



LINKS HIGH SCHOOL
STANDARDS & PROCEDURES

Department or Subject:	English
Teacher(s):	D. Ryan
Cycle and Level Taught:	MAP 3
School Year:	2021-2022

Term 1 (40%)		
<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>	<p>Observations</p> <p>Group discussions</p> <p>In-class assignments</p>	<p>Throughout the term</p> <p>Throughout the term</p> <p>Throughout the term</p>
<i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i>	<i>Other Pertinent Information</i>	

<p>Emails Progress Report Report cards Parent-teacher interviews</p>	<p>Students will be introduced to various forms of fictional and nonfictional text and expository writing, such as news pieces.</p>
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Term 2 (60%)		
<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>	<p>Observations</p> <p>Group discussions</p> <p>In-class assignments</p> <p>Oral presentation</p>	<p>Throughout the term</p> <p>Throughout the term</p> <p>Throughout the term</p>
<i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i>	<i>End of Year Evaluation (e.g., evaluation situation, local exam, complementary exam, uniform exam, etc.)</i>	<i>Other Pertinent Information</i>
<p>Emails Progress Report Parent-teacher interviews Report Card</p>	<p>Observations</p> <p>Group discussions</p> <p>In-class assignments</p>	<p>Students will begin to explore their interest as a reader and explore its themes and components, as well as expanding on their expository writing.</p>

