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Principal

# ÉCOLE FACE SCHOOL

## Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

### 1. GENERAL INFORMATION

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|---|---|---|---|
| **Subject** | DANCE | **Course code** | 672402-01 |
| **Cycle / Level** | Secondary 4 | | |
| **Class group(s)** | 10E | Date this document was shared with parents | Sept 17, 2026 |
| **Teacher Information: Name & Email contact** | Katie Annan | | |
| | kannan@emsb.qc.ca | | |

### 2. COURSE DESCRIPTION

Throughout the year, students are presented with a variety of learning and evaluation situations that enable them to develop their competency in dance through creation, performance, and appreciation. Students explore movement as a means of artistic expression, communication, and personal development while learning to collaborate with others in a supportive and creative environment. They are encouraged to take risks, reflect on their growth, and develop an understanding of dance as both an art form and a means of lifelong wellness. The Dance program consists of three competencies:

1. Creates Dance Sequences
Students develop their creativity and artistic voice by exploring movement, choreographic processes, and composition techniques. They experiment with elements of dance such as body, space, time, energy, and relationships to communicate ideas, emotions, and themes. Students demonstrate this competency by generating movement material, organizing and refining choreography, and reflecting on their creative choices to enhance the effectiveness of their work.

2. Performs Dance Sequences
Students expand their repertoire of movement skills and develop greater technical proficiency, coordination, body awareness, and expressiveness through regular dance practice. They learn to perform with confidence, precision, and artistic intention while adapting to various styles and performance contexts. Students demonstrate this competency by applying technical and expressive skills, rehearsing independently and collaboratively, and assessing their performance to identify strengths, areas for improvement, and personal goals.

3. Appreciates Dance
Students develop critical thinking and observation skills by analyzing and responding to dance experiences. They explore a variety of dance styles, artists, cultures, and perspectives to broaden their understanding of dance as an art form and a reflection of society. Students demonstrate this competency by describing, interpreting, and evaluating dance works, as well as reflecting on their own experiences as creators, performers, and audience members.

### 3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

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|---|---|
| **Primary textbook or workbook** | N/A |
| **Supplementary materials** | N/A |
| **Digital platforms** | Google Classroom code: zp6dbjk5 |
| **Daily required materials** | PE/Dance FACE sport t-shirt, activewear pants/shorts, indoor shoes |
| **Optional but recommended materials** | |
| **Replacement or fee information, if applicable** | |

## 4. COMMUNICATION WITH PARENTS AND STUDENTS

### Required communications

Parents receive one written communication by October 15 and three report cards no later than November 20, March 15, and July 10. Additional communication will be provided when a student is at risk of not meeting expectations, when behaviour concerns arise, or when an individualized education plan requires it.

**Communication may include:**

| | | |
|---|---|---|
| ■ Mozaïk Parent Portal | ■ Email | ☐ Agenda / planner |
| ■ Phone calls | ■ Meetings | ☐ Other: |
| ■ IEP | ■ Virtual Platform (Google Class or TEAMS) | ☐ Other: |

**Report Cards - Timeline for distribution to parents**

| Communication | Legal deadline | School target date to publish to parents | Notes |
|---|---|---|---|
| **First written communication** | *By October 15* | October 14, 2026 | Focus on adjustment, progress, work habits, and early concerns. |
| **Term 1 report card** | *By November 20* | November 17, 2026 | Counts for 20% of the final mark. |
| **Term 2 report card** | *By March 15* | February 16, 2027 | Counts for 20% of the final mark. |
| **Term 3 report card** | *By July 10* | June 25, 2027 | Counts for 60% of the final mark. |

## 5. EVALUATION OVERVIEW

### Important statement on evaluation

Evaluation is based on the development of competencies and on sufficient, varied, and relevant evidence of learning each are weighted according to the teacher's professional judgement and included as such in the term mark therefore a final judgment is not a simple term average of individual marks it is**.** It reflects the teacher's professional judgment, progress over time, and the overall level of competency development.

**Evidence of learning may include:**

| | | |
|---|---|---|
| ☐ Assignments | ■ Tests / quizzes | ☐ Exams |
| ■ Projects | ■ Performance tasks | ☐ Labs / practical tasks |
| ■ Presentations | ■ Portfolios | ■ Observations |
| ■ Classwork | ☐ Conferences | ■ Participation connected to competencies |
| ■ Rubrics | ■ LES *(Learning Evaluation Situation)* | ☐ Other |

## 6. COMPETENCIES AND METHODS OF EVALUATION

The competencies and % framework weighting listed below correspond to the same subject competencies listed in the school's Summary Standard & Procedure as per MEQ requirements. *(Reference: 26-27 Summary Standard & Procedures published by the school in June 2026*

### Term 1 evaluation | Annual weighting: 20%

| Competency | Framework wighting of the competency | Planned evidence of learning | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| 1. Creates Dance Sequences/<br>2. Performs Dance Sequences | 70 % | Performance task, observations, participation, rubrics, test/quizzes | Sept - Nov | |
| 3. Appreciates Dance | 30 % | classwork, presentations, test/quizzes, participation, | Sept - Nov | |
| | % | | | |

### Term 2 evaluation | Annual weighting: 20%

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| 1. Creates Dance Sequences/<br>2. Performs Dance Sequences | 70 % | Performance task, observations, participation, rubrics, test/quizzes | Nov - Feb | |
| 3. Appreciates Dance | 30 % | classwork, presentations, test/quizzes, participation, | Nov - Feb | |
| | % | | | |

### Term 3 evaluation | Annual weighting: 60%

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| 1. Creates Dance Sequences/<br>2. Performs Dance Sequences | 70 % | Performance task, observations, participation, rubrics, test/quizzes | Feb - June | |
| 3. Appreciates Dance | 30 % | classwork, presentations, test/quizzes, participation, | Feb - June | |
| | % | | | |

## 7. GENERAL COMPETENCIES – Cross-Curricular Competencies

**Report card comments**

At least one general competency is commented on during the year. Schools may choose a common schedule by term.

This school year the cross-curricular competencies will be report on by the _____ teachers.

| General competency | Term 1 | | Term 3 |
|---|---|---|---|
| Exercises critical judgment | | | |
| Organizes work | | | |
| Communicates effectively | | | |
| Works in a team | | | |

## 8. FINAL EVALUATIONS, SCHOOL BOARD EVALUATIONS, AND MEQ EXAMINATIONS

For all uniform exams, the teachers will be communicating the Exam Schedule when time comes.

| Type of evaluation/examination | Applicable | How final evaluations are included | Important dates or timeline |
|---|---|---|---|
| **School mid-year evaluation** | No | | |
| **School end-of-year evaluation** | No | | |
| **School board common evaluation** | No | | |
| **MEQ examination** | No | | |

## 9. TUTORIAL AND EXTRA HELP

Please find below the planned support *(subject to change throughout the school year. Each teacher will keep the students informed as needed)*

- Students are encouraged to seek clarification early.
- Extra help may support concept review, assignment completion, preparation for evaluations, and feedback on learning.

| Planned Support | | **Time frame** | |
|---|---|---|---|

Schedule for Remediation periods to be communicated at a later date by the administration

Teacher Expectations
Teacher expects students to arrive to class prepared, engaged, and ready to participate. Success in Dance and Physical Education is based on consistent effort, a willingness to try new activities, and active participation in all learning experiences. Students must come prepared with the appropriate PE/Dance clothing and indoor athletic shoes to ensure their safety and comfort. Students are expected to work cooperatively with others, follow instructions, contribute positively to class activities, and help maintain a safe and inclusive space where everyone feels supported and encouraged to learn and grow.

| **Teacher expectations** | |
|---|---|

see above

| **Other supports** | | | |
|---|---|---|---|

## 10. STUDENT RESPONSIBILITIES AND CLASSROOM EXPECTATIONS

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| **Attendance and participation** | Regular attendance and active participation help students demonstrate competency development and provide sufficient evidence for evaluation.<br>Students who are absent are expected to check in with the teacher upon their return to discuss any missed classwork, learning activities, or evaluations. It is the student's responsibility to arrange a time to complete any missed evaluations and to obtain information about work that was covered during their absence. Taking initiative and communicating promptly helps ensure continued success and progress in the course. |
| **Homework and practice** | Homework, practice, and preparation tasks support learning. |
| **Academic integrity** | Students must submit their own work, cite sources when required, and use digital tools, including AI tools, only as permitted by the teacher and the school's code of conduct. |
| **Technology use** | For academic purposes students may be asked/ allowed to use certain technological tools ( Apps, cell phones, AI) |
| **Learning behaviours** | Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning. |

## 11. MISSED ASSIGNMENTS, LATE WORK, AND MISSED EVALUATIONS

**Guiding principle**

The goal is to gather enough valid evidence to evaluate competency development. Consequences for late or missing work must be applied consistently and should not replace professional judgment about what a student has demonstrated.

| | |
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| **Missed assignments** | Students are expected to submit assignments by the established deadline. In the case of absence, students must obtain missed work and complete it within a reasonable timeline determined with the teacher. |
| **Persistent non-submission** | Persistent non-submission will limit the teacher's ability to gather sufficient evidence of learning and may require additional communication with parents. |
| **Missed tests or evaluations** | A justified absence may require documentation. A make-up evaluation or alternative evidence may be scheduled at the teacher's discretion or school's procedure. |
| **Unjustified absence from an evaluation** | The teacher may use alternative evaluation, existing evidence, or note insufficient evidence, according to school procedures. |
| **Extensions or accommodations** | Students requiring accommodations should speak with the teacher. |
| **Individualized Educational Plan (IEP)** | Adaptations linked to an individualized education plan will be respected. |