

# Secondary 4

## 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 (ELA406)

#### **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 for competency one (Talk) based on class participation in discussion and a variety of activities. For competency two (Reading), students will be assessed based on various reading comprehension and analysis assignments. For competency three (Writing), students will be evaluated based on various genres of written texts and writing conventions.

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

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### English Language Arts Enriched (ELA4E6)

#### **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.

Students are expected to work at an accelerated pace in this challenging language arts course.

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 for competency one based on small, whole class, and individual presentations. For competency two, students will be assessed based on various reading comprehension and analysis assignments. For competency three, students 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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### Cultural Mathematics (MAT4C4)

**General Course Description:**

The Cultural, Social and Technical option is aimed at helping students to develop mathematical literacy so that they can appreciate the connections between mathematics and other aspects of culture as well as its contribution to the development of society. This option provides students with tools that help them to increase their capacity for analysis, to consider different possibilities, to make informed decisions, to support their reasoning, and to take a position with respect to various issues. It allows them to build on their basic education and to continue to develop their sense of citizenship. It helps them integrate into society and prepares them for higher education in different fields or for various types of vocational and technical training.

**Subject-Specific Competencies and Weighting:**

Solves a situational problem (30%)

Uses mathematical reasoning (70%)

**Assessments and Evaluations:**

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))

*\*Note - Competency 1: Solves a Situational Problem is not evaluated in Term 1*

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### Science Math (MAT4S6)

**General Course Description:**

Students will learn algebraic expressions, factoring, rational expressions, second degree and greatest integer functions, systems of equations, linear correlation and regression line, analytic geometry, congruence and similarity of triangles, trigonometric relations, metric relations, equivalent figures and solids.

**Subject-Specific Competencies and Weighting:**

Solves a situational problem (30%)

Uses mathematical reasoning (70%)

**Assessments and Evaluations:**

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))

*\*Note - Competency 1: Solves a Situational Problem is not evaluated in Term 1*

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### French as a Second Language -Base (FSL404)

**General Course Description:**

Au cours du deuxième cycle du secondaire, l'élève continue de 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 selon le contexte.

**Subject-Specific Competencies and Weighting:**

Interagir en français (C1) : 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%)

Lire des textes variés en français (C2) : Diversifier ses expériences de lecture. S'approprier la démarche intégrée d'interaction, de compréhension et de production. Se situer par rapport au texte. (30%)

Produire des textes variés en français (C3) : 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%)

**Assessments and Evaluations:**

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% Compétences évaluées C1 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.

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### French as a Second Language - Enriched (FSL4E4)

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

Le programme enrichi vise le développement d'habiletés plus complexes en matière d'interaction, tant à l'oral qu'à l'écrit. De fait, l'élève est appelé à atteindre un niveau d'autonomie et d'aisance linguistique et culturelle suffisant pour faciliter son intégration à la communauté francophone du Québec sur les plans social, culturel et même professionnel.

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

Interagir en français (C1) : L'élève collabore activement à des tâches, à des projets et à des interactions en français dans des situations variées et complexes de la vie courante. Il utilise spontanément et systématiquement le français dans ses communications. Il contribue à la vie de la classe en partageant ses réflexions, ses découvertes et ses interrogations. (34%)

Lire des textes courants, spécialisés et littéraires en français (C2) : L'élève lit, par plaisir ou par besoin d'information, des **textes courants et littéraires**. Il exploite des textes écrits, visuels, oraux, mixtes, à caractère médiatique ou non, dans le but de répondre à diverses intentions de lecture. Il adopte et personnalise une démarche de compréhension. (33%)

Produire des textes variés en français (C3) : L'élève produit des textes oraux, écrits, visuels ou mixtes, à caractère médiatique ou non. Il peut s'inspirer, pour ce faire, de problématiques issues des domaines généraux de formation. Ces textes découlent d'intentions variées et servent à répondre à des besoins d'ordre personnel, social ou scolaire. L'élève se donne une intention et la respecte. Il adopte et personnalise une démarche de production selon ses besoins. (33%)

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

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% Compétences évaluées C1 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.

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### Science and Technology (SCT404)

**General Course Description:**

Faced with the rapid emergence of large amounts of complex scientific and technological knowledge and the proliferation of its applications, people must acquire specific knowledge, as well as strategies that enable them to adapt to new constraints. Science and technology represent both an important aspect of our cultural heritage and a key factor in our social development. The Science and technology program programs create a single discipline by integrating five scientific fields (astronomy, biology, chemistry, geology, physics) and technology. This course is developed around fundamental environmental issues such as climate change, drinking water, deforestation, and energy.

**Subject-Specific Competencies and Weighting:**

Practical (40%):

- Seeks answers or solutions to scientific or technological problems.
- Communicates in the languages used in science and technology.

Theory (60%):

- Makes the most of his/her knowledge of science and technology.
- Communicates in the languages used in science and technology.

**Assessments and Evaluations:**

- Term 1 (20%): Class labs & Experiments (100% of C1); Tests, quizzes, etc. (100% of C2)
- Term 2 (20%): Class labs & Experiments (50% of C1) & lab exam (December/January)(50% of C1); Tests, quizzes, etc. (50% of C2) & Mid-year Exam December (50% of C2)
- Term 3 (60%): Class labs & Experiments (50% of C1) & lab exam (March/April)(50% of C1); Tests, quizzes, etc. (100% of C2)
- Ministry June Exam (50% of the year's C2)



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### History of Quebec and Canada (HQC404)

#### **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 over a 150 year period, examining the political, social, economic, cultural and territorial changes that helped shape who and what we are today, both as Quebecers, and Canadians from 1840 to the present day. 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 three 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, class assignments research projects - 40%
- Tests and quizzes - 60%

Students will write a midyear evaluation in December (format and ponderation TBD) and students will write the Uniform MEES exam in June (50% of final grade).

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### Visual Arts (ART402)

**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 is 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 (DAN402)

**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 (MUS402)

**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 (mouth piece, 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 (DRA402)

**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. Greater emphasis is placed on creating and performing original scripts. Students take greater control of their creations including blocking decisions and stage directing. Students maintain their knowledge of basic dramatic elements while experimenting in characterization through games, skits, activities, and small performances. The focus is on risk-taking.

**Subject-Specific Competencies and Weighting:**

Creates and performs dramatic works = 66.7%

Appreciates dramatic works = 33.5%

**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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### Physical Education & Health (PEH402)

#### Subject-Specific Competencies and Weighting:

- Performs movement skills in different physical settings (Combined with Competency 2 for 80% T1, T2 and T3)
- Interacts with others in physical activity settings (Combined with Competency 1 for 80% T1, T2 and T3)
- Adopts a healthy active lifestyle (20% T1, T2 and T3)

#### General Course:

- To encourage and enable students to develop according to their own talents and resources
- To develop an interest in the fundamental knowledge and skills of physical education
- To extend the range of movement skills so that the student can move with ease in different settings
- To use equipment and objects competently
- To develop and improve gross motor skills (i.e., catching, throwing, kicking, etc....)
- To continue the development of the basic concepts of fair play, group cooperation and adult interaction.

#### 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, while also demonstrating a strong desire to improve.

**Skill-** Performs the required skills using the proper techniques.

**Clothes- Proper Physical Education attire required.** If a student is not changed or does not have proper footwear, they will not be allowed to participate.

\*\*\*In addition to their daily marks, all Secondary 4 students will have a special unit where they will do **self defense**

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### Citizenship and Culture in Quebec

#### General Course Description:

The Culture and Citizenship in Quebec replaces the old Ethics and Religious Culture 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 **three objectives**: Prepare students to exercise citizenship in Québec society, help students learn to recognize themselves and others, and pursue the common good.

#### Subject-Specific Competencies:

1. Studying a cultural reality
2. Reflect on an ethical question

Please note, students will be evaluated as follows for the 2023-2024 school year:

Term 1: Competency 1

Term 2: Competency 2

Term 3: Both competencies

#### Themes in Secondary Four:

1. Relationships and Caring (main concepts: Emotional and romantic relationships and sexual behavior, Altruism, Caring practices, and Digital communication)
2. Justice and the Law (main concepts: Justice, Injustice, Legal institutions, and Legal framework applicable to romantic and sexual life)
3. Culture and Symbolic Productions (main concepts: Nature, Culture, Subculture, Indigenous cultures, Cultural changes, and Representations of sexuality)
4. Technology and Future Challenge (main concepts: Technology, Technology and humanity, Technological innovation, Artificial intelligence, and Ecological transition and technology)

#### Assessments and Evaluations:

Assignments and Projects: Individual and group projects - 50%

Reflective Assignments: Individual work for reflection - 25%

Dialogue: Debate, oral presentations, class discussion, participation - 25%

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| <b>ELECTIVES</b>       | Please use the course code and title to find the description of the elective in your child's schedule.   |
| Basketball<br>(BKB404) | <p><b>General Objectives</b></p> <ul style="list-style-type: none"> <li>• To encourage and enable students to develop according to their own talents and skill level.</li> <li>• To develop an interest in the fundamental knowledge and skills of basketball.</li> <li>• To be capable of demonstrating what has been learnt into a game setting.</li> <li>• To understand and recognize and apply the main tiers of the game (defense, offence, and transition).</li> <li>• To continue the development of the basic concepts of fair play and group cooperation.</li> <li>• To learn the game rules and the role of each positional player.</li> </ul> <p><b>DAILY MARKING</b><br/>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<br/>- Demonstrating a strong desire to improve</p> <p><b>Clothes-</b> Proper Physical Education attire required at all times</p> <p><b>Testing.</b> Written, skills and playing evaluation will be taking place throughout each term</p> <p><b>Basketball Class Uniform:</b> Proper athletic footwear (soft sole/non-marking) must be worn and TIED. Shorts/Jogging pants/track pants/t-shirt or sweatshirt must be worn. NO TANK TOPS.</p> |

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### Visual Art Plus (ART404)

**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 greater 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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### Football (FBL404)

#### 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. This course's objective is to develop a player's skill, strength, cardiovascular endurance, agility, game knowledge, and 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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### Photography (PHO404)

**General Course Description:**

This course will explore the technical and creative side of digital photography. During the year students will build a portfolio of work that will include simple photography as well as final images that have been edited in Photoshop Elements.

**Subject-Specific Competencies and Weighting:**

Terms are evaluated as follows:

- 40% Student contributes and participates in all aspects of class activities and projects.
- 20% Student demonstrates an understanding of the technical side of photography. (Use of equipment and editing techniques)
- 40% Student demonstrates an understanding of the creative side of take pictures over the course of the year and shows an appreciation of all forms of photography through their own work.

**Assessments and Evaluations:**

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

**Homework Expectations:**

Plenty of time is given in class to get all the work completed. Rarely is any homework assigned unless students fall behind and need to catch up.

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### Soccer Concentration (SOC404)

#### 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.

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|  | <p>For further information please see visit our website at <a href="https://luirat.wixsite.com/rhs-soccer">https://luirat.wixsite.com/rhs-soccer</a> or on Facebook and Instagram at rhssoccerconcentration</p> |
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### Video Production (VID404)

**General Course Description:**

This course will explore media technology in the arts and will concentrate on video productions. Students will be introduced to the production stages and tasks, storyboarding, how to better use camera angles and shots, and finally how to edit their film on the computer using iMovie.

**Subject-Specific Competencies and Weighting:**

Terms are evaluated as follows:

- 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 a video production.

**Assessments and Evaluations:**

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

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.

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| <p>Environmental Science (EST404)</p> | <p><b>General Course Description:</b></p> <p>Faced with the rapid emergence of large amounts of complex scientific and technological knowledge and the proliferation of its applications, people must acquire specific knowledge, as well as strategies that enable them to adapt to new constraints. Science and technology represent both an important aspect of our cultural heritage and a key factor in our social development. This course is developed around fundamental environmental issues such as climate change, drinking water, deforestation, energy, food production and residual materials.</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 (December/January)(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 (March/April)(50% of C1); Tests, quizzes, etc. (70% of C2) &amp; June Exam (30% of the C2)</li> </ul> |
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