

ÉCOLE DUNRAE GARDENS SCHOOL

235 Dunrae Avenue, Mont Royal, Québec, H3P 1T5 Tel: 735-1916 Fax: 735-7051 www.emsb.qc.ca/dunraegardens

CYCLE 1	STANDAR DS PROCEDURI	2025-2026
Progress Report	Issued on: October 15, 2025	The Progress Report contains comments from the teacher detailing the student's learning and behaviour
Term 1 Report (20% of final grade)	Issued on: November 26, 2025	The Report card will be issued on November 26 th . It will cover the period from September 2nd to November 14 th Parent-Teacher Interviews November 27, 2025
Term 2 Report (20% of final grade)	Issued on: February 26, 2026	The Report card will be issued on February 26 th . It will cover the period from November 15 th to February 13 th . Parent-Teacher Interviews (by invitation only) February 26, 2026
Term 3 Report (60% of final grade)	Issued on: June 23, 2026	The Report card will be issued at the end of the school year. It will cover the period from February 14 th to the end of the school year
Means of Communication with Parents	 Hand-written notes, Pho 	ns sent home to be signed

As per the Quebec Educational Act published by the Ministère de l'éducation de Quebec, 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

Fran çais	(Gr 1) A	(Gr 1) Amel Hadjoudj & Celine Brigitte Chemogne (Gr2) Isabelle Dickner & Marie-Christine Hanlon							
	% of	Grade 1			Grade 2				
Competencies Targeted	Term Mark	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Evaluation Methods	
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%		√	√		√	√		

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

Arts plastiques		Mike Venditti							
	% of	Grade 1		Grade 2					
Competencies Targeted	Term Mark	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Evaluation Methods	
Réaliser des créations plastiques personnelles	70%	√	√	√	√	√	✓		
Réaliser des créations plastiques médiatiques								Travaux réalisés en classe, observations,	
Apprécier des œuvres d'art, des objets culturels du patrimoine artistique, des images médiatiques, ses réalisations et celles de ses camarades	30%		√	✓		✓	✓	discussions, autoévaluations	

Cu ltu re et citoy en n eté q u éb écoise	Noémie Battista						
Competencies Targeted	Grade 1 Grade 2 Evaluation Methods						

	% of Term Mark	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

Mu sique		Noémie Battista							
	% of	Grade 1			Grade 2				
Competencies Targeted	Term Mark	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Evaluation Methods	
Inventer des pièces vocales ou instrumentales	70%		>	<		✓	√	Examens de flûte à bec, de notes et rythmes, d'écoute, d'interprétation	
Interpréter des pièces musicales	7070	>		>	>		√	(interprétation de pièces à la flûte à bec, vocales et instruments de percussion) Projets de créations en équipes (utilisation	
Apprécier des œuvres musicales	33%	\	>	<	√	✓	✓	des technologies de l'Information et de la communication) Autoévaluations	
Attentes de fin de Cycle 1	C1 Inventer: 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. C2 Interpréter: 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. C3 Apprécier: 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								

English Language Arts			Sabrina Marino							
	% of	Grade 1			Grade 2					
Competencies Targeted	Term Mark	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Evaluation Methods		
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 s	san té	Luce Demers							
	% of		Grade 1		Grade 2				
Competencies Targeted	Term Mark	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Evaluation Methods	
Agir dans divers contextes de pratique d'activités physiques		√		√	√		√	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.	
Interagir dans divers contextes de pratique d'activités physiques	100%	√	✓	✓	√	✓	✓		
Adopter un mode de vie sain et actif			✓	✓		✓	✓	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.	
Com m ents	***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.								
	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.

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 /
Travail en équipe	✓						Classroom observations

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