Technology, which focuses more specifically on action, helps us interact with the environment of which we are an integral part. Technology seeks to meet a need by developing technical objects, systems, products, or processes making use of scientific principles, laws, and theories. Consequently, the overall objective of this program is to help students gradually develop their scientific and technological literacy and to understand the role that such a literacy plays in their ability to make informed decisions.</p> <p><b>Subject-Specific Competencies and Weighting:</b></p> <p>Practical (40%):</p> <ul style="list-style-type: none"> <li>• Seeks answers or solutions to scientific or technological problems.</li> <li>• Communicates in the languages used in science and technology.</li> </ul> <p>Theory (60%):</p> <ul style="list-style-type: none"> <li>• Makes the most of his/her knowledge of science and technology.</li> <li>• Communicates in the languages used in science and technology.</li> </ul> <p><b>Assessments and Evaluations:</b></p> <ul style="list-style-type: none"> <li>• Term 1 (20%): Class labs &amp; Experiments (100% of C1); Tests, quizzes, etc. (100% of C2)</li> <li>• Term 2 (20%): Class labs &amp; Experiments (50% of C1) &amp; lab exam (November) (50% of C1); Tests, quizzes, etc. (50% of C2) &amp; Mid-year Exam December (50% of C2)</li> <li>• Term 3 (60%): Class labs &amp; Experiments (50% of C1) &amp; lab exam (May) (50% of C1); Tests, quizzes, etc. (70% of C2) &amp; June Exam (30% of the C2)</li> </ul>
<p>Science and Technology (Enriched)</p>	<p>See Science &amp; Technology Course outline</p> <p>In Addition:</p> <p>Enrichment of course content throughout the year which includes project-based learning activities, developing scientific online presence &amp; STEM (Science, Technology, Engineering, and Mathematics) week (February/March)</p>

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### History of Quebec and Canada

#### General Course Description:

Students will learn about the History of Quebec and Canada – its people and the changes in societies and civilization; they will come to understand how Quebec and Canada evolved and developed. Through this course, they will learn to become responsible citizens, participating in a global society.

Students will learn the course of events in Quebec and Canada from its origins to 1840 using a chronological methodology, examining the political, social, and economic changes that helped shape who and what we are today, both as Quebecers and Canadians. Students will demonstrate their understanding and knowledge of the content material. They will:

- **study the events and the people** who have helped shape our country.
- learn to **form connections** linking the past and the present
- form an understanding of the historic impact on contemporary society in Quebec and Canada
- **develop a vision** of the potential future.

#### Subject-Specific Competencies:

- 1- Characterizes a period in the history of Québec and Canada
- 2- Interprets a social phenomenon

The two competencies together are worth 100% of the term mark. Students will receive a grade for History each term.

#### Assessments and Evaluations:

Students are evaluated on the following:

- Learning Evaluation Situations, research projects, workbook assignments - 40%
- Tests, quizzes - 60%

There will be a midyear evaluation in December and final evaluation in June (format and ponderation TBD).

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Visual  
(ART302)

Arts

**General Course Description:**

This 2-credit course explores various art techniques that are more advanced in cycle 2. Drawing, painting, and sculpture are explored in more depth. The Elements and Principles of design are further explored and applied in creating their personal and visual images. Hands-on experiences using self-expression, creative development and imagination helps the 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.

**Subject-Specific Competencies and Weighting:**

- Creates personal and media images (70 %)
- Appreciates works of art and cultural objects from the world's artistic heritage, personal images, and media images (30%)

**Assessments and Evaluations:**

- On-going effort.
- Completion of assignments and a level of engagement in the activities.
- Assessment incorporates comprehension and application of skills and techniques.
- Students will be provided with the opportunities to rely on their own judgment to complete projects and solve problems.

Assignments handed in late will be at a maximum loss of 20%.



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### Dance (DAN302)

**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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### Music (MUS302)

**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:**

Black 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 (DRA302)

**General Course Description:**

The drama program will enable the student to use dramatic language to express, communicate and appreciate dramatic works. Students work individually, in dyads, small and full class groups. Emphasis is placed on experimenting with different genres of theatre including mask, Shakespearean, Theatre of the Absurd, Melodrama, Children's Theatre and Theatre for Social Change. Students will also learn improv skills following the Canadian Improv Games tournament format.

**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. (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 (PEH302)</p>	<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% T1, T2 and T3)</li> <li>• Interacts with others in physical activity settings (Combined with Competency 1 for 80% T1, T2 and T3)</li> <li>• Adopts a healthy active lifestyle (20% T1, T2 and T3)</li> </ul> <p><b>General Course:</b></p> <p>a) To encourage and enable students to develop according to their own talents and resources</p> <p>b) To develop an interest in the fundamental knowledge and skills of physical education</p> <p>c) To extend the range of movement skills so that the student can move with ease in different settings</p> <p>d) To use equipment and objects competently</p> <p>e) To develop and improve gross motor skills (i.e., catching, throwing, kicking, etc....)</p> <p>f) To continue the development of the basic concepts of fair play, group cooperation and adult interaction.</p> <p><b>Assessments and Evaluations:</b></p> <p>Cooperation, Participation and Effort are evaluated DAILY on a <b>10-point system</b></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><b>***</b>In addition to their daily marks, all Secondary 3 students will be tested and evaluated in CPR</p>
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ELECTIVES	Please use the course code and title to find the description of the elective in your child's schedule.
<p>Animation (ANI304)</p>	<p><b>General Course Description:</b>            This course is an introduction to media in the arts and will concentrate on animation. Students will learn what goes into producing various forms of animation.</p> <ul style="list-style-type: none"> <li>• Flipbooks</li> <li>• Animation of the flipbooks on the computer</li> <li>• Stop motion animation</li> <li>• Clay animation</li> <li>• 2d computer animation</li> </ul> <p><b>Subject-Specific Competencies and Weighting:</b>            20% Student contributes and participates in all aspects of class activities and projects.            30% Student demonstrates the ability to work together to develop ideas and problem solve throughout all stages of production. (Planning and organization, production, and postproduction.)            50% Student demonstrates an understanding of both the technical and creative of producing an animation.</p> <p><b>Assessments and Evaluations:</b>            Assessment is based on the following criteria:            Effectively communicates ideas through production of media            Comprehension of what has been taught            Class participation            Techniques            Participation            Cooperation            Work Habits            Organization</p> <p>Projects in this course can be lengthy in time, and often only one or two projects are given per term. Each project will be evaluated at several stages. It is extremely important that assignments are completed and handed in on time.</p>

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### Visual Art Plus (ART304)

**General Course Description:**

This 4-credit course explores various art techniques that are more advanced in cycle 2. Drawing, painting, sculpture, and printmaking are explored in more depth. The Elements and Principles of design are further explored and applied in creating their personal and visual images. Hands-on experiences using self-expression, creative development and imagination helps the students communicate ideas on an individual and group basis. An appreciation of art history and culture is integrated into art making and analysis of works. This course begins portfolio building in cycle 2.

**Subject-Specific Competencies and Weighting:**

- Creates personal and media images. (70 %)
- Appreciates works of art and cultural objects from the world's artistic heritage, personal images, and media images (30%)

**Assessments and Evaluations:**

- On-going effort.
- Completion of assignments and a level of engagement in the activities.
- Assessment incorporates comprehension and application of skills and techniques.
- Students will be provided with the opportunities to rely on their own judgment to complete projects and solve problems.

Assignments handed in late will be at a maximum loss of 20%.

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### Dance Plus (DAN304)

**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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### Football (FBL304)

#### General Course:

1. To develop fundamental and advanced knowledge and skills of football, flag football.
2. To develop and improve gross motor skills related to football (i.e., catching, throwing, kicking, running etc....)
3. To develop an understanding of football rules, regulations as the players and officials see it
4. The objective of this course is to develop a player's skill, strength, cardiovascular endurance, agility, game knowledge, as well as their conduct on and off the field.

#### Assessments and Evaluations:

Cooperation, Participation and Effort are evaluated DAILY on a 10-point system.

**Attitude-** Respect, motivation, punctuality, encouraging classmates

**Cooperation-** Listening, participation, proper use of equipment

**Effort-** Consistent dedication and participation for the whole class

**Skill-** Demonstrating a strong desire to improve

**Clothes-** Proper Physical Education attire required at all times

\*\*\* Grading for this course will be based on presence, dress code, participation, fitness testing, and football related assignments that will be given throughout the year

Points will be lost for abusive behavior, foul language or attempts to leave the locker room or gymnasium area before the class is dismissed.

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<p>Physical Education Plus (PED304)</p>	<p><b>General Course Description:</b></p> <p>a) To encourage and enable students to develop according to their own talents and resources. b) To develop an interest in the fundamental knowledge and skills of the various sports practiced. c) To develop the notion of rules, strategies, and tactics for sports practiced. d) To use equipment and objects competently e) To develop and improve motor skills specific to each sport practiced. f) To continue the development of the basic concepts of fair play, group cooperation and adult interaction.</p> <p><b>Subject-Specific Competencies and Weighting:</b></p> <ul style="list-style-type: none"> <li>• Performs movement skills in different physical settings 50%.</li> <li>• Interacts with others in physical activity settings 50%.</li> </ul> <p><b>Assessments and Evaluations:</b></p> <p>Cooperation, Participation and Effort are evaluated DAILY on a <b>10-point system</b></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><b>Plus written and skills tests for Badminton and Basketball Unit</b></p> <p><b>Also, a Personal weight training program will be evaluated.</b></p>

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### Soccer Concentration (SOC304)

#### Core Objectives

This program will enable young soccer players with recognized athletic abilities to reach their potential as a student-athlete by developing their tactical and technical skills in the game of soccer as well as fulfilling their academic requirements of the Ministère de L'Éducation, du Loisir et du Sport. In doing so, the program aims to assist the student-athlete to achieve academic success, optimum athletic performance, and exceptional conduct as a citizen of the school community. For a student to register and remain in the Soccer Concentration Program, the student must successfully maintain academic excellence, demonstrate citizenship, and be committed to athletic development. This is achieved, in part, by rigorously monitoring the student's development related to effort, discipline, respect for self and others and commitment to success.

#### General

#### Objectives

- a) To encourage and enable students to develop technical and tactical skills related to the game of soccer
- b) To develop an interest in the fundamental knowledge and concept of the game of soccer
- c) To improve motor development skills (coordination, agility, balance, footwork...)
- d) To improve both anaerobic/aerobic conditioning (endurance, speed, & plyometric training)
- e) To develop and understand proper health and nutritional requirements for athletes
- f) To develop overall work ethic and citizenship (respect, effort, punctuality...)
- g) To continue the development of the basic concepts of fair play, group cooperation and adult interaction

A Soccer Concentration uniform is required to be worn by all students (given to each Student-Athlete at the start of the school year). Each student must also bring with them shin guards and proper footwear for both indoor and outdoor training sessions.

#### Assessment and Weighting (Minimum one learning evaluation per term)

- 25% Technical Skills
- 25% Tactical skills
- 25% Physical skills including movement.
- 25% Mental skills.

For further information please see visit our website at <https://luirat.wixsite.com/rhs-soccer> or on Facebook and Instagram at rhsoccerconcentration

# Secondary 3

## Summary of Evaluation Plan



<p>Introduction to Spanish (SPA304)</p>	<p><b>General Course Description:</b>          Beginner Spanish is designed for students with little or no previous knowledge of Spanish. In this introductory course, students will acquire basic knowledge of Spanish for everyday life. They will develop speaking, reading, listening, and writing skills using a variety of interactive and engaging activities. (songs and music, films, PowerPoint presentations, etc.) Students will also learn about Spanish and Latin American society and culture.</p> <p><b>Subject-Specific Competencies and Weighting:</b>  <u>Interacts in Spanish</u> (Interactuar en español) (C1) 45%  <u>Comprehends various texts in Spanish</u> (Comprender textos variados en español) (C2) 35%  <u>Produces a variety of texts in Spanish</u> (Producir textos variados en español) (C3) 20%</p> <p><b>Assessments and Evaluations:</b>          Students will be evaluated using the following methods: grammar and vocabulary quizzes and tests, listening and reading activities, oral presentations and dialogues, compositions, projects, and class participation. Students are strongly encouraged to use Spanish outside the classroom.  <b>Smash Education will be used to practice oral, written, and comprehension skills in Spanish.</b></p> <p>Term 1 – 20% Competencies evaluated: C1 and C2          Term 2 – 20% Competencies evaluated: C1 and C3          Term 3 – 60% All competencies are evaluated.</p>
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