



**LINKS HIGH SCHOOL**  
**STANDARDS & PROCEDURES**

<b>Department or Subject:</b>	<b>English</b>
<b>Teacher(s):</b>	<b>Bianca Giancola, Scott O'Connor</b>
<b>Cycle and Level Taught:</b>	<b>MAP 1</b>
<b>School Year:</b>	<b>2024-2025</b>

<b>Term 1 (20%)</b>		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
<p>Uses language to communicate, to learn and to engage in dialogue</p> <p>Reads and listens to written, spoken and media texts; represents his/her literacy in different media</p> <p>Writes a variety of genres for personal and social purposes; represents her/his literacy in different media</p>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Whole-group discussions</li> <li>-Small-group discussions</li> <li>-In-class assignments</li> </ul>	<p>August 29<sup>th</sup> to November 8<sup>th</sup> 2024</p>
<p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p> <ul style="list-style-type: none"> <li>-Emails</li> <li>-Agenda</li> <li>-Progress report</li> <li>-Report card</li> <li>-IEPs</li> <li>-Parent-teacher interviews</li> </ul>	<p><u><i>Other Pertinent Information</i></u></p> <p><b>Finding their identity as readers and writers through:</b></p> <ul style="list-style-type: none"> <li>-Journals</li> <li>-Exposure to various genres of texts geared towards students' interests</li> <li>-Reading comprehension activities</li> <li>-Producing texts</li> <li>-Media literacy</li> </ul>	

<b>Term 2 (20%)</b>		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
<p>Uses language to communicate, to learn and to engage in dialogue</p> <p>Reads and listens to written, spoken and media texts; represents his/her literacy in different media</p> <p>Writes a variety of genres for personal and social purposes; represents her/his literacy in different media</p>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Whole-group discussions</li> <li>-Small-group discussions</li> <li>-In-class assignments</li> </ul>	<p>November 11<sup>th</sup> – February 21<sup>st</sup> 2024-2025</p>
<p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p> <ul style="list-style-type: none"> <li>-Emails</li> <li>-Report card</li> <li>-IEPs</li> <li>-Parent-teacher interviews</li> </ul>	<p><u><i>Other Pertinent Information</i></u></p> <p><b>Finding their identity as readers and writers through:</b></p> <ul style="list-style-type: none"> <li>-Journals</li> <li>-Exposure to various genres of texts geared towards students' interests</li> <li>-Reading comprehension activities</li> <li>-Producing texts</li> <li>-Media literacy</li> </ul>	

<b>Term 3 (60%)</b>		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects, etc.)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
<p>Uses language to communicate, to learn and to engage in dialogue</p> <p>Reads and listens to written, spoken and media texts; represents his/her literacy in different media</p> <p>Writes a variety of genres for personal and social purposes; represents her/his literacy in different media</p>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Whole-group discussions</li> <li>-Small-group discussions</li> <li>-In-class assignments</li> </ul>	<p>February 24<sup>th</sup> – June 20<sup>th</sup>, 2025</p>
<p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p>	<p><i>End of Year Evaluation (e.g., evaluation situation, local exam, complementary exam, uniform exam, etc.)</i></p>	<p><i>Other Pertinent Information</i></p>
<ul style="list-style-type: none"> <li>-Emails</li> <li>-Report cards</li> <li>-IEPs</li> <li>-Parent-teacher interviews</li> </ul>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Whole-group discussions</li> <li>-Small-group discussions</li> <li>-In-class assignments</li> </ul>	<p><b>Finding their identity as readers and writers through:</b></p> <ul style="list-style-type: none"> <li>-Journals</li> <li>-Exposure to various genres of texts geared towards students' interests</li> <li>-Reading comprehension activities</li> <li>-Producing texts</li> <li>-Media literacy</li> </ul>