

Programme Mile End High School

Standards and Procedures

English Language Arts, Secondary 4R & 5

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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 |
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| Competencies Targeted | Evaluation Criteria | |
| <p>TALK (Competency 1): <i>Uses language/talk to communicate and to learn</i> 33.3%</p> | <ul style="list-style-type: none"> ➤ Uses appropriate vocabulary to communicate meaning to a specific audience. ➤ Asks focused questions to enhance learning. ➤ Uses talk to express and defend a specific point of view. ➤ Organizes material to effectively communicate a spoken message. ➤ Focuses talk to address a specific inquiry or problem when working in groups. ➤ Detects instances of bias in spoken text. ➤ Applies communication and language conventions in conjunction with audience and purpose. ➤ Negotiates and constructs meaning through talk. ➤ Defends own perspective and/or production processes with evidence. ➤ Collaborates verbally and assumes roles and responsibilities when working in groups. ➤ Discusses own learning based on personal goals. ➤ Offers and uses feedback to encourage and extend personal and group thinking. | |
| <p>READING (Competency 2): <i>Reads and listens to spoken, written and media texts</i> 33.3%</p> | <ul style="list-style-type: none"> ➤ Interprets meanings embedded in text. ➤ Elaborates meaning with textual details. ➤ Compares texts and synthesizes related ideas to extend understanding and interpretation. ➤ Supports ideas through specific quotations from the text when responding. ➤ Expresses meaningful connections between own experience and text. ➤ Detects instances of author’s bias and stereotyping in texts. ➤ Communicates understanding of processes and strategies of own reading development. ➤ Considers feedback when setting goals and choosing texts. | |
| <p>PRODUCTION (Competency 3): <i>Produces texts for personal and social purposes</i> 33.4%</p> | <ul style="list-style-type: none"> ➤ Uses specific characteristics of target audience, such as age, interests, and knowledge to craft a production. ➤ Uses suitable codes and conventions of form for different written and media texts that meet the intended purpose. ➤ Compares and discusses for production decisions the impact of various forms of texts that cover the same subject. ➤ Respects language conventions and media conventions to develop a quality production. ➤ Consults a variety of appropriate sources to support production process and revision. ➤ Revises productions to better communicate message and offers supportive feedback to peers for purposes of revision. ➤ Evaluates own work with reference to criteria stipulated, such as the use of rubrics. ➤ Explains own use of strategies when producing written and media texts. | |
| <p>Term 1: 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, students will have summative evaluations that will count for 20% of their TALK and READING marks for Term 1. By November 20, students will be issued a Term 1 Report Card.</p> <p>Term 2: Students will have midyear summative evaluations that will count for 20% of their READING and PRODUCTION marks for Term 2. By March 15, students will be issued a Term 2 Report Card.</p> <p>Term 3: At the end of Term 3, students will have an Evaluation Situation (ES) from the MEQ that will count for 50% of their overall <u>final</u> READING and PRODUCTION marks. By June 28, students will be issued a Report Card with their final <u>class marks</u>. Final marks will be available through the MEQ Portal at the beginning of July.</p> | | |