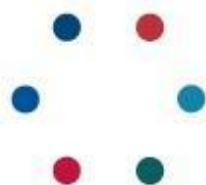


# QOA- Quebec Online Alliance

Standards and Procedures 2021-2022		
Progress Report	Issued on: Friday, November 19, 2021	The Progress Report contains comments from the teachers detailing the student's learning, behavior and academic success so far this year.
Term 1 Report (40% of Final Grade)	Issued on: Friday, January 28, 2021	The Report card will be distributed on January 28 <sup>th</sup> , 2022. It will cover the period from September to January 12, 2022.  Virtual Parent-Teacher Interviews (by appointment) November 2020
Progress Report 2	Issued on: Friday, April 22, 2021	The Progress Report contains comments from the teachers detailing the student's learning, behavior and academic success so far this year. Virtual Parent-Teacher Interviews (by appointment) March 31, 2020
Term 2 Report(60% of Final Grade)	Issued by: July 10, 2022	The Report card will be distributed on. It will cover the period from January 13, 2022 to June 23 2022 .
Means of Communication with Parents	<ul style="list-style-type: none"> <li>• Email</li> <li>• Phone calls, virtual meetings</li> <li>• Student work/evaluations sent home by email to be acknowledged</li> <li>• Virtual Parent-Teacher Interviews (arranged by school on specific date or between parent and teacher upon request)</li> </ul>	



QUEBEC ONLINE  
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## History of Québec and Canada Secondary Cycle 3

Competencies	% of Term Mark	Term 1	Term 2	Assessment Tools
Characterizes a period in the history of Québec and Canada	60	X	X	Full class discussions, small group discussions, written and oral reflections on historical issues, independent research tasks, small group research tasks, written and oral opinion pieces using primary and secondary sources, creative writing, developing lines of questioning, written tasks which build on prior knowledge, producing summaries of historical events and timelines, quizzes.
Interpret a social phenomenon	40	X	X	
<b>Evaluation Procedures in virtual setting:</b>				
Characterizes a period in the history of Québec and Canada	Observation of full class and small group discussions, noting progress on research tasks, evaluating the quality of primary and secondary sources, evaluating student ability to infer information from historical records, noting student understanding of historical contexts, quizzes.			
Interpret a social phenomenon	Observation of full class and small group discussions, noting progress on research tasks, noting ability of student to remain objective during historical analyses, noting student ability to build on their ideas upon receiving new information, quizzes.			

## Contemporary World Secondary Cycle 5

Competencies	% of Term Mark	Term 1	Term 2	Assessment Tools
Interprets a contemporary world problem	50	X		Full class discussions, small group discussions, written and oral reflections on contemporary issues, independent research tasks, small group research tasks, examining bias, written and oral opinion pieces, creative writing, developing lines of questioning, written tasks which build on prior knowledge, examination of historical contexts, quizzes.
Takes a position on a contemporary world issue	50	X		
<b>Evaluation Procedures in virtual setting:</b>				
Interprets a contemporary world problem	Observation of full class and small group discussions, noting progress on research tasks, noting student ability to improve, change, or modify opinions upon receiving new information, noting student understanding of historical contexts and bias, ability for student to properly source information, quizzes.			
Takes a position on a contemporary world issue	Observation of full class and small group discussions, noting progress on research tasks, asking questions to strengthen and defend reasoning on written and oral opinion pieces and creative writing, noting student understanding of historical contexts and bias, noting student ability to build on their ideas upon receiving new information, ability for student to properly source information and use credible sources to defend their opinions, quizzes.			

## Financial Education Secondary Cycle 5

Competencies	% of Term Mark	Term 1	Term 2	Assessment Tools
Takes a position on a financial issue	100		X	Full class and small group discussions, independent research tasks, small group research tasks, examining socioeconomic bias in politics, media, and popular culture, written and oral opinion pieces, drafting financial plans, providing descriptions of financial rights and responsibilities, written tasks which build on prior knowledge, examination of historical contexts, quizzes.
<b>Evaluation Procedures in virtual setting:</b>				
Takes a position on a financial issue	Observation of full class and small group discussions, noting progress on research tasks, asking questions to strengthen and defend reasoning on written and oral opinion pieces, noting student ability to improve, change, or modify financial plans or opinions upon receiving new information, noting student understanding of historical contexts and socioeconomic factors, ability for student to properly source information, quizzes.			