

Vocational Education Exploration



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%

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Term 2 – 20%

Term 3 – 60%

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<p>English Language Arts</p>	<p>General Course Description: Students will work on solidifying oral communication, reading and writing strategies to succeed in secondary four.</p> <p>Subject-Specific Competencies and Weighting: 1) Uses language/talk to communicate and to learn (33%). 2) Reads and listens to written, spoken and media texts (33%). 3) Writes a variety of genres for personal and social purposes (34%).</p> <p>Assessments and Evaluations: Students will be evaluated on the talk competency based on small group, whole class, and individual discussions and presentations. For the reading competency, students will be assessed on various reading comprehension/analysis assignments and responses to literature. The writing competency will be evaluated based on journals, narratives, and various genres of written texts.</p> <p><i>*Note - Competency 1 may not be evaluated by all teachers in term one.</i></p>
<p>Mathematics</p>	<p>General Course Description: Students will learn relations and functions, the Pythagorean theorem, solving systems of equations and inequalities, polynomials and law of exponents, area and volume of solids, similar figures, statistics, and probability.</p> <p>Subject-Specific Competencies and Weighting: Solves a situational problem (30%) Uses mathematical reasoning (70%)</p> <p>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))</p> <p><i>*Note - Competency 1: Solves a Situational Problem is not evaluated in Term 1</i></p>

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<p>French as a Second Language</p>	<p>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.</p> <p>Subject-Specific Competencies and Weighting: <u>Interagir en français (C1)</u> : Participer à des interactions. S'approprier la démarche intégrée d'interaction, de compréhension et de production. Mettre à profit ses connaissances sur la langue et la culture. (40%) <u>Lire des textes variés en français (C2)</u> : Diversifier ses expériences de lecture. S'approprier la démarche intégrée d'interaction, de compréhension et de production. Se situer par rapport au texte. (30%) <u>Produire des textes variés en français (C3)</u> : Diversifier ses expériences de production (à l'oral et à l'écrit). S'approprier la démarche intégrée d'interaction, de compréhension et de production. Se situer en tant que communicateur. (30%)</p> <p>Assessments and Evaluations: Évaluations formatives et sommatives tout au long de l'étape.</p> <p>Étape 1 - 20% Compétences évaluées C1 et C2 Étape 2 - 20% Les trois compétences seront évaluées. Il y aura également une situation d'évaluation mi-année. Étape 3 - 60% Les trois compétences seront évaluées. Il y aura également une situation d'évaluation de fin d'année.</p>
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<p>Exploration of Vocations</p>	<p>General Course Description: The Exploration of Vocational Training program encourages students to think about their future, identify their aptitudes, aspirations, and keenest interests, and see themselves as future workers.</p> <p>Subject-Specific Competencies and Weighting:</p> <ul style="list-style-type: none"> - Explores vocational training - Contemplates their suitability for vocational training <p>Assessments and Evaluations: Effectiveness in exploring vocational training</p> <ul style="list-style-type: none"> -Use of a variety of resources for exploring vocational training -Validation of information gathered -Adjustment of exploration as needed -Analysis of the relevance of the resources used <p>Relevant summary of discoveries</p> <ul style="list-style-type: none"> -Use of appropriate strategies when summarizing discoveries -Use of information gathered during experiential learning, information gathering and workplace observation activities <p>Relevant reflection</p> <ul style="list-style-type: none"> -Use of appropriate strategies -Reflection on personal profile as well as perception of the trades and occupations explored and of vocational training -Use of language appropriate to the subject -Justification of actions -Reinvestment of learning in future tasks and explorations
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<p>Advisory</p>	<p>General Course Description: Advisory is specific to the VEE program. These periods will be used to support the students in the core subjects.</p> <p>Assessments and Evaluations: Advisory is a Pass/Fail course based on the students' effort and investment in their academic success.</p>
<p>Visual Arts</p>	<p>General Course Description: This 2-credit course explores various art techniques that are more advanced in cycle 2. Drawing, painting, and sculpture are explored in more depth. The Elements and Principles of design are further explored and applied in creating their personal and visual images. Hands-on experiences using self-expression, creative development and imagination helps the students communicate ideas on an individual and group basis. An appreciation of art history and culture are integrated into art making and analysis of works.</p> <p>Subject-Specific Competencies and Weighting:</p> <ul style="list-style-type: none"> • 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%) <p>Assessments and Evaluations:</p> <ul style="list-style-type: none"> • 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. <p>Assignments handed in late will be at a maximum loss of 20%.</p>

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<p>Physical Education & Health</p>	<p>Subject-Specific Competencies and Weighting:</p> <ul style="list-style-type: none"> ● 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) <p>General Course:</p> <p>a) To encourage and enable students to develop according to their own talents and resources</p> <p>b) To develop an interest in the fundamental knowledge and skills of physical education</p> <p>c) To extend the range of movement skills so that the student can move with ease in different settings</p> <p>d) To use equipment and objects competently</p> <p>e) To develop and improve gross motor skills (i.e., catching, throwing, kicking, etc....)</p> <p>f) To continue the development of the basic concepts of fair play, group cooperation and adult interaction.</p> <p>Assessments and Evaluations:</p> <p>Cooperation, Participation and Effort are evaluated DAILY on a 10-point system</p> <p>Attitude- Respect, motivation, punctuality, encouraging classmates</p> <p>Cooperation- Listening, participation, proper use of equipment</p> <p>Effort- Consistent dedication and participation for the whole class, while also demonstrating a desire to improve.</p> <p>Skill- Performs the required skills using the proper techniques.</p> <p>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.</p> <p>***In addition to their daily marks, all Secondary 3 students will be tested and evaluated in CPR</p>
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