



ÉCOLE DUNRAE GARDENS SCHOOL

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CYCLE 1			STANDARDS & PROCEDURES	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	● 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			

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

F r a n ç a i s		(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%		✓	✓		✓	✓	

M a t h é m a t i q u e		(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%	✓	✓	✓	✓	✓	✓	

Arts plastiques		Mike Venditti						
Compétencies 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, observations, discussions, autoévaluations
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%		✓	✓		✓	✓	

C u l t u r e e t c i t o y e n n e t é q u é b é c o i s e		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

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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Commission scolaire English-Montréal
English Montreal School Board

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