



Commission scolaire English-Montréal

English Montreal School Board

**STANDARDS & PROCEDURES  
WORKSHEET**



<b>Subject:</b>	English Language Arts, Drama, Ethics and Religious Culture, français, mathématiques
<b>Teacher:</b>	Alison Prendergast
<b>Cycle and Level:</b>	Cycle1 Year 2
<b>School Year:</b>	2018- 2019

Term 1 (20%)		
Competencies Targeted	Evaluation Methods	Communication
<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• Uses language to communicate and learn</li> <li>• Reads and listens to spoken, written and media texts</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• To appreciate dramatic works, personal productions and those of classmates</li> </ul> <p><b>Ethics and Religious Culture</b></p> <ul style="list-style-type: none"> <li>• Engages in</li> </ul>	<ul style="list-style-type: none"> <li>• Routine assessment of reading level (through teacher-student conference)               <ul style="list-style-type: none"> <li>○ Sight words</li> <li>○ Phonics</li> <li>○ Fluency</li> <li>○ Comprehension</li> </ul> </li> <li>• Regular evaluation of writing: sight words, phonics, proper punctuation, and syntax</li> <li>• Participation in classroom discussions and activities</li> <li>• Class work</li> <li>• Rubrics/checklists</li> <li>• In-class projects</li>   <li>• Observation</li> <li>• Participation in classroom discussion</li>   <li>• Participation in classroom discussion</li> <li>• Classroom observations</li> <li>• Rubrics/ checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the term by ClassDojo, by telephone call, in the agenda, or in person</li> <li>• Progress report</li> <li>• Report card</li> <li>• Curriculum night, parent-teacher interviews</li> <li>• Meetings upon request</li> </ul>

<p>dialogue</p> <p><b>Français</b></p> <ul style="list-style-type: none"> <li>• Interagir en français</li> <li>• Produire des textes variés</li> </ul> <p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>• Raisonner à l'aide de concepts et de processus mathématiques</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation en classe</li> <li>• Travail scolaire</li> <li>• Projets en classe</li> <li>• Présentation oral</li> <li>• Travail écrite</li> </ul> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Participation</li> <li>• Travail scolaire</li> <li>• Tests mensuels (approx.)</li> <li>• Rubriques/ grilles d'évaluation</li> </ul>	
<p><b>Communication to Students and Parents</b></p>	<p><b>Other</b></p> <p>Although evaluation is ongoing, only certain competencies will appear on the report card each term, as reflected in this document.</p>	
<b>Term 2 (20%)</b>		
<p><b>Competencies Targeted</b></p>	<p><b>Evaluation Methods</b></p>	<p><b>Communication</b></p>
<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• Reads and listens to spoken, written and media texts</li> <li>• Produces written and media texts</li> </ul>	<ul style="list-style-type: none"> <li>• Routine assessment of reading level (through teacher-student conference) <ul style="list-style-type: none"> <li>○ Sight words</li> <li>○ Phonics</li> <li>○ Fluency</li> <li>○ Comprehension</li> </ul> </li> <li>• Regular evaluation of writing: sight words, phonics, proper punctuation, and syntax</li> <li>• Participation in classroom discussions and activities</li> <li>• Class work</li> <li>• Rubrics/checklists</li> <li>• In-class projects</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the term by ClassDojo, by telephone call, or in person</li> <li>• Progress report</li> <li>• Report card</li> <li>• Curriculum night, parent-teacher interviews</li> <li>• Meetings upon request</li> </ul>

<p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• To appreciate dramatic works, personal productions and those of classmates</li> <li>• To interpret short scenes</li> </ul> <p><b>Ethics and Religious Culture</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the phenomenon of religion</li> </ul> <p><b>Français</b></p> <ul style="list-style-type: none"> <li>• Interagir en français</li> <li>• Produire des textes variés</li> </ul> <p><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>• Raisonner à l'aide de concepts et de processus mathématiques</li> <li>• Communiquer à l'aide du langage mathématique</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Participation in classroom discussion</li> <li>• Role-playing</li> <li>• Reader's Theatre</li> <li>• Participation in plays</li> </ul> <ul style="list-style-type: none"> <li>• Participation in classroom discussion</li> <li>• Classroom observation</li> <li>• In-class assignments</li> <li>• Rubrics/ checklists</li> <li>• Student conference</li> </ul> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Participation en classe</li> <li>• Travail scolaire</li> <li>• Projets</li> <li>• Présentation oral</li> <li>• Travail écrite</li> </ul> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Participation</li> <li>• Travail scolaire</li> <li>• Tests mensuels (approx.)</li> <li>• Rubriques/ grilles d'évaluation</li> </ul>	
<p><b>Communication to Students and Parents</b></p>	<p><b>Other</b></p> <p>Although evaluation is ongoing, only certain competencies will appear on the report card each term, as reflected in this document.</p>	

<b>Term 3 (60%)</b>		
<b>Competencies Targeted</b>	<b>Evaluation Methods</b>	<b>Communication</b>
<p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• Uses language to communicate and learn</li> <li>• Reads and listens to spoken, written and media texts</li> <li>• Produces written and media texts</li> </ul> <p><b>Drama</b></p> <ul style="list-style-type: none"> <li>• To appreciate dramatic works, personal productions and those of classmates</li> <li>• To interpret short scenes</li> </ul> <p><b>Ethics and Religious Culture</b></p> <ul style="list-style-type: none"> <li>• Reflects on ethical questions</li> <li>• Engages in dialogue</li> <li>• Demonstrates an understanding of the phenomenon of religion</li> </ul> <p><b>Français</b></p>	<ul style="list-style-type: none"> <li>• Routine assessment of reading level (through teacher-student conference) <ul style="list-style-type: none"> <li>○ Sight words</li> <li>○ Phonics</li> <li>○ Fluency</li> <li>○ Comprehension</li> </ul> </li> <li>• Regular evaluation of writing: sight words, phonics, proper punctuation, and syntax</li> <li>• Participation in classroom discussions and activities</li> <li>• Class work</li> <li>• Rubrics/checklists</li> <li>• In-class projects</li> <li>• Oral presentations</li>   <li>• Observation</li> <li>• Participation in classroom discussion</li> <li>• Role-playing</li> <li>• Reader's Theatre</li> <li>• Plays</li> <li>• Participation</li>   <li>• Participation in classroom discussion</li> <li>• Classroom observation</li> <li>• In-class assignments</li> <li>• Rubrics/ checklists</li> <li>• Student conference</li>   <li>• Observations</li> <li>• Participation en classe</li> <li>• Travail scolaire</li> <li>• Projets en classe</li> <li>• Présentation oral</li> <li>• Travail écrite</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the term by ClassDojo, by telephone call, or in person</li> <li>• Progress report</li> <li>• Report card</li> <li>• Curriculum night, parent-teacher interviews</li> <li>• Meetings upon request</li> </ul>

<ul style="list-style-type: none"> <li>• Interagir en français</li> <li>• Produire des textes variés</li> </ul> <p style="text-align: center;"><b>Mathématiques</b></p> <ul style="list-style-type: none"> <li>• Reasonner à l'aide de concepts et de processus mathématiques</li> <li>• Communiquer à l'aide du langage mathématique</li> <li>• Résoudre une situation-problème mathématique</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Participation</li> <li>• Travail scolaire</li> <li>• Tests mensuels (approx.)</li> <li>• Rubriques/ grilles d'évaluation</li> <li>• Activités de résolution de problème</li> </ul>	
<p><b>Communication to Students and Parents</b></p>	<p><b>Other</b> Although evaluation is ongoing, only certain competencies will appear on the report card each term, as reflected in this document.</p>	

<p><b>First Written Communication (Progress Report)</b></p>	<p>The first written communication, which will include comments on the student's learning and behaviour, will be issued on October 12, 2018.</p>
<p><b>First Report Card</b></p>	<p>This report card will cover the period from August 28 to November 14, 2018 and will count for 20% of the final mark for the year.</p>
<p><b>Second Report Card</b></p>	<p>This report card will cover the period from November 15, 2018 to February 22, 2019 and will count for 20% of the final mark for the year.</p>
<p><b>Third Report Card</b></p>	<p>This report card will cover the period February 25 to June 21, 2019 and will count for 60% of the final mark for the year. It will include the End of Year Evaluation and any End of Cycle exams,</p>

