

Standards and Procedures 2026-2027

Secondary Evaluation Plan | Parent Information

1. GENERAL INFORMATION			
Subject	Histoire	Course code	203
Cycle / Level	Cycle 1 /secondaire 2		Semestered Course (semester 2)
Class group(s)	23F-01 /23F-02/23F-03	Date this document was shared with parents	15 septembre, 2026
Teacher Information: Name & Email contact	Sharaf Aktar saktar@emsb.qc.ca Élyse Lebel ELebel@emsb.qc.ca		
2. COURSE DESCRIPTION			
Ce cours permet à l'élève de mieux comprendre le monde qui l'entoure et d'expliquer certains phénomènes liés à l'histoire et géographie. À la fin de ce cours, l'élève sera donc capable d'expliquer certains phénomènes historiques et géographiques. Ce cours offrira également la chance à l'élève de développer et appliquer la pensée critique. Finalement, l'élève développe de nombreuses habitudes reliées à la géographie et à l'histoire, telle que lire l'organisation d'un territoire, interpréter un enjeu territorial,interroger les réalités sociales dans une perspective historique, interpréter les réalités sociales à l'aide de la méthode historique et construire sa conscience citoyenne à l'échelle planétaire.			
3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS			
Primary textbook or workbook	Complètement Chrono		
Supplementary materials	Fiches d'activités, mini-atlas ,cartable à 1/2 pouce, feuilles lignées et cahier de notes, crayon.et autres.		
Digital platforms	https://www.erpi.com/fr/i-plus-interactif.html		
Daily required materials	Complètement Chrono /Fiches d'activités, mini-atlas ,cartable à 1/2 pouce, feuilles lignées et cahier de notes, crayon.et autres.		
Optional but recommended materials	N/A		
Replacement or fee information, if applicable	Si un élève perd son livre d'activité, qu'il vienne voir Mme Aktar pour en obtenir un nouvel exemplaire. Un reçu sera ensuite envoyé aux parents par l'administration afin qu'ils paient le nouveau cahier.		



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		
Term 1 report card	By November 20		Term 1 report card is not applicable to Semester 2 Courses
Term 2 report card	By March 15		Term 2 report card is not applicable to Semester 2 Courses
Term 3 report card	By July 10	23 juin, 2027	Semestered Course: ENTER TERM DATES Term 3 report card is worth 100% of the year.

5. EVALUATION OVERVIEW

Important statement on evaluation

Evaluation is based on the development of competencies and on sufficient, varied, and relevant evidence of learning 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 reflects the teacher's professional judgment, student's 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 (<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)

Semestered Course - Term 3 - Evaluation Plan

Annual weighting: 100%

Competency	Framework weighting of the competency	Planned evidence of learning	Approximate timing	Emphasis / notes
Lire l'organisation d'un territoire	%	Devoirs, quiz, tests, recherches, présentations, projets et évaluation de fin d'étape.	Hebdomadaire, mensuel et en fin d'étape	Ces trois compétences sont évaluées ensemble et une note finale est attribuée à la fin de l'étape.
Interpréter un enjeu territorial	%	Devoirs, quiz, tests, recherches, présentations, projets et évaluation de fin d'étape.	Hebdomadaire, mensuel et en fin d'étape	Ces trois compétences sont évaluées ensemble et une note finale est attribuée à la fin de l'étape.
Construire sa conscience citoyenne à l'échelle planétaire	%	Devoirs, quiz, tests, recherches, présentations, projets et évaluation de fin d'étape.	Hebdomadaire, mensuel et en fin d'étape	Ces trois compétences sont évaluées ensemble et une note finale est attribuée à la fin de l'étape.

Additional information



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 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			
School end-of-year evaluation	Yes ▼	Results count for 20% of term 3 for the competency ▼	School Final Exam Session - June ▼
School board common evaluation			
MEQ examination			

Additional information



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	Récupération	Time frame	Avant, après l'école ou pendant les dîners.
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Les récupération seront mises en place par les professeurs de chaque matière, en fonction de leurs horaires individuels. Elles pourront avoir lieu avant les cours, pendant la pause de midi ou après l'école.

Teacher expectations

L'enseignant attendent des élèves qu'ils fassent preuve d'autonomie et qu'ils viennent les voir lorsqu'ils ont besoin d'aide.

Other supports

Trevor Williams - Knowledge Nook

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) LES CELLULAIRE NE SONT PAS AUTORISÉS.
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.

ADDITIONAL INFORMATION

