



## ÉCOLE DUNRAE GARDENS SCHOOL

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<b>CYCLE 1</b>	<b>STANDARDS &amp; PROCEDURES</b>	<b>2024-2025</b>
<b>Progress Report</b>	Issued on: <i>October 15, 2024</i>	The Progress Report contains comments from the teacher detailing the student's learning and behaviour
<b>Term 1 Report</b> (20% of final grade)	Issued on: <i>November 21, 2024</i>	The Report card will be issued on November 21 <sup>st</sup> . It will cover the period from August 29 <sup>th</sup> to November 18 <sup>th</sup> Parent-Teacher Interviews <b>November 21, 2024</b>
<b>Term 2 Report</b> (20% of final grade)	Issued on: <i>February 27, 2025</i>	The Report card will be issued on February 27 <sup>th</sup> . It will cover the period from November 19 <sup>th</sup> to February 27 <sup>th</sup> . Parent-Teacher Interviews (by invitation only) <b>February 27, 2025</b>
<b>Term 3 Report</b> (60% of final grade)	Issued on: <i>June 20, 2025</i>	The Report card will be issued at the end of the school year. It will cover the period from March 10 <sup>th</sup> to the end of the school year
<b>Means of Communication with Parents</b>	<ul style="list-style-type: none"><li>• Notes written in the Agenda/pocket folder (<i>pochette</i>)</li><li>• Hand-written notes, Phone-calls, Emails</li><li>• Student work/evaluations sent home to be signed</li><li>• Parent-Teacher Interviews</li></ul>	

*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*



### Cycle 1 -- List of competencies to be evaluated by term

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

<b>Français</b>		(Gr 1) Amel Hadjoudj & Celine Brigitte Chemogne (Gr2) Isabelle Dickner & Marie-Christine Hanlon						
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Interagir en français (Communication orale)	33%	✓		✓	✓		✓	Tests, observations, présentations orales, interactions en classe, dictées, et travaux effectués en classe
Interagir en français (lire et comprendre textes)	34%	✓	✓	✓	✓	✓	✓	
Produire des textes variés	33%		✓	✓		✓	✓	

<b>Mathématique</b>		(Gr 1) Amel Hadjoudj & Celine Brigitte Chemogne (Gr2) Isabelle Dickner & Marie-Christine Hanlon						
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Résoudre une situation-problème	30%		✓	✓		✓	✓	Tests, observations et travaux effectués en classe
Déployer un raisonnement mathématique	70%	✓	✓	✓	✓	✓	✓	

<b>Arts plastiques</b>		Mike Venditti						
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Réaliser des créations plastiques personnelles	70%	✓	✓	✓	✓	✓	✓	Travaux réalisés en classe, projets seuls et en groupes basés sur les mouvements d'arts et observations quotidiennes des aspects culturels de l'art visuel contemporain et classiques.
Réaliser des créations plastiques médiatiques								
Apprécier des œuvres d'art, des objets culturels du patrimoine artistique, des images médiatiques, ses réalisations et celles de ses camarades	30%	✓	✓	✓	✓	✓	✓	

<b>Culture et citoyenneté québécoise</b>		Noémie Battista						
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Explorer des réalités culturelles	100%		✓	✓		✓	✓	Discussions en groupe-classe, tests, observations et travaux effectués en classe

Musique		Noémie Battista						
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Inventer des pièces vocales ou instrumentales	70%		✓	✓		✓	✓	Examens de flûte à bec, de notes et rythmes, d'écoute, d'interprétation (interprétation de pièces à la flûte à bec, vocales et instruments de percussion) Projets de créations en équipes (utilisation des technologies de l'Information et de la communication) Autoévaluations
Interpréter des pièces musicales		✓		✓	✓		✓	
Apprécier des œuvres musicales	33%	✓	✓	✓	✓	✓	✓	
<b>Attentes de fin de Cycle 1</b>	<p><b>C1 Inventer:</b> À la fin du premier cycle, l'élève participe aux étapes de la démarche de création. Sa réalisation est souvent guidée par des intérêts d'ordre affectif. Liée à la proposition de création, la pièce musicale est de courte durée et présente une organisation simple des éléments qui la constituent.</p> <p><b>C2 Interpréter:</b> À la fin du premier cycle, l'interprétation de l'élève est vocale et instrumentale. Elle démontre une précision relative par rapport au texte musical de la courte pièce. L'élève en respecte la structure et utilise avec un minimum de contrôle les éléments de techniques appropriés.</p> <p><b>C3 Apprécier:</b> À la fin du premier cycle, l'appréciation de l'élève est souvent guidée par des intérêts d'ordre affectif. En utilisant le vocabulaire disciplinaire, l'élève nomme des éléments de contenu présents dans la réalisation ou dans l'œuvre musicale.</p>							

English Language Arts		Sabrina Marino						
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Uses language to communicate and to learn	33%	✓		✓	✓		✓	Participation, observations, In-class assignments, oral presentations and tests
Reads and Listens to spoken, written and media texts	33%		✓	✓		✓	✓	
Produces written and media texts	34%		✓	✓		✓	✓	

Éducation physique et à la santé		Luce Demers						
Competencies Targeted	% of Term Mark	Grade 1			Grade 2			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Agir dans divers contextes de pratique d'activités physiques	100%	✓		✓	✓		✓	Students will be evaluated by observation during their participation in physical education. Occasionally, students will be asked to self-evaluate to give feedback about their performance.  In the final term, students will be engaged in a gymnastics unit, as well as revisiting key sports and activities to consolidate attainment of all 3 competencies.
Interagir dans divers contextes de pratique d'activités physiques		✓	✓	✓	✓	✓	✓	
Adopter un mode de vie sain et actif				✓	✓		✓	
<b>Comments</b>	<p>***Students must wear their physical education uniform and running shoes. Long hair must be tied or pulled back to avoid accidents Many classes will be taking place outside; please ensure that your child is dressed appropriately for the weather.</p> <p><i>The Physical and Health Education Program</i> is guided by the MEQ guidelines and</p>							

by personal experience. The program is designed to help students develop the physical, intellectual, emotional and social competencies that lead to confidence and participation in a physically active lifetime.

At Dunrae Gardens your child will have physical education twice a week for 60 minutes with the exception of pre-K and kindergarten, who will have two 30 minutes period per week. The program has been designed to focus on two major movement contexts and on sensitizing students to the value of a physically active and healthy lifestyle:

**Movement skills in different physical activity settings:**

Using themes of body mobility and physical exertion, the program helps students increase control and awareness of their body. In early grades, for example, the program emphasizes the variety of ways we travel (e.g. running, skipping, hopping, etc.), changes of directions and speeds, and different ways to balance, jump and land. Basic motor skills such as throwing, kicking, volleying, and striking with a racket are also taught in the early grades. Cycle 3 students will get to refine their motor skills through a variety of learning and evaluation situations, including fitness and conditioning, circus and badminton.

**Interact with others in different physical activity settings:**

Here we will work on the themes of cooperation, opposition and expression in order to gain awareness, adaptation and control of the body in locomotor movement, in object manipulation, and in the development of communication. In the upper grades the children are taught how to use their fundamental skills in games and sports (basketball, fielding games), circus and gymnastics skills, and various forms of rhythmical movement.

**Adopt a healthy physically active lifestyle:**

Here we look at the links between our life habits and our well-being. Strategies to improve one’s health through physical activity, nutrition, and wise decision making are discussed in class.

As teachers we recognize that children are at different developmental levels, with a variety of needs and interests. Each lesson is also adjusted to take into account the wide range of skill and fitness levels that characterizes children in elementary school.

Finally, different outings and special events are planned for all cycles to complement the Phys. Ed. Program. The objective of these outings is to provide an opportunity for the student to experience an activity outside of the regular school setting, learn and apply newly developed skills, socialize with students from different schools and provide an opportunity to stay active.

**Cross-Curricular Competencies (evaluated in TERM 3 ONLY)**

Competencies	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Assessment Tools
Organiser son travail		✓					Observations de l’enseignant / Classroom observations
Travail en équipe	✓						

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