



ÉCOLE DUNRAE GARDENS SCHOOL

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

End of Cycle Exams:

It is important to note that the End of Cycle exams for students in Grades 4 and 6 take place throughout the months of **April, May, and June**. If your child is absent during one of these evaluations, it will be impossible to make up (without valid medical documentation) and they will receive a mark of ZERO. Moreover, since each exam takes place over the course of a few days, missing a day during this period will have a significant impact on their final result.

Cycle 3 -- List of competencies to be evaluated by term

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



Commission scolaire English-Montréal
English Montreal School Board

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

English Language Arts		(Gr 5) Emilie Vaillancourt & (Gr 6) Laura Fagnani						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Uses language to communicate and to learn	33%	✓	✓	✓	✓	✓	✓	In-class assignments, participation in discussions & in-class activities (or online activities if applicable), daily observation, projects, independent & group work, quizzes & tests, self-evaluations & reflection, oral presentations
Reads and Listens to spoken, written and media texts	33%	✓	✓	✓	✓		✓	
Produces written and media texts	34%		✓	✓		✓	✓	

Français		(Gr 5) Eric Pauzé & (Gr 6) Flora Boisteau						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Interagir en français (communication orale)	33%	✓	✓	✓	✓	✓	✓	Travaux en classe, participation aux discussions et activités en classe (ou en ligne activités le cas échéant), observations quotidiennes, projets, travail indépendant et en groupe tests, auto-évaluations et/ou réflexions, présentations orales
Interagir en français (lire et comprendre textes)	34%	✓		✓	✓		✓	
Produire des textes variés	33%		✓	✓		✓	✓	

Mathematics		(Gr 5) Emilie Vaillancourt & (Gr 6) Laura Fagnani						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Solves a situational problem	30%		✓	✓		✓	✓	In class assignments, participation in discussions & in-class activities (or online activities if applicable), daily observation, independent & group work, quizzes & tests, self-evaluations & reflection.
Uses mathematical reasoning	70%	✓	✓	✓	✓	✓	✓	

Science & Technologie		(Gr 5) Eric Pauzé & (Gr 6) Flora Boisteau						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Proposer des explications ou des solutions à des problèmes d'ordre scientifique ou technologique	100%							SÉ de fin d'étape SAÉ Tests Projets / présentations orales Laboratoires (rapports)
Mettre à profit les outils, objets et procédés de la science et de la technologie		✓	✓	✓	✓	✓	✓	
Communiquer à l'aide des langages utilisés en science et en technologie								

Géographie, histoire et éd à la citoyenneté		(Gr 5) Eric Pauzé & (Gr 6) Flora Boisteau						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Lire l'organisation d'une société sur son territoire	100%							Des contrôles, quiz, travaux en classe, discussions, projets, l'observation de l'enseignant/e
Interpréter le changement dans une société et sur son territoire		✓	✓	✓	✓	✓	✓	
S'ouvrir à la diversité des sociétés et de leur territoire								

Arts plastiques		Mike Venditti						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			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%							

Culture et citoyenneté québécoise		Mike Venditti						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			Evaluation Methods
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
Réfléchir de façon critique sur des réalités culturelles			✓	✓		✓	✓	Travaux en classe, participation et discussions sur des réalités culturelles.

Musique		Noemie Battista						
Competencies Targeted	% of Term Mark	Grade 5			Grade 6			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)
Interpréter des pièces musicales		✓		✓	✓		✓	
Apprécier des œuvres musicales	33%	✓	✓	✓	✓	✓	✓	Projets de créations en équipes (utilisation des technologies de l'Information et de la communication) Autoévaluations
Attentes de fin de Cycle 3	CI Inventer: À la fin du troisième cycle, l'élève utilise de façon consciente chacune des étapes de la démarche de création. Sa réalisation est guidée par des intérêts d'ordre affectif, social et cognitif. Elle démontre un rapport étroit entre les éléments du langage musical, les moyens sonores et les éléments de techniques exploités. La pièce musicale est d'une durée variable et présente une organisation complexe liée au développement de la proposition de création.							

C2 Interpréter: À la fin du troisième cycle, l'interprétation de l'élève est vocale et instrumentale. Elle contient des intentions expressives claires et est en accord avec le texte musical de la pièce choisie, laquelle est d'une durée variable. L'élève en respecte la structure, contrôle les éléments de techniques appropriés et tient compte des règles relatives à la musique d'ensemble.

C3 Apprécier: À la fin du troisième cycle, l'appréciation de l'élève est souvent guidée par des intérêts d'ordre cognitif, affectif et social. En utilisant de façon pertinente le vocabulaire disciplinaire, l'élève décrit des éléments de contenu présents dans la réalisation ou dans l'œuvre musicale. Son propos contient des considérations d'ordre musical, personnel et socioculturel.

Éducation physique et à la santé		Luce Demers et Eddy Fundaro						
Compétencies Targeted	% of Term Mark	Grade 5			Grade 6			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 in order 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			✓	✓		✓	✓	
Comments	<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>The Physical and Health Education Program is guided by the MEQ guidelines and 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.</p> <p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p>							

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
Communicates effectively					✓		Observations de l'enseignant / Classroom observations
Exercises critical judgement						✓	

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