



## Edward Murphy - Wings 2 Cycle 3

## Standards and Procedures 2026-2027 - Evaluation Plan - Parent Information

## NORMES ET MODALITÉS 2026-2027 – Plan d'évaluation – Information pour les parents

As per the Quebec Educational Act published by the Ministère de l'éducation de Québec, this document is prepared before the first communication (Orientation night). If any amendments are necessary, a revised document will be published.

Conformément à la Loi sur l'instruction publique du Québec, publiée par le ministère de l'Éducation du Québec, ce document est préparé avant la première communication aux parents, soit la soirée d'orientation.  
Si des modifications sont nécessaires, une version révisée du document sera publiée.

## CYCLE 3 / 3e CYCLE

## STANDARDS &amp; PROCEDURES / NORMES ET MODALITÉS

2026-2027

## Report Cards - Bulletins Scolaire

|                                                                                                                 |                                                               |                                                                                                                                                                                                                                                                                                                                               |
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| <b>Progress Report</b><br><br><b>Première Communication</b>                                                     | Issued on / Remis le :<br><b>October/Octobre 9 2026</b>       | The Progress Report contains comments from the teacher detailing the student's learning and behaviour.<br><br>La première communication contient des commentaires de l'enseignant décrivant les apprentissages et le comportement de l'élève.                                                                                                 |
| <b>Term 1 Report</b><br>(20% of final grade)<br><br><b>Bulletin de la 1re étape</b><br>(20 % de la note finale) | Issued on / Remis le :<br><b>November/Novembre 26 2026</b>    | It will cover the period from September 1 <sup>st</sup> to November 20 2026 .<br><b>Parent-Teacher Interviews will be held on</b> November 26 2026 (by appointment).<br><br>Il couvrira la période du 1 <sup>er</sup> septembre au 20 novembre 2026.<br>Les rencontres parents-enseignants auront lieu le 26 novembre 2026 (sur rendez-vous). |
| <b>Term 2 Report</b><br>(20% of final grade)<br><br><b>Bulletin de la 2e étape</b><br>(20 % de la note finale)  | Issued on / Remis le :<br><b>February/février 25 2027</b>     | It will cover the period from 23 November 2026 to 19 February<br><b>Parent-Teacher Interviews will be held on</b> February 25 2027 (upon teacher's request).<br><br>Il couvrira la période du 23 novembre 2026 au 19 février 2027 .<br>Les rencontres parents-enseignants auront lieu le 25 février 2027 (sur rendez-vous).                   |
| <b>Term 3 Report</b><br>(60% of final grade)<br><br><b>Bulletin de la 3e étape</b><br>(60 % de la note finale)  | Issued on / Remis le :<br><b>June 23, 2027 / 23 juin 2027</b> | It will cover the period from February 22 to the end of the school year.<br>The Report card will be issued at the end of the school year.<br><br>Le bulletin sera remis à la fin de l'année scolaire. Il couvrira la période du 22 février jusqu'à la fin de l'année scolaire.                                                                |

**End of Cycle Exams for students in cycle 3 year 2 (grade 6)**

It is important to note that, at the end of the cycle, students in **Cycle 3, Year 2 (Grade 6)** are required to write uniform exams. The Ministry of Education administers compulsory examinations in **English Language Arts and Mathematics**. In **Français, langue seconde (FLS)**, a uniform examination is administered by the **EMSB** to all schools within the same French program.

Each of these uniform exams is worth **20% of the student's final mark** and is administered from end of April **to June**. As each examination is scheduled over the course of several days, student attendance during this period is essential. Missing any part of an examination may have a significant impact on a student's final result.

**Examens de fin de cycle pour les élèves du 3e cycle, 2e année (6e année)**

Il est important de noter qu'à la fin du cycle, les élèves du **3e cycle, 2e année (6e année)** doivent passer des examens uniques. Le ministère de l'Éducation administre des examens obligatoires en anglais, langue d'enseignement, et en mathématique. En français, langue seconde (FLS), un examen unique est administré par la CSEM à toutes les écoles suivant le même programme de français.

Chacun de ces examens compte pour 20 % de la note finale de l'élève et est administré de la fin avril au mois de juin. Comme chaque examen se déroule sur plusieurs jours, la présence des élèves pendant cette période est essentielle. L'absence à une partie d'un examen peut avoir une incidence importante sur le résultat final de l'élève.

| <b>Means of Communication with Parents</b><br><b>Moyens de communication avec les parents</b> |  |
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|                                                                                                |                                                                                                                                                                |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Notes written in the agenda<br>Notes écrites dans l'agenda | <input checked="" type="checkbox"/> Phone calls<br>Appels téléphoniques                                                                                        |
| <input checked="" type="checkbox"/> Emails<br>Courriels                                        | <input checked="" type="checkbox"/> Meetings (including parent-teacher interviews)<br>Rencontres (y compris les rencontres parents-enseignants)                |
| <input checked="" type="checkbox"/> Mozaïk Parent Portal<br>Portail pour les parents -MOZAIK   | <input checked="" type="checkbox"/> Student work or evaluations sent home to be signed<br>Travaux ou évaluations de l'élève envoyés à la maison pour signature |
| <input checked="" type="checkbox"/> Report cards<br>Bulletins                                  | <input checked="" type="checkbox"/> Virtual Platform (Google Classroom or Teams)<br>Plateforme virtuelle (Google Classroom ou Teams)                           |

☐ Other:  
Autre :

## Additional Information

The method of communication will be determined by the teacher based on the specific situation and the nature of the information being shared.

## Standards & Procedures Evaluation plan Document

If there are any changes made to the evaluation plan and reporting information, an updated version of this document will be made available to parents.  
For more information concerning your child's learning, please contact your child's teacher(s).

### Evaluation of Learning (by subject)

The report card includes a section for general teacher comments for each subject. The comments may be used to describe your child's strengths, challenges and progress. Student learning will be evaluated on a regular basis, through different means such as in-class work, evaluation situations, assignments, tests, student portfolios, observations, etc. The evaluation plan for each subject taught is to be provided to parents by teachers it will be attached to this document.

### Cross Curricular Competencies

Teachers will provide comments **on** the general competencies for your child. They will appear on the report card at the following terms

## Document normes et procédures - plan d'évaluation

Si des changements sont apportés au plan d'évaluation et aux renseignements relatifs au bulletin, une version actualisée de ce document sera mise à la disposition des parents. Pour obtenir plus d'information concernant les apprentissages de votre enfant, veuillez communiquer avec son ou ses enseignants.es.

### Évaluation des apprentissages (par matière)

Le bulletin comprend une section réservée aux commentaires généraux de l'enseignant(e) pour chaque matière. Ces commentaires peuvent servir à décrire les forces, les défis et les progrès de votre enfant. Les apprentissages de l'élève seront évalués régulièrement, au moyen de différentes méthodes telles que les travaux en classe, les situations d'évaluation, les tests, les portfolios de l'élève, les observations, etc.

Le plan d'évaluation pour chaque matière enseignée doit être fourni aux parents par les enseignants(es); il sera joint à ce document.

### Compétences transversales

Les enseignants fourniront des commentaires sur les compétences générales de votre enfant. Ceux-ci apparaîtront au bulletin aux étapes suivantes:

[illegible]

*The following means for evaluation are subject to change based on the teacher's professional judgement*

*Les moyens d'évaluation énumérés ci-dessous peuvent être modifiés en cours d'année en fonction du jugement professionnel de l'enseignant\*\**

| Français                                                                                                                                                                                                                                                                                                                                                                                                                   |                                | Teachers/ enseignants.es (5)<br>Teachers/ enseignants.es (6) |                    | Krystina Gruppuso<br>Krystina Gruppuso |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------|--------------------|----------------------------------------|----------------------|--------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competencies Targeted                                                                                                                                                                                                                                                                                                                                                                                                      | % of Term Mark<br>% de la note | Grade 5/ 5e année                                            |                    |                                        | Grade 6/ 6e année    |                    |                    | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Compétences visées                                                                                                                                                                                                                                                                                                                                                                                                         |                                | Term 1<br>1ere étape                                         | Term 2<br>2e étape | Term 3<br>3e étape                     | Term 1<br>1ere étape | Term 2<br>2e étape | Term 3<br>3e étape | Méthodes d'évaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Interagir en français<br>(communication orale)                                                                                                                                                                                                                                                                                                                                                                             | 40%                            | ✓                                                            |                    | ✓                                      | ✓                    |                    | ✓                  | <input checked="" type="checkbox"/> Assignments / Travaux<br><input checked="" type="checkbox"/> Tests & Quizzes / Tests et quiz<br><input type="checkbox"/> Exams / Examens<br><input checked="" type="checkbox"/> Projects / Projets<br><input type="checkbox"/> LES / Situation Evaluation (SÉ)<br><input checked="" type="checkbox"/> Interactions / Interactions<br><input type="checkbox"/> Portfolios / Portfolios<br><input checked="" type="checkbox"/> Observations / Observations<br><input checked="" type="checkbox"/> Classwork / Travail en classe<br><input checked="" type="checkbox"/> Conferences / Entretiens individuels<br><input checked="" type="checkbox"/> Performance Task / Productions<br>Other/Autre: Rubrique |
| Interagir en français<br>(lire et comprendre des textes)                                                                                                                                                                                                                                                                                                                                                                   | 40%                            |                                                              | ✓                  | ✓                                      |                      | ✓                  | ✓                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Produire des textes variés                                                                                                                                                                                                                                                                                                                                                                                                 | 20%                            |                                                              | ✓                  | ✓                                      |                      | ✓                  | ✓                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Brief Course description / Brève description du cours                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                              |                    |                                        |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Les élèves sont invités à s’engager dans des situations de communication orale authentiques en utilisant le vocabulaire appris en classe. Les échanges en classe se déroulent en français. Après avoir appris les bases de la lecture, les élèves démontrent leurs capacités à comprendre un texte lu, vu ou entendu. Les élèves produisent des textes variés, présentés à l’oral ou à l’écrit, pour exprimer leurs idées. |                                |                                                              |                    |                                        |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Additional notes from teacher(s) / Notes additionnelles de la part de l’enseignant.e                                                                                                                                                                                                                                                                                                                                       |                                |                                                              |                    |                                        |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| L’élève suit un programme modifié et réalise les travaux en fonction de son niveau individuel de compréhension et de ses capacités. L’enseignement, les travaux et les évaluations sont modifiés afin de répondre à ses besoins d’apprentissage. Un plan d’intervention sera fourni et suivi afin de guider la programmation pédagogique et les mesures d’adaptation nécessaires.                                          |                                |                                                              |                    |                                        |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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*Les moyens d'évaluation énumérés ci-dessous peuvent être modifiés en cours d'année en fonction du jugement professionnel de l'enseignant*

|                                                                                                                                                                                                                                                                                                                                                                                                       |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------|--------------------|--------------------|----------------------|--------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Geography, History and Citizenship Education                                                                                                                                                                                                                                                                                                                                                          |                                | Teacher(s) / enseignant(s) (5) Pamela D'Adamo<br>Teacher(s) / enseignant(s) (6) Pamela D'Adamo |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Géographie, histoire et éd. à la citoyenneté                                                                                                                                                                                                                                                                                                                                                          |                                | Pamela D'Adamo                                                                                 |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Competencies Targeted                                                                                                                                                                                                                                                                                                                                                                                 | % of Term Mark<br>% de la note | Grade 5 / 5e année                                                                             |                    |                    | Grade 6 / 6e année   |                    |                    | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Compétences visées                                                                                                                                                                                                                                                                                                                                                                                    |                                | Term 1<br>1ere étape                                                                           | Term 2<br>2e étape | Term 3<br>3e étape | Term 1<br>1ere étape | Term 2<br>2e étape | Term 3<br>3e étape | Méthodes d'évaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| To understand the organization of a society in its territory<br>Lire l'organisation d'une société sur son territoire                                                                                                                                                                                                                                                                                  | 100%                           |                                                                                                | ✓                  | ✓                  |                      | ✓                  | ✓                  | <div><div>■ Assignments / Travaux</div><div>■ Tests &amp; Quizzes / Tests et quiz</div><div><input type="checkbox"/> Exams / Examens</div><div>■ Projects / Projets</div><div><input type="checkbox"/> Performance Tasks / Tâches</div><div><input type="checkbox"/> Presentations / Présentations</div><div><input type="checkbox"/> Portfolios / Portfolios</div><div>■ Observations / Observations</div><div>■ Classwork / Travail en classe</div><div>■ Conferences / Entretiens individuels</div><div>■ Other / Autre</div><div>Rubrics, Exit tickets</div></div> |
| To interpret change in a society and its territory<br>Interpréter le changement dans une société et sur son territoire                                                                                                                                                                                                                                                                                |                                |                                                                                                | ✓                  | ✓                  |                      | ✓                  | ✓                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| To be open to the diversity of societies and their territories<br>S'ouvrir à la diversité des sociétés et de leur territoire                                                                                                                                                                                                                                                                          |                                |                                                                                                | ✓                  | ✓                  |                      | ✓                  | ✓                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Brief Course description / Brève description du cours                                                                                                                                                                                                                                                                                                                                                 |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Students deepen their understanding of societies and territories by examining change over time, causes and consequences of events, and the diversity of social realities. Through the analysis of documents, maps, images, and historical traces, students interpret social phenomena, compare societies, and develop informed citizenship perspectives.                                              |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Additional notes from teacher(s) / Notes additionnelles de la part de l'enseignant (e)                                                                                                                                                                                                                                                                                                                |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| The student is following an adapted Geography and Citizenship program. Instructional strategies, learning activities, and assessment practices are adapted to accommodate the student's individual learning needs, strengths, and level of understanding. Appropriate accommodations are provided to support access to the curriculum, promote active participation, and facilitate academic success. |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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*Les moyens d'évaluation énumérés ci-dessous peuvent être modifiés en cours d'année en fonction du jugement professionnel de l'enseignant\*\**

| English Language Arts                                                                                                                                                                                                                                                                                                                                                                                                         |                                | Teachers/ enseignants.es (5) Pamela D'Adamo<br>Teachers/ enseignants.es (6) Pamela D'Adamo |                    |                    |                      |                    |                    |                                   |
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| Competencies Targeted                                                                                                                                                                                                                                                                                                                                                                                                         | % of Term Mark<br>% de la note | Grade 5/ 5e année                                                                          |                    |                    | Grade 6/ 6e année    |                    |                    | Evaluation Methods                |
| Compétences visées                                                                                                                                                                                                                                                                                                                                                                                                            |                                | Term 1<br>1ere étape                                                                       | Term 2<br>2e étape | Term 3<br>3e étape | Term 1<br>1ere étape | Term 2<br>2e étape | Term 3<br>3e étape | Méthodes d'évaluation             |
| Uses language to communicate and to learn                                                                                                                                                                                                                                                                                                                                                                                     | 33%                            | ✓                                                                                          | ✓                  | ✓                  | ✓                    | ✓                  | ✓                  | ✓ Assignments / Travaux           |
| Reads and Listens to spoken, written and media texts                                                                                                                                                                                                                                                                                                                                                                          | 33%                            | ✓                                                                                          |                    | ✓                  | ✓                    | ✓                  | ✓                  | ✓ Tests & Quizzes / Tests et quiz |
| Produces written and media texts                                                                                                                                                                                                                                                                                                                                                                                              | 34%                            |                                                                                            | ✓                  | ✓                  |                      | ✓                  | ✓                  | ✓ Exams / Examens                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |                                                                                            |                    |                    |                      |                    |                    | ✓ Projects / Projets              |
|                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |                                                                                            |                    |                    |                      |                    |                    | □ LES / Situation Evaluation (SÉ) |
|                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |                                                                                            |                    |                    |                      |                    |                    | ✓ Interactions / Interactions     |
|                                                                                                                                                                                                                                                                                                                                                                                                                               |                                |                                                                                            |                    |                    |                      |                    |                    | □ Portfolios / Portfolios         |
| ✓ Observations / Observations                                                                                                                                                                                                                                                                                                                                                                                                 |                                |                                                                                            |                    |                    |                      |                    |                    |                                   |
| ✓ Classwork / Travail en classe                                                                                                                                                                                                                                                                                                                                                                                               |                                |                                                                                            |                    |                    |                      |                    |                    |                                   |
| ✓ Conferences / Entretiens individuels                                                                                                                                                                                                                                                                                                                                                                                        |                                |                                                                                            |                    |                    |                      |                    |                    |                                   |
| □ Interactions / Interactions                                                                                                                                                                                                                                                                                                                                                                                                 |                                |                                                                                            |                    |                    |                      |                    |                    |                                   |
| rubrics                                                                                                                                                                                                                                                                                                                                                                                                                       |                                |                                                                                            |                    |                    |                      |                    |                    |                                   |
| Brief Course description / Brève description du cours                                                                                                                                                                                                                                                                                                                                                                         |                                |                                                                                            |                    |                    |                      |                    |                    |                                   |
| In Cycle 3, your child will continue to develop as a thoughtful and independent reader and writer. Throughout these two years, they will deepen their understanding of a variety of texts by analyzing ideas, making inferences, and thinking critically about what they read. As writers, they will communicate their ideas with greater clarity and purpose by refining their organization, vocabulary, and use of language |                                |                                                                                            |                    |                    |                      |                    |                    |                                   |
| Additional notes from teacher(s) / Notes additionnelles de la part de l'enseignant.e                                                                                                                                                                                                                                                                                                                                          |                                |                                                                                            |                    |                    |                      |                    |                    |                                   |
| The student is on a modified Language Arts program and completes work according to their individual level of understanding and ability. Instruction, assignments, and assessments are adapted to support their learning needs and promote success. An Individualized Education Program (IEP) will be provided and followed to guide educational programming and accommodations.                                               |                                |                                                                                            |                    |                    |                      |                    |                    |                                   |

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| <b>Culture and Citizenship in Québec Program</b>                                                                                                                                                                                                                                                                                                         |                                | Teachers/ enseignants.es (5) Pamela D'Adamo |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Culture et Citoyenneté Québécoise</b>                                                                                                                                                                                                                                                                                                                 |                                | Teachers/ enseignants.es (6) Pamela D'Adamo |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Competencies Targeted                                                                                                                                                                                                                                                                                                                                    | % of Term Mark<br>% de la note | Grade 5/ 5e année                           |                    |                    | Grade 6 / 6e année   |                    |                    | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Compétences visées                                                                                                                                                                                                                                                                                                                                       |                                | Term 1<br>1ere étape                        | Term 2<br>2e étape | Term 3<br>3e étape | Term 1<br>1ere étape | Term 2<br>2e étape | Term 3<br>3e étape | Méthodes d'évaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Examines cultural realities<br><br>Examiner des réalités culturelles                                                                                                                                                                                                                                                                                     | 100%                           | <div></div>                                 | ✓                  | ✓                  | <div></div>          | ✓                  | ✓                  | <div>✓ Assignments / Travaux</div> <div>✓ Tests &amp; Quizzes / Tests et quiz</div> <div><div></div> Exams / Examens</div> <div>✓ Projects / Projets</div> <div>✓ LES / Situation Evaluation (SÉ)</div> <div>✓ Interactions / Interactions</div> <div><div></div> Portfolios / Portfolios</div> <div>✓ Observations / Observations</div> <div>✓ Classwork / Travail en classe</div> <div>✓ Conferences / Entretiens individuels</div> <div><div></div> Interactions / Interactions</div> <div>Rubrics, exit tickets</div> |
| Brief Course description / Brève description du cours                                                                                                                                                                                                                                                                                                    |                                |                                             |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Students deepen their understanding of societies and territories by examining change over time, causes and consequences of events, and the diversity of social realities. Through the analysis of documents, maps, images, and historical traces, students interpret social phenomena, compare societies, and develop informed citizenship perspectives. |                                |                                             |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Additional notes from teacher(s) / Notes additionnelles de la part de l'enseignant.e                                                                                                                                                                                                                                                                     |                                |                                             |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                          |                                |                                             |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Competencies Targeted                                                                                                                                     |  | % of Term Mark<br>% de la note | Grade 5/ 5e année        |                    |                    | Grade 6/ 6e année        |                    |                    | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Compétences visées                                                                                                                                        |  |                                | Term 1<br>1ere étape     | Term 2<br>2e étape | Term 3<br>3e étape | Term 1<br>1ere étape     | Term 2<br>2e étape | Term 3<br>3e étape | Méthodes d'évaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| To invent vocal or instrumental pieces<br>Inventer des pièces vocales ou instrumentales                                                                   |  | 70%                            | <input type="checkbox"/> | ✓                  | ✓                  | <input type="checkbox"/> | ✓                  | ✓                  | <input checked="" type="checkbox"/> Assignments / Travaux<br><input checked="" type="checkbox"/> Artistic Production / Production artistique<br><input checked="" type="checkbox"/> Tests & Quizzes / Tests et quiz<br><input type="checkbox"/> LES /SAE<br><input checked="" type="checkbox"/> Exams / Examens<br><input type="checkbox"/> Projects / Projets<br><input checked="" type="checkbox"/> Performance / Performance<br><input type="checkbox"/> Creative process/Processus de creation<br><input type="checkbox"/> Portfolios / Portfolios<br><input checked="" type="checkbox"/> Observations / Observations<br><input checked="" type="checkbox"/> Classwork / Travail en classe<br><input type="checkbox"/> Conferences /discussions/ Entretiens<br><input checked="" type="checkbox"/> Rubrics / Rubrique<br><input type="checkbox"/> Other / Autre |
| To interpret musical pieces<br>Interpréter des pièces musicales                                                                                           |  |                                |                          |                    |                    |                          |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| To appreciate musical works, personal productions and those of classmates.<br>Apprécier des œuvres musicales, ses réalisations et celles de ses camarades |  | 30%                            | <input type="checkbox"/> | ✓                  | ✓                  | <input type="checkbox"/> | ✓                  | ✓                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Brief Course description / Brève description du cours**

The Elementary Music Program guides students in developing musical creativity, interpretive skills, and listening abilities through exploration, performance, and appreciation activities. It outlines the competencies and knowledge to be built across all elementary cycles and provides teachers with essential tools such as the program of study, progression of learning, and evaluation framework. Through

**Additional notes from teacher(s) / Notes additionnelles de la part de l'enseignant.e**

The evaluation methods outlined may be used across different terms. However, not all methods will necessarily be used in every term. The methods selected will depend on the targeted learning objectives and the nature of the learning being assessed.

*The following means for evaluation are subject to change based on the teacher's professional judgement*

*Les moyens d'évaluation énumérés ci-dessous peuvent être modifiés en cours d'année en fonction du jugement professionnel de l'enseignant\*\**

| Drama<br>Expression Dramatique                                                                                                                                                                                                                                                                                                                                                                                           |                                | Teachers/ enseignants.es (5) |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                                                                                                                                                                                                                                                                                          |                                | Teachers/ enseignants.es (6) |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Competencies Targeted                                                                                                                                                                                                                                                                                                                                                                                                    | % of Term Mark<br>% de la note | Grade 5/ 5e année            |                    |                    | Grade 6 / 6e année   |                    |                    | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Compétences visées                                                                                                                                                                                                                                                                                                                                                                                                       |                                | Term 1<br>1ere étape         | Term 2<br>2e étape | Term 3<br>3e étape | Term 1<br>1ere étape | Term 2<br>2e étape | Term 3<br>3e étape | Méthodes d'évaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| To invent short scenes<br>Inventer des séquences dramatiques                                                                                                                                                                                                                                                                                                                                                             | 70%                            |                              |                    |                    |                      |                    |                    | <input type="checkbox"/> Assignments / Travaux<br><input type="checkbox"/> Artistic Production / Production artistique<br><input type="checkbox"/> Tests & Quizzes / Tests et quiz<br><input type="checkbox"/> LES /SAE<br><input type="checkbox"/> Exams / Examens<br><input type="checkbox"/> Projects / Projets<br><input type="checkbox"/> Performance / Performance<br><input type="checkbox"/> Creative process/Processus de creation<br><input type="checkbox"/> Portfolios / Portfolios<br><input type="checkbox"/> Observations / Observations<br><input type="checkbox"/> Classwork / Travail en classe<br><input type="checkbox"/> Conferences /discussions/<br>Entretiens<br><input type="checkbox"/> Rubrics / Rubrique<br><br>Other / Autre |
| To interpret short scenes<br>Interpréter des séquences dramatiques                                                                                                                                                                                                                                                                                                                                                       |                                |                              |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| To appreciate dramatic works, personal productions and those of classmates<br>Apprécier des œuvres théâtrales, ses réalisations et celles de ses camarade                                                                                                                                                                                                                                                                | 30%                            |                              |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Brief Course description / Brève description du cours                                                                                                                                                                                                                                                                                                                                                                    |                                |                              |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| The Elementary Drama Program develops students’ ability to invent, interpret, and appreciate short dramatic scenes through exploration of movement, voice, character, and staging. By engaging in a structured creative process, students learn to express ideas, emotions, and relationships while collaborating with peers to build coherent performances. The program also strengthens critical thinking and cultural |                                |                              |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Additional notes from teacher(s) / Notes additionnelles de la part de l’enseignant.e                                                                                                                                                                                                                                                                                                                                     |                                |                              |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                          |                                |                              |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Art<br>Arts plastiques                                                                                                                                                                                                                                                                                                                                                                                        |                                | Teachers/ enseignants.es (5) Pamela D'Adamo<br><br>Teachers/ enseignants.es (6) Pamela D'Adamo |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Competencies Targeted                                                                                                                                                                                                                                                                                                                                                                                         | % of Term Mark<br>% de la note | Grade 5/ 5e année                                                                              |                    |                    | Grade 6 / 6e année   |                    |                    | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Compétences visées                                                                                                                                                                                                                                                                                                                                                                                            |                                | Term 1<br>1ere étape                                                                           | Term 2<br>2e étape | Term 3<br>3e étape | Term 1<br>1ere étape | Term 2<br>2e étape | Term 3<br>3e étape | Méthodes d'évaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Creates personal images<br>Réaliser des créations plastiques personnelles                                                                                                                                                                                                                                                                                                                                     | 70%                            | ✓                                                                                              |                    | ✓                  | ✓                    |                    | ✓                  | <input checked="" type="checkbox"/> Assignments / Travaux<br><input type="checkbox"/> Tests & Quizzes / Tests et quiz<br><input type="checkbox"/> Exams / Examens<br><input checked="" type="checkbox"/> Projects / Projets<br><input type="checkbox"/> Performance Tasks / Tâches<br><input checked="" type="checkbox"/> Presentations / Présentations<br><input type="checkbox"/> Portfolios / Portfolios<br><input checked="" type="checkbox"/> Observations / Observations<br><input checked="" type="checkbox"/> Classwork / Travail en classe<br><input type="checkbox"/> Conferences / Entretiens individuels<br><input checked="" type="checkbox"/> Other / Autre |
| Creates media images<br>Réaliser des créations plastiques médiatiques                                                                                                                                                                                                                                                                                                                                         |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates<br><br>Apprécier des œuvres d’art, des objets culturels du patrimoine artistique, des images médiatiques, ses réalisations et celles de ses camarades                                                                                                                                    | 30%                            |                                                                                                | ✓                  | ✓                  |                      | ✓                  | ✓                  | Rubrics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Brief Course description / Brève description du cours                                                                                                                                                                                                                                                                                                                                                         |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Elementary Visual Arts Program develops students’ ability to create, interpret, and communicate through images by engaging them in a structured creative process. Through hands-on exploration of materials, visual language, and artistic techniques, students learn to produce personal and media artworks while building visual literacy. They also cultivate critical thinking and aesthetic awareness by |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Additional notes from teacher(s) / Notes additionnelles de la part de l’enseignant.e                                                                                                                                                                                                                                                                                                                          |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| The evaluation methods outlined may be used across different terms. However, not all methods will necessarily be used in every term. The methods selected will depend on the targeted learning objectives and the nature of the learning being assessed.                                                                                                                                                      |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| Physical Education<br>Education Physique                                                                                                                                                                                                                                                                                                                                                                             |                                | Teachers/ enseignants.es (5) Elisa Giampa<br>Teachers/ enseignants.es (6) Elisa Giampa |                    |                    |                      |                    |                    |                                                                 |
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| Competencies Targeted<br>Compétences visées                                                                                                                                                                                                                                                                                                                                                                          | % of Term Mark<br>% de la note | Grade 5/ 5e année                                                                      |                    |                    | Grade 6/ 6e année    |                    |                    | Evaluation Methods<br>Méthodes d'évaluation                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                | Term 1<br>1ere étape                                                                   | Term 2<br>2e étape | Term 3<br>3e étape | Term 1<br>1ere étape | Term 2<br>2e étape | Term 3<br>3e étape |                                                                 |
| To preform movement skills in different physical activity settings<br>Agir dans divers contextes de pratique d'activités physiques                                                                                                                                                                                                                                                                                   | 100%                           | ✓                                                                                      | ✓                  | ✓                  | ✓                    | ✓                  | ✓                  | <input type="checkbox"/> Assignments / Travaux                  |
| To interact with others in different physical activity settings<br>interagir dans divers contextes de pratique d'activités physiques                                                                                                                                                                                                                                                                                 |                                |                                                                                        |                    |                    |                      |                    |                    | <input type="checkbox"/> Tests & Quizzes / Tests et quiz        |
| To adopt a healthy and active lifestyle<br>Adopter un mode de vie sain et actif                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | <input type="checkbox"/> Exams / Examens                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | <input type="checkbox"/> Projects / Projets                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | <input type="checkbox"/> Performance Tasks / Tâches             |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | <input type="checkbox"/> Presentations / Présentations          |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | <input type="checkbox"/> Portfolios / Portfolios                |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | <input checked="" type="checkbox"/> Observations / Observations |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | <input type="checkbox"/> Classwork / Travail en classe          |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | <input type="checkbox"/> Conferences / Entretiens individuels   |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | <input checked="" type="checkbox"/> Other / Autre               |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | Checklists                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |                                                                                        |                    |                    |                      |                    |                    | Rubrics                                                         |
| Brief Course description / Brève description du cours                                                                                                                                                                                                                                                                                                                                                                |                                |                                                                                        |                    |                    |                      |                    |                    |                                                                 |
| The Physical Education and Health (PEH) program aims to support students' physical, social, emotional, and cognitive development through participation in a wide variety of physical activities. The program emphasizes not only the development of movement skills, but also cooperation, responsible behaviour, and the adoption of healthy, active lifestyle habits. The ultimate goal is to help students become |                                |                                                                                        |                    |                    |                      |                    |                    |                                                                 |
| Additional notes from teacher(s) / Notes additionnelles de la part de l'enseignant.e                                                                                                                                                                                                                                                                                                                                 |                                |                                                                                        |                    |                    |                      |                    |                    |                                                                 |
| All competencies will be evaluated twice during the school year.                                                                                                                                                                                                                                                                                                                                                     |                                |                                                                                        |                    |                    |                      |                    |                    |                                                                 |

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| Science                                                                                                                                                                                                                                                                                                                                                                                                   |                                | Teacher(s) / enseignant(s) (5) Pamela D'Adamo<br>Teacher(s) / enseignant(s) (6) Pamela D'Adamo |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Competencies Targeted                                                                                                                                                                                                                                                                                                                                                                                     | % of Term Mark<br>% de la note | Grade 5 / 5e année                                                                             |                    |                    | Grade 6 / 6e année   |                    |                    | Evaluation Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Compétences visées                                                                                                                                                                                                                                                                                                                                                                                        |                                | Term 1<br>1ere étape                                                                           | Term 2<br>2e étape | Term 3<br>3e étape | Term 1<br>1ere étape | Term 2<br>2e étape | Term 3<br>3e étape | Méthodes d'évaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| To propose explanations for or solutions to scientific or technological problems<br><br>Proposer des explications ou des solutions à des problèmes d'ordre scientifique ou technologique                                                                                                                                                                                                                  | 100%                           |                                                                                                |                    |                    |                      |                    |                    | <input checked="" type="checkbox"/> Assignments / Travaux<br><input checked="" type="checkbox"/> Tests & Quizzes / Tests et quiz<br><input type="checkbox"/> Exams / Examens<br><input checked="" type="checkbox"/> Projects / Projets<br><input type="checkbox"/> Performance Tasks / Tâches<br><input checked="" type="checkbox"/> Presentations / Présentations<br><input type="checkbox"/> Portfolios / Portfolios<br><input checked="" type="checkbox"/> Observations / Observations<br><input checked="" type="checkbox"/> Classwork / Travail en classe<br><input type="checkbox"/> Conferences / Entretiens individuels<br><input checked="" type="checkbox"/> Other / Autre<br><br>Rubrique, exit tickets |
| To make the most of scientific and technological tools, objects and procedures<br><br>Mettre à profit les outils, objets et procédés de la science et de la technologie                                                                                                                                                                                                                                   |                                |                                                                                                | ✓                  | ✓                  |                      | ✓                  | ✓                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| To communicate in the languages used in science and technology<br><br>Communiquer à l'aide des langages utilisés en science et en technologie                                                                                                                                                                                                                                                             |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Brief Course description / Brève description du cours                                                                                                                                                                                                                                                                                                                                                     |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| The elementary Science and Technology program builds students' scientific and technological literacy through hands-on learning. Students observe, question, investigate, solve problems, and communicate ideas while connecting science to the world around them. In Cycle 3, students deepen skills learned in Cycle 2 as they explore energy, environmental impacts, electricity, heat transfer, living |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Additional notes from teacher(s) / Notes additionnelles de la part de l'enseignant (e)                                                                                                                                                                                                                                                                                                                    |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| The student is following an adapted Science program. Instructional strategies, learning activities, and assessment practices are adapted to accommodate the student's individual learning needs, strengths, and level of understanding. Appropriate accommodations are provided to support access to the curriculum, promote active participation, and facilitate academic success.                       |                                |                                                                                                |                    |                    |                      |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

*The following means for evaluation are subject to change based on the teacher's professional judgement*

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| Mathematics<br>Mathématiques                                                                                                                                                                                                                                                                                                                                                                                                                 |                                | Teachers/ enseignants.es (5) Pamela D'Adamo<br>Teachers/ enseignants.es (6) Pamela D'Adamo |                    |                    |                     |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Competencies Targeted<br>Compétences visées                                                                                                                                                                                                                                                                                                                                                                                                  | % of Term Mark<br>% de la note | Grade 5/ 5e année                                                                          |                    |                    | Grade 6 / 6e année  |                    |                    | Evaluation Methods / Méthodes d'évaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                | Term 1<br>1re étape                                                                        | Term 2<br>2e étape | Term 3<br>3e étape | Term 1<br>1re étape | Term 2<br>2e étape | Term 3<br>3e étape |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Solves a situational problem<br>Résoudre une situation-problème                                                                                                                                                                                                                                                                                                                                                                              | 30%                            |                                                                                            | ✓                  | ✓                  |                     | ✓                  | ✓                  | <input type="checkbox"/> Assignments / Travaux<br><input checked="" type="checkbox"/> Tests & Quizzes / Tests et quiz<br><input checked="" type="checkbox"/> Exams / Examens<br><input type="checkbox"/> Projects / Projets<br><input type="checkbox"/> LES / Situation Evaluation (SÉ)<br><input type="checkbox"/> Interactions / Interactions<br><input type="checkbox"/> Portfolios / Portfolios<br><input checked="" type="checkbox"/> Observations / Observations<br><input checked="" type="checkbox"/> Classwork / Travail en classe<br><input type="checkbox"/> Conferences / Entretiens individuels<br><input checked="" type="checkbox"/> Other/Autre Rubrics |
| Uses mathematical reasoning<br>Déployer un raisonnement mathématique                                                                                                                                                                                                                                                                                                                                                                         | 70%                            | ✓                                                                                          | ✓                  | ✓                  | ✓                   | ✓                  | ✓                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Brief Course description / Brève description du cours                                                                                                                                                                                                                                                                                                                                                                                        |                                |                                                                                            |                    |                    |                     |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| The elementary mathematics program helps students develop strong number sense, problem-solving skills, and mathematical reasoning. Through activities involving numbers, geometry, measurement, statistics, and probability, students learn to understand mathematical concepts, explain their thinking, and apply their learning to real-life situations. The program focuses on the following competencies: to                             |                                |                                                                                            |                    |                    |                     |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Additional notes from teacher(s) / Notes additionnelles de la part de l'enseignant.e                                                                                                                                                                                                                                                                                                                                                         |                                |                                                                                            |                    |                    |                     |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| The student is following a modified Mathematics program based on their individual learning profile and demonstrated level of understanding. Instruction, learning activities, and assessment practices are differentiated to align with the student's needs, strengths, and educational goals. Programming and accommodation will be guided by the students' Individual Education Plan (IEP) to support meaningful progress and achievement. |                                |                                                                                            |                    |                    |                     |                    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |