Principal

Royal West Academy

# Standards and Procedures 2026-2027

## Secondary Evaluation Plan | Parent Information

### 1. GENERAL INFORMATION

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|---|---|---|---|
| **Subject** | Chemistry | **Course code** | 551 504 |
| **Cycle / Level** | Sec 5 | | |
| **Class group(s)** | 03 | Date this document was shared with parents | by Sept 30, 2026 |
| **Teacher Information:**<br>**Name & Email contact** | Jessica Fogel<br>jfogel@emsb.qc.ca | | |
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### 2. COURSE DESCRIPTION

The chemistry science program is an introduction to the kind of theory and lab work that students will be seeing in future chemistry courses in CEGEP and university. Classes will include: lectures, project based learning, discussions and lab work.

The following modules will be completed:
1. Review: Nomenclature, significant figures, stoichiometry
2. Gases and their Applications
3. Energy in Chemical Reactions
4. Rate of Chemical Reactions
5. Equilibrium in Chemical Reactions
6. Extra topics: Limiting Reagents, Orbitals, Electrochemistry

### 3. TEXTBOOKS, PLATFORMS, AND REQUIRED MATERIALS

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| **Primary textbook or workbook** | Quantum Chemistry |
| **Supplementary materials** | |
| **Digital platforms** | |
| **Daily required materials** | Class notes in binder, workbook, pen, pencil, ruler, non-programmable calculator, lab duo-tang |
| **Optional but recommended materials** | |
| **Replacement or fee information, if applicable** | A replacement text book is $132. |



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## 4. COMMUNICATION WITH PARENTS AND STUDENTS

### Required communications

Parents receive one written communication by October 15 and three report cards no later than November 20, March 15, and July 10. Additional communication will be provided when a student is at risk of not meeting expectations, when behaviour concerns arise, or when an individualized education plan requires it.

**Communication may include:**

| | | |
|---|---|---|
| ■ Mozaïk Parent Portal | ■ Email | ☐ Agenda / planner |
| ■ Phone calls | ☐ Meetings | ☐ Other: |
| ☐ IEP | ☐ Virtual Platform (Google Class or TEAMS) | ☐ Other: |

**Report Cards - Timeline for distribution to parents**

| Communication | Legal deadline | School target date to publish to parents | Notes |
|---|---|---|---|
| **First written communication** | *By October 15* | October 15, 2026 | Focus on adjustment, progress, work habits, and early concerns. |
| **Term 1 report card** | *By November 20* | November 16, 2026 | Counts for 20% of the final mark. |
| **Term 2 report card** | *By March 15* | February 22, 2027 | Counts for 20% of the final mark. |
| **Term 3 report card** | *By July 10* | June 23, 2027 | Counts for 60% of the final mark. |

## 5. EVALUATION OVERVIEW

### Important statement on evaluation

Evaluation is based on the development of competencies and on sufficient, varied, and relevant evidence of learning each are weighted according to the teacher's professional judgement and included as such in the term mark therefore a final judgment is not a simple term average of individual marks it is**.** It reflects the teacher's professional judgment, progress over time, and the overall level of competency development.

**Evidence of learning may include:**

| | | |
|---|---|---|
| ■ Assignments | ■ Tests / quizzes | ■ Exams |
| ■ Projects | ☐ Performance tasks | ■ Labs / practical tasks |
| ■ Presentations | ☐ Portfolios | ☐ Observations |
| ■ Classwork | ☐ Conferences | ☐ Participation connected to competencies |
| ☐ Rubrics | ☐ LES *(Learning Evaluation Situation)* | ☐ Other |

## 6. COMPETENCIES AND METHODS OF EVALUATION

The competencies and % framework weighting listed below correspond to the same subject competencies listed in the school's Summary Standard & Procedure as per MEQ requirements. *(Reference: 26-27 Summary Standard & Procedures published by the school in June 2026*

### Term 1 evaluation | Annual weighting: 20%

| Competency | Framework wighting of the competency | Planned evidence of learning | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| Practical | 40 % | Lab reports | 2 to 3 spread throughout term | This will only appear on 2nd term report card. |
| Theory | 60 % | Tests and Quizzes | approximately 3 tests spread throughout term | Notes, practice, worksheets |
| | % | | | |

### Term 2 evaluation | Annual weighting: 20%

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| Practical | 40 % | Lab reports | 2 to 3 spread throughout term | |
| Theory | 60 % | tests, quizzes, midterm (tentative) | approximately 3 tests spread throughout term | Notes, practice, worksheets |
| | % | | | |

### Term 3 evaluation | Annual weighting: 60%

| Competency | Framework wighting of the competency | Planned evidence | Approximate timing | Emphasis / notes |
|---|---|---|---|---|
| Practical | 40 % | Lab reports | 3 to 4 spread throughout term | |
| Theory | 60 % | tests, quizzes,Exam (tentative) | approximately 3 tests spread throughout term | Notes, practice, worksheets |
| | % | | | |

## 7. GENERAL COMPETENCIES – Cross-Curricular Competencies

**Report card comments**

At least one general competency is commented on during the year. Schools may choose a common schedule by term.

This school year the cross-curricular competencies will be report on by the Science or Arts teachers.

| General competency | Term 1 | | Term 3 |
|---|---|---|---|
| Exercises critical judgment | | | |
| Organizes work | ✔ | | |
| Communicates effectively | | | ✔ |
| Works in a team | | | |

## 8. FINAL EVALUATIONS, SCHOOL BOARD EVALUATIONS, AND MEQ EXAMINATIONS

For all uniform exams, the teachers will be communicating the Exam Schedule when time comes.

| Type of evaluation/examination | Applicable | How final evaluations are included | Important dates or timeline |
|---|---|---|---|
| **School mid-year evaluation** | Yes | Results count for 50% of term 2 for the competency | School Mid-Term Session- January |
| **School end-of-year evaluation** | Yes | Results count for 30% of term 3 for the competency | School Final Exam Session - June |
| **School board common evaluation** | No | | |
| **MEQ examination** | No | | |

## 9. TUTORIAL AND EXTRA HELP

Please find below the planned support *(subject to change throughout the school year. Each teacher will keep the students informed as needed)*

- Students are encouraged to seek clarification early.
- Extra help may support concept review, assignment completion, preparation for evaluations, and feedback on learning.

| Planned Support | | Time frame | Day 3: 3pm or Day 5: Lunch |
|---|---|---|---|

Every student is invited to participate in the remediation sessions, where the teacher will adjust their support according to the needs of the student present.

| Teacher expectations | |
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| Other supports | | | |
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Take advantage of the online support provided by alloprof.

## 10. STUDENT RESPONSIBILITIES AND CLASSROOM EXPECTATIONS

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| **Attendance and participation** | Regular attendance and active participation help students demonstrate competency development and provide sufficient evidence for evaluation.<br>The student must come to each class with all the necessary supplies in order to take full advantage of the learning opportunities provided. |
| **Homework and practice** | Homework, practice, and preparation tasks support learning.<br>Complete all worksheets for homework. Review your notes and worksheets a few times a week to stay on top of your coursework. Homework will be corrected in class. |
| **Academic integrity** | Students must submit their own work, cite sources when required, and use digital tools, including AI tools, only as permitted by the teacher and the school's code of conduct.<br>Please refer to the school's assessment policy in the agenda. |
| **Technology use** | For academic purposes students may be asked/ allowed to use certain technological tools ( Apps, cell phones, AI)<br>Google classroom will be used to share documents and due dates as well as for the submission of lab reports. |
| **Learning behaviours** | Effort, organization, collaboration, and respect for classroom expectations contribute to successful learning. |

## 11. MISSED ASSIGNMENTS, LATE WORK, AND MISSED EVALUATIONS

**Guiding principle**

The goal is to gather enough valid evidence to evaluate competency development. Consequences for late or missing work must be applied consistently and should not replace professional judgment about what a student has demonstrated.

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| **Missed assignments** | Students are expected to submit assignments by the established deadline. In the case of absence, students must obtain missed work and complete it within a reasonable timeline determined with the teacher. |
| **Persistent non-submission** | Persistent non-submission will limit the teacher's ability to gather sufficient evidence of learning and may require additional communication with parents. |
| **Missed tests or evaluations** | A justified absence may require documentation. A make-up evaluation or alternative evidence may be scheduled at the teacher's discretion or school's procedure. |
| **Unjustified absence from an evaluation** | The teacher may use alternative evaluation, existing evidence, or note insufficient evidence, according to school procedures. |
| **Extensions or accommodations** | Students requiring accommodations should speak with the teacher. |
| **Individualized Educational Plan (IEP)** | Adaptations linked to an individualized education plan will be respected. |