

Secondary 5

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 (ELA506)

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:

For competency one, students will be evaluated on small group, 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 journals and various genres of written texts.

Final Exam

The exam takes place at the end of May. It's worth 50% of the students' grades. There is a written persuasive component and a response component.

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

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English Language Enriched (ELA5E6) 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.

Enriched English students are expected to demonstrate good work habits and meet all deadlines. They must 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:

For competency one, students will be evaluated on small group, 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 journals and various genres of written texts.

Final Exam

The exam takes place at the end of May. It's worth 50% of the students' grades. There is a written persuasive component and a response component.

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

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Cultural Mathematics (MAT5C4)

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 (MAT5S6)

General Course Description:

Students will learn optimization, will analyze real functions, exponential and logarithmic functions and trigonometric functions.

Students will study analytic geometry, conics, vectors, the unit circle and trigonometric identities .

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 (FSL506)

General Course Description:

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.

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. S'approprier la démarche intégrée d'interaction, de compréhension et de production. Se situer en tant que communicateur. (30%)

Assessments and Evaluations:

Un minimum de 2 évaluations par compétence pour chaque situation d'apprentissage seront faites. Le résultat disciplinaire se calcule en combinant les résultats obtenus par l'élève pour les trois compétences, pondérés selon le Cadre d'évaluation des apprentissages prescrit par le ministre.

Pour obtenir les unités de français, langue seconde, programme de base, indiquées dans le régime pédagogique, l'élève doit obtenir au moins 60 % pour l'ensemble de la discipline.

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.

L'Épreuve Unique ministérielle aura lieu en mai-juin pour une valeur de 50%.

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Contemporary World & Finance (CWF504)

General Course Description – Contemporary World

The Contemporary World program calls for students to adopt the geographic and historical perspectives and consider the economic and political dimensions in the study of problems and issues that concern all societies, focusing on one or the other of these perspectives or dimensions depending on the case. The Contemporary World course is divided into five themes: Environment, Population, Tensions and Conflict, Wealth and Power.

General Course Description – Finance

Financial education prepares students to manage their personal finances and helps them make informed choices. The Financial Education program aims to:

- help students develop critical judgment in managing their personal finances
- help students develop the confidence and self-knowledge needed for financial well-being

The program focuses on what Secondary V students need to manage their personal finances. It will examine situations with which they are already familiar or that they may encounter in the near future. The following three financial issues are examined in the program: Consuming goods and services, Entering the workforce and pursuing an education.

Subject Specific Competencies – Contemporary World

1. Interprets a contemporary world problem
2. Takes a position on a contemporary world issue

Subject Specific Competencies – Finance

1. Takes a position on a financial issue

Breakdown of Course:

Term 1: Contemporary World (Not Reported (NR) for Finance)
Term 2: Finance (Not Reported (NR) for Contemporary World)
Term 3: Contemporary World & Finance

Assessments and Evaluations:

Students are evaluated on the following:

- Learning Evaluation Situations and research projects
- Tests, quizzes
- Workbook, assignments and journals

There are no year-end exams for Contemporary World and Finance.

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Visual (ART502)

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 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 (DAN502)

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 (MUS502)

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 (DRA502)

General Course Description:

The drama program will enable the student to use dramatic language as a means to express, communicate and appreciate dramatic works. Students explore their influences and inspirations. Emphasis is placed on creating and performing original scripts with a distinct focus on delivering a message. 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 expanding and exploring all theatre forms.

Subject-Specific Competencies and Weighting:

Creates and performs dramatic works (66%)

Appreciates dramatic works (33%)

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 (PEH502)

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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 strong 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.

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Culture and Citizenship in Quebec (CCQ 502)

General Course Description:

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 **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 - 50% of the grade
- 2- Reflect on an ethical question - 50% of the grade

Themes in Secondary Five:

- 1- Search for meaning and world views (Construction of the self, Social and cultural integration and world view)
- 2-Social Groups and Power Relations (Power, social inequalities, Environmental inequality, Equality and social inclusion, social movements and social change)

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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ELECTIVES

Please use the course code and title to find the description of the elective in your child's schedule.

Basketball (BKB504)

General Objectives

- To encourage and enable students to develop according to their own talents and skill level.
- To develop an interest in the fundamental knowledge and skills of basketball.
- To be capable of demonstrating what has been learnt into a game setting.
- To understand and recognize and apply the main tiers of the game (defense, offence, and transition).
- To continue the development of the basic concepts of fair play and group cooperation.

* To learn the rules of the game as well as the role of each positional player.

DAILY MARKING

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

- Demonstrating a strong desire to improve

Clothes- Proper Physical Education attire required at all times

Testing. Written, skills and playing evaluation will be taking place throughout each term

Basketball Class Uniform Proper athletic footwear (soft sole/non-marking) must be worn and TIED at all times. Shorts/Jogging pants/track pants/t-shirt or sweatshirt must be worn at all times. NO TANK TOPS.

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Visual Plus (ART504)

Art

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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Chemistry (CHE504)

General Course Description:

This program emphasizes the scientific method, laboratory work and group work. Its goal is to provide students with a solid fundamental education and an excellent background in science.

The basic philosophy promoted in this program is the acquisition of knowledge using constructivist methods. Scientific knowledge is not carved in stone, but rather modified through research and experiments aimed at developing a greater understanding of phenomena in the environment on the basis of what is already known. Students are therefore encouraged to construct their own knowledge by conducting research and experiments on the basis of what they already know, keeping in mind that their results may oblige them to change their view of a particular phenomenon.

This program calls for an interactive learning approach in which the teacher's role is to guide the students as they use the scientific method to solve problems. This new approach to teaching chemistry enables students to become familiar with the relationships between chemistry, technology and society and to learn how to explain and examine how chemistry relates to the environment. As a result, students learn to appreciate the strengths and limitations of scientific inquiry and ultimately gain a comprehensive understanding of the role of chemistry in modern society.

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 (100% 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)(25% of C1) & lab exam June exam period (25% of C1); Tests, quizzes, etc. (50% of C2) & June Exam (50% of the C2)

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Personal Fitness Healthy Living (FHL504) &

General Course Description:

This course focuses on the development of a personalized approach to healthy active living through the participation in a variety of enjoyable fitness related activities and team sports. This course will emphasize personal fitness through weight training, cross training and cardio-respiratory training. Students will be encouraged to develop personal fitness plans and take actions to meet their defined goals. In addition, they will be given opportunities to refine their decision making, and interpersonal skills, with a view on enhancing their mental health and personal safety. Students will also be able to demonstrate healthy active living through two (potentially overnight) outings during the year, a hiking trip in October and ski/snowshoe/winter trip in January/February)

Units
Personal Fitness and Movement (C1) <ul style="list-style-type: none">• Fitness: Weight training, circuit training, yoga, etc. (C1)• Games & Activities: focus on improving personal fitness through Team Sports and games (C2)
Healthy Living (C3) <ul style="list-style-type: none">• Basic anatomy & personal safety, Nutrition, mental wellness, stress management and healthy relationships

Assessment strategies include:

- Active participation.
- Observation
- Paper and pencil tests
- Assignments
- Self-evaluation
- Reflection

Categories of Evaluation	% of Term Mark
Knowledge and Understanding	20%
Thinking and Inquiry	5%
Communication and Skill	5%
Application	20%
Evaluation: Fitness Plan and Assessment	25%
Evaluation: Trip 1 & Trip 2	25%
Breakdown of Grading	100%

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Photography (PHO504)

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 (SOC504)

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

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Entrepreneurship (ENT504)

General Course Description:

Students will learn about the basic elements of economic systems and the main characteristics of socio-economic organization. They will learn about how businesses are set up as well as how they operate and adapt to evolving markets. They will also learn how banks and government function together in our economic system. By creating personal budgets, students will learn to prepare themselves for life in our economy.

By the end of the course, students will have a greater understanding of how the economy works and how to secure their place within it.

Course Themes:

- Economic Organization
- Organization of Production
- Human Resources
- Consumption
- Financial Institutions and Money
- Government and Public Finances
- Investment

Assessments and Evaluations:

Students receive a grade each term for Entrepreneurship. Students will be evaluated regularly by means of homework assignments, Learning Evaluation Situations, tests, quizzes, and research projects. There is no final exam for Entrepreneurship.

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Physics (PHY504)

General Course Description:

This program emphasizes the Scientific Method, laboratory work and group work. Its goal is to provide students with a solid fundamental education and an excellent background in science.

The basic philosophy promoted in this program is the acquisition of knowledge using constructivist methods. Scientific knowledge is not carved in stone, but rather modified through research and experiments aimed at developing a greater understanding of phenomena in the environment on the basis of what is already known. Students are therefore encouraged to construct their own knowledge by conducting research and experiments on the basis of what they already know, keeping in mind that their results may oblige them to change their view of a particular phenomenon.

This program calls for an interactive learning approach in which the teacher's role is to guide the students as they use the scientific method to solve problems. This new approach to teaching physics enables students to become familiar with the relationships between physics, technology and society and to learn how to explain and examine how physics relates to the environment. As a result, students learn to appreciate the strengths and limitations of scientific inquiry and ultimately gain a comprehensive understanding of the role of physics in modern society.

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 (100% 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 exams (March/April & May)(50% of C1); Tests, quizzes, etc. (50% of C2) & June Exam (50% of the C2)

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Psychology (PSY504)

General Course Description:

This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphasis will be placed on the history of psychological theories, research methods, how the brain works and altered states of consciousness, emotions, coping mechanisms and emotional hygiene.

Topics will include:

- History and Theories
- Physical and Emotional Brain
- Memory and Sleep
- Developmental Psychology
- Abnormal Psychology
- The Psychology of Relationships
- Treatment Theories
- Coping Skills and Emotional Hygiene

Subject-Specific Competencies and Weighting:

This course will focus on the student's development of the following competencies:

COMPETENCY I: *Understands and Interprets psychological phenomena*

COMPETENCY II: *Uses psychological methodology*

Assessments and Evaluations:

Students are evaluated on the following:

Learning Evaluation Situations, research projects – 30%

Assignments, journals and participation (differentiated) – 40%

Quizzes – 30%

*There will be no year-end exam Intro to Psychology.

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Media (MED504)

General Course Description:

This course will explore media technology in the arts. This course will offer hands on experience in a variety of forms such as digital photography and editing in Adobe Photoshop, film production and editing in iMovie, advertising, page layout and graphic design.

Subject-Specific Competencies and Weighting:

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 during all stages of assignments. (Planning and organization, production, and postproduction.)

50% - Student demonstrates an understanding of both the technical and creative side of producing media projects.

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.

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.

Secondary 5

Summary of Evaluation Plan



Wood- working (WWK504)

General Course Description:

The woodworking course is designed to introduce high school students to the basics of woodworking which includes workshop safety, hand tool familiarization, power tool familiarization, being able to read and follow project plans, and the fabrication process from begin to end.

Expectations for Safety

With large class sizes and many students sharing the same workspace it is imperative that students are respectful of not only their fellow classmates but also their working environment. Every member of the class is expected to look after their workspace and clean up after themselves. Inappropriate behavior or improper use of the equipment will not be tolerated and will result in disciplinary measures.

Subject-Specific Competencies and Weighting:

- Project creation 80%
- Effort, participation, and safety adherence 20%

Assessments and Evaluations:

Marks will be collected by teacher observation of student skills and by assessing the processes and finished projects. Students will be expected to use class time accordingly so that projects can be finished in the allotted time frame and students are required to participate in all projects.

Secondary 5

Summary of Evaluation Plan



Biology BIO504

General Course Description:

Biology is a fascinating and evolving field of scientific study. As such, students will be introduced to concepts, themes and current issues that involve the biological living world with the main goal of becoming informed and eloquent participants in the 21st century. Through the study of issues that relate to their quotidian, students will become knowledgeable about the biological world around them. The focus will be on microbiology, plant and animal biology, human biology and ecology. Furthermore, students will also do labs and projects to further their understanding.

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; Tests, quizzes, etc.
 - Term 2 (20%): Class labs & Experiments; Tests, quizzes, etc.
 - Term 3 (60%): Class labs & Experiments; Tests, quizzes, etc.
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