



## LINKS HIGH SCHOOL STANDARDS & PROCEDURES

<b>Department or Subject:</b>	<b>English</b>
<b>Teacher(s):</b>	<b>Ann Brace, Ariana Fuoco &amp; Scott O'Connor</b>
<b>Cycle and Level Taught:</b>	<b>MAP 2</b>
<b>School Year:</b>	<b>2023-2024</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>
Uses language to communicate, to learn and to engage in dialogue  Reads and listens to written, spoken and media texts; represents his/her literacy in different media  Writes a variety of genres for personal and social purposes; represents her/his literacy in different media	-Observations -Group discussions -In-class assignments	August 30 <sup>th</sup> to November 10 <sup>th</sup>
<i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i>	<u><i>Other Pertinent Information</i></u>	
-Emails -Progress Report -Report cards -Parent-teacher interviews	-Students will be introduced to various forms of fictional and nonfictional text and expository writing, such as news pieces	

<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>-Group discussions</li> <li>-In-class assignments</li> </ul>	<p>November 13<sup>th</sup> – February 23<sup>rd</sup></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>-Progress Report</li> <li>-Report cards</li> <li>-Parent-teacher - interviews</li> </ul>	<p><u><i>Other Pertinent Information</i></u></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>	

**Term 3 (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>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Group discussions</li> <li>-In-class assignments</li> </ul>	<p>February 26<sup>th</sup> – June 21<sup>st</sup></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>-Progress Report</li> <li>-Report cards</li> <li>-Parent-teacher interviews</li> </ul>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Group discussions</li> <li>-In-class assignments</li> </ul>	<p>-Students will continue to explore their interest as a reader and explore its themes and components, as well as expanding on their expository writing</p>