

# Programme Mile End High School

## Standards and Procedures

2024-2025

### English Language Arts, Secondary 4

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Term 1 (20%): 29 August – 1 November	Term 2 (20%): 5 November – 31 January	Term 3 (60%): 4 February – 20 June
Competencies Targeted		Evaluation Methods
<p><b>TALK (Competency 1):</b> <i>Uses language to communicate and to learn – 33.3%</i></p>		<ul style="list-style-type: none"> <li>• Participation in class and small group discussions</li> <li>• Self-assessment and reflection in conferences</li> <li>• Engaging in research activities to explore social and cultural worlds</li> <li>• Producing spoken texts to communicate information, experiences, and personal responses</li> <li>• Adapting aspects of spoken and non-verbal language to context, purpose and intended audience</li> <li>• Negotiating and constructing meaning through talk with classmates</li> </ul>
<p><b>READING (Competency 2):</b> <i>Reads and listens to spoken, written and media texts – 33.3%</i></p>		<ul style="list-style-type: none"> <li>• Reading, viewing, and listening to <i>Narrative, Poetic</i> and <i>Informational</i> texts</li> <li>• Use of reading strategies and text annotations to notice writer’s craft and idea development</li> <li>• Talking about responses to texts; Producing a coherent response to a text</li> <li>• Noting own initial response in readers notebook, and tracking changes in understanding while working toward a more considered interpretation of a text</li> <li>• Drawing inferences, generalizations and conclusions based on evidence in a text</li> </ul>
<p><b>PRODUCTION (Competency 3):</b> <i>Produces texts for personal and social purposes – 33.4%</i></p>		<ul style="list-style-type: none"> <li>• Consolidating knowledge of <i>Narrative, Poetic, and Informational</i> texts for a familiar context, Exploring <i>Persuasive</i> texts for familiar contexts</li> <li>• Using appropriate organizational devices to think about context, purpose, intended audience and meaning(s)/message(s)</li> <li>• Revising and editing drafts to include relevant details and information, and practicing given structures and features, codes and conventions, and stylistic conventions for impact</li> <li>• Consolidating the writing/production process for <i>Narrative</i> and <i>Informational</i> texts, exploring the drafting of <i>Persuasive</i> texts</li> </ul>
<p><b>Term 1:</b> By October 15, students will be issued a Progress Report with comments on their learning progress, behavior and on subject-specific competencies. At the end of Term 1, students will write an exam that will count for 20% of their READING mark for Term 1. By November 20, students will be issued a Term 1 Report Card.</p> <p><b>Term 2:</b> Students will write a midyear exam that will count for 20% of their READING and PRODUCTION marks for Term 2. By March 15, students will be issued a Report Card.</p> <p><b>Term 3:</b> At the end of Term 3, students will write a final exam that will count for 20% of their overall <u>final</u> DISCUSSION, READING and PRODUCTION marks. By June 28, students will be issued a Report Card with their final grades.</p>		

