

# Secondary 1

## 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 achieve grade level competence in oral communication skills, reading comprehension and analysis and written texts.</p> <p><b>Subject-Specific Competencies and Weighting:</b></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 discussions, conferences and presentations. For the reading competency, students will be assessed on various comprehension/analysis assignments and responses to literature. The writing competency will be evaluated based on journals, narratives, news articles and other genres of written texts.</p> <p><i>*Note - Competency 1 may not be evaluated by all teachers in term one.</i></p>
<p>English Language Arts (Enriched)</p>	<p><b>General Course Description:</b> Students will achieve proficiency in oral communication skills, reading comprehension and analysis and written texts. They will progress through an accelerated and advanced curriculum.</p> <p><b>Subject-Specific Competencies and Weighting:</b></p> <ol style="list-style-type: none"><li>1) Uses language/<u>talk</u> 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 discussion groups, conferences, and presentations with strong emphasis on the development of effective communication skills. For the reading competency, students will be assessed on various comprehension, analysis, and application tasks as well as reading responses. For the writing competency, students will submit excellent quality personal narratives, news articles, journals and poetry. They must demonstrate exceptional use of writing conventions.</p> <p><i>*Note - Competency 1 may not be evaluated in term one.</i></p>

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<p>Mathematics (Regular &amp; Enriched)</p>	<p><b>General Course Description:</b> Students will learn number relationships, patterns and sequences, integers, cartesian plane, fractions, 2-D geometry including area and perimeter, geometric properties of polygons, statistics, percent, 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>
<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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French as a Second Language (Base)	<p><b>General Course Description:</b> Les élèves qui suivent le programme de base de français, langue seconde doivent arriver à fonctionner efficacement en français afin de prendre leur place dans la société québécoise.</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> L'évaluation se fait sur une base continue tout au long de l'année. Il y aura différents types d'évaluations (dictées, tests, projets, présentations orales, etc). Il y aura de 3 à 4 évaluations pour chaque compétence.</p> <p>Étape 1 - 20% Compétences évaluées C2 et C3 Étape 2 - 20% Compétences évaluées C1 et C2 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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French as a Second Language (Enriched)	<p><b>General Course Description:</b> 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.</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. (34%) <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. (33%) <u>Produire des textes courants et littéraires en français (C3)</u> : produire un message écrit et oral avec clarté. (33%)</p> <p><b>Assessments and Evaluations:</b> L'évaluation se fait sur une base continue tout au long de l'année. Il y aura différents types d'évaluations (dictées, tests, projets, présentations orales, etc). Il y aura de 3 à 4 évaluations pour chaque compétence.</p> <p>Étape 1 - 20% Les trois compétences seront évaluées. 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>Science and Technology</p>	<p><b>General Course Description:</b>            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>            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 (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 (100% 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:            Enrichment of course content throughout the year which includes project-based learning activities &amp; STEM week (February/March)</p>

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<p>Science Concentration</p>	<p>See Science &amp; Technology Course outline</p> <p>In Addition:</p> <p>This course also includes an introduction to coding:</p> <ol style="list-style-type: none"><li>1. 6 periods for Science instead of 4 (4 periods for science + 2 periods for coding each cycle)</li><li>2. The course will start with an introduction programming (Block and text style programming, no previous programming knowledge required, just an interest).<ol style="list-style-type: none"><li>1. Students will start with an introduction to programming using Scratch and Python:<ol style="list-style-type: none"><li>1. Learning how to program in a logical and step by step method.</li><li>2. Creating a program using Scratch</li><li>3. Programming a device using Scratch</li><li>4. Students will be introduced to Python (Text based programming)</li><li>5. Learning how to program in a logical and step by step method using Python</li><li>6. Creating a program using Python</li><li>7. Connecting devices to perform science experiments using Python and a Raspberry Pi computer.</li></ol></li></ol></li></ol>
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### Geography

#### **General course description:**

GHC (Geography, History & Citizenship) is a two-year program, taught in Secondary One and Two. The Geography component is taught in Secondary One (not reported in year two) and the History component is taught in Secondary Two (not reported in year one). In Secondary one, GHC is taught four times on the nine-day cycle. The Geography program focuses on different types of territories. We will be studying the following topics this year (order may vary):

- Urban Territory (The Metropolis, Cities Subjected to Natural Hazards, Heritage Cities)
- Regional Territory (Tourism, Energy Producing Regions, Industrial Regions and/or Forest Regions)
- Protected Territory (Natural Parks)
- Indigenous Territory (Indigenous Regions)

#### **Subject Specific Competencies (Geography):**

1. Understands the organization of a territory
2. Interprets a territorial issue
3. Constructs his/her consciousness of global citizenship

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

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

The student's mark for Geography is determined as follows: 70% for in class evaluation and 30% for class, and homework activities. Students generally complete two evaluations per topic; a content-based evaluation and a second evaluation that develops skills needed to understand Geography (Intellectual Operations). Students will complete a midyear evaluation (December – date to be determined) and final exam (during final exam period in June). Ponderation of the midyear and final exams are TBD. Students should expect to complete work not completed in class, work on research projects and study for their tests at home. Students should be reviewing class material and study notes on a regular basis.



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### Géographie

**Description générale:**

Le programme de géographie met l'accent sur différents types de territoires. L'élève étudie certains des territoires suivants, tels que choisis par l'équipe-école de RHS:

- Le territoire urbain: la métropole, le patrimoine, villes soumises à des risques naturels.
- Le territoire région: le tourisme, l'énergie, la forêt, les industries.
- Le territoire protégé: les parcs naturels et nationaux
- Le territoire agricole: l'agriculture, les milieux à risque.
- Le territoire autochtone

**Compétences - Géographie**

- Lire l'organisation d'un territoire
- Interpréter un enjeu territorial
- Construire sa conscience citoyenne à l'échelle planétaire

**Méthodologie d'évaluation:**

Les résultats des élèves seront déterminés comme suit:

- 60% Travaux et examens en classe
- 40% Projets et devoirs

**Évaluations de fin d'année:**

- Examen de mi-année (mi-décembre- format à déterminer)
- Examen final (mi-juin - format à déterminer)

Les trois compétences ensemble valent 100% de la note de l'étape. Les étudiants recevront une note pour géographie chaque étape.

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<p>Visual Arts</p>	<p><b>General Course Description:</b></p> <p>Secondary 1 Art is the first year of Cycle 1 and 2 art. 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>
<p>Art Concentration</p>	<p><b>General Course Description:</b></p> <p>Secondary 1 Art is the first year of Cycle 1 and 2 art. 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></p> <p>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.

***Appropriate clothing:***

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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. (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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### 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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### Physical Education & Health

#### **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:**

- 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 physical education
- c) To extend the range of movement skills so that the student can move with ease in different settings
- d) To use equipment and objects competently
- e) To develop and improve gross motor skills (i.e., catching, throwing, kicking, etc....)
- f) 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 desire to improve.

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

**Clothes-** 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.

\*\*\*In addition to their daily marks, all Secondary 1 student will be tested and evaluated in volleyball (serve), basketball (free-throw) and softball (throwing)



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### Soccer Concentration

#### 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 the 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.

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	<p>25% Mental skills.</p> <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 rhsoccerconcentration</p>
<p>Culture &amp; Citizenship in Quebec</p>	<p><b>General Course Description:</b> 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> Assignments and Projects: Individual and group projects - 50% Reflective Assignments: Individual work for reflection - 25% Dialogue: Debate, oral presentations, class discussion, participation - 25%</p>