



Westmount High School

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION

Subject	History of Québec & Canada	Course code	585304
Cycle / Level	Cycle 2 / Year 1		
Class group(s)	HIS304-01 / HIS304-02 / HIS304-03 / HIS304-04 / HIS34F-01 / HIS34F-02	Date this document was shared with parents	September 15, 2026.
Teacher Information: Name & Email contact	Emmanuelle Bouvy (ebouvy@emsb.qc.ca), Adam Davidson (adavidson@emsb.qc.ca), Christina Drakopoulos (cdrakopoulos@emsb.qc.ca)		

2. COURSE DESCRIPTION

The program aims to enable students to:

- acquire knowledge of the history of Québec & Canada
- develop the intellectual skills associated with the study of history
- develop critical thinking and discussion skills conducive to social participation (QEP)

3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

Primary textbook or workbook	Reflections.qc.ca - Secondary III / Mémoire.qc.ca (immersion)
Supplementary materials	Course Packs &/or Workbook
Digital platforms	Google Classroom, Mozaik
Daily required materials	Textbook, Course Pack/Workbook, 1"binder, pens/pencils, highlighters, eraser
Optional but recommended materials	
Replacement or fee information, if applicable	ISBN13 9782765079835 (\$122.50) / ISBN13 9782765071457 (\$27.50)

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:

☒ Mozaik 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	<i>By October 15</i>	October 15	Focus on adjustment, progress, work habits, and early concerns.
Term 1 report card	<i>By November 20</i>	November 19	Counts for 20% of the final mark.
Term 2 report card	<i>By March 15</i>	February 19	Counts for 20% of the final mark.
Term 3 report card	<i>By July 10</i>	June 23	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
☒ Rubric	☒ LES (<i>Learning Evaluation Situation</i>)	☐ 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 weighting of the competency	Planned evidence of learning	Approximate timing	Emphasis / notes
Characterizes a period in the history of Québec & Canada	%	Quizzes, tests, assignments	Weekly, monthly, end of term	Both competencies developed together with one final mark given at the end of term.
Interprets a social phenomenon	%	Quizzes, tests, assignments	Weekly, monthly, end of term	Both competencies developed together with one final mark given at the end of term.
	%			

Term 2 evaluation | Annual weighting: 20%

Competency	Framework weighting of the competency	Planned evidence of learning	Approximate timing	Emphasis / notes
Characterizes a period in the history of Québec & Canada	%	Quizzes, tests, assignments & mid-term examination	Weekly, monthly, end of term	Both competencies developed together with one final mark given at the end of term. Mid-Term examination counts for 30% of Term 2.
Interprets a social phenomenon	%	Quizzes, tests, assignments & mid-term examination	Weekly, monthly, end of term	Both competencies developed together with one final mark given at the end of term. Mid-Term examination counts for 30% of Term 2.
	%			

Term 3 evaluation | Annual weighting: 60%

Competency	Framework weighting of the competency	Planned evidence of learning	Approximate timing	Emphasis / notes
Characterizes a period in the history of Québec & Canada	%	Quizzes, tests, assignments & final school board examination	Weekly, monthly, end of term	Both competencies developed together with one final mark given at the end of term. Final school board examination counts for 30% of the year.
Interprets a social phenomenon	%	Quizzes, tests, assignments & final school board examination	Weekly, monthly, end of term	Both competencies developed together with one final mark given at the end of term. Final school board examination counts for 30% of the year.
	%			



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 English teachers.

General competency	Term 1	Term 2	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	Yes	Results count for 30% of term 2 for the competency	School Mid-Term Session - January
School end-of-year evaluation			
School board common evaluation	Yes	Results count for 30% of the year and competency	Final exam session - May-June
MEQ examination			



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	Teacher Remediation	Time frame	September to June
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Remediation help will be provided by subject teachers according to their individual schedules. They can be held: before school, during lunch hour or after school. Schedules will be posted on the school website.

Teacher expectations

Students are expected to come for help when needed.

Other supports

Trevor Williams, Knowledge Nook.

Other suggested services: Learn Quebec, YMCA, Alloprof.

10. STUDENT RESPONSIBILITIES AND CLASSROOM EXPECTATIONS

Attendance and participation

Regular attendance and active participation help students demonstrate competency development and provide sufficient evidence for evaluation.

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)

As per Section 3.5.5 of the Academic Code of Conduct - cell phones are not permitted for use as a pedagogical tool during class time.

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.

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.

