



## STANDARDS & PROCEDURES WORKSHEET

<b>Department or Subject:</b>	SEEDS 1
<b>Teacher(s):</b>	Elijah Abravanel
<b>Cycle and Level:</b>	Cycle 1 and 2
<b>School Year:</b>	2018-2019

Competencies Targeted	Term 1 (20%) Evaluation Methods	General Timeline
<b>E.L.A.</b>		
<b>To read and listen to literary, popular, and information-based texts</b>	Listening and participating in discussion during story time.	Daily throughout the year.
	“Daily 5” activities; including “read to self”, “buddy reading”, and “listening to reading”.	Daily. “Read to self” only during the first term.
	Morning message with sight words, word families, spelling conventions.	Sight words daily throughout first term.
	Home reading program.	Weekly throughout the year.
	One-on-one resource intervention.	Weekly throughout the year.
	Bench-marking (PM, DIBELS)	On a per-term basis
<b>To write self-expressive, narrative and information-based texts</b>	Daily journal writing.	Daily throughout the year with individualized and progressively more demanding goals.
	Miscellaneous ELA activities related to special projects and activities.	Daily throughout the year.
	Term 1: creating “SEEDs calendar” with monthly-themed recipes.	

<b>To use language to communicate and learn.</b>	Contributing to classroom blog and Twitter.	Intermittently throughout the year.
<b>F.S.L.</b>	Show-and-tell, classroom presentations.	Intermittently throughout term.
<b>Interagir en français en se familiarisant avec le monde francophone.</b>	Field trips to areas of interest in Montreal (French-speaking animators).	Approx. 3-4 occasions throughout the year.
	Vocabulary games (bingo, match, etc.).	Daily throughout the year.
	Calendar in French.	Daily throughout the year.
<b>Produire des textes variés.</b>	One-on-one resource.	On a weekly basis.
	Miscellaneous FLA activities related to special projects and activities.	Daily throughout the year.
<b>Mathematics</b>		
<b>To reason using mathematical concepts and processes.</b>	SmartBoard Activities, math manipulatives, station work, online math games, Jump Math workbooks, one-on-one resource.	Daily throughout the year.
<b>Broad Areas of Learning</b>		
<b>Awareness of his/her basic needs</b>	Learning how to ask for assistance when needed, how to take breaks appropriately, how to identify and manage emotions.	Daily throughout the year.
<b>Awareness of the consequences for health and well-being of his/her personal choices</b>	Cooking, discussion of smart food choices, bicycle and road safety, personal hygiene.	Weekly throughout the year.
	Social skills training, on-	Daily throughout the year

<b>Active lifestyle and safe behaviour</b>	going self-evaluation of behaviour through “Power Points.”
<b>Communication to Students and Parents</b> Phone and text, IEP, meetings, agenda use, at drop-off and pick-up.	<b>Other Pertinent Information</b>  Available for communication with parents and guardians on a regular basis as needed.

<b>Competencies Targeted E.L.A.</b>	<b>Term 2 (20%) Evaluation Methods</b>	<b>General Timeline</b>
<b>To read and listen to literary, popular, and information-based texts</b>	Listening and participating in discussion during story time.	Daily throughout the year.
	“Daily 5” activities including “read to self”, “buddy reading”, and “listening to reading”.	Daily.
	Morning message with “sound buddies” and writing conventions.	Daily.
	Home reading program.	Weekly throughout the year.
	One-on-one resource intervention.	Weekly throughout the year (if needed).
<b>To write self-expressive, narrative and information-based texts</b>	Bench-marking (PM, DIBELS)	On a per-term basis.
	Daily journal writing.	Daily throughout the year with individualized and progressively more demanding goals.
	Miscellaneous ELA activities related to special projects and activities.	Daily throughout the year.
	“Daily 5” activities “writing” and “word work”.	Daily.

<b>To use language to communicate and learn.</b>  <b>F.S.L.</b>  <b>Interagir en français en se familiarisant avec le monde francophone.</b>	Contributing to classroom blog and Twitter.	Intermittently throughout the year.
	Show-and-tell, classroom presentations.	Intermittently throughout term.
	Field trips to areas of interest in Montreal (French-speaking animators).	Approx. 3-4 occasions throughout the year.
	Vocabulary games (bingo, match, etc.).	Daily throughout the year.
	Calendar in French.	Daily throughout the year.
<b>Produire des textes variés.</b>	One-on-one resource.	On a weekly basis (if needed).
	Miscellaneous FLA activities related to special projects and activities.	Daily throughout the year.
	Themed projects, French booklets, Power Point presentations.	Intermittently from term 2 onwards.
	SmartBoard Activities, math manipulatives, station work, online math games, Jump Math workbooks.	Daily throughout the year.
	One-on-one resource. Mathematical calendar activities.	Weekly (if needed). Daily
<b>Mathematics</b> <b>To reason using mathematical concepts and processes.</b>	Use of mathematical terms in all aspects of mathematics instruction and practice.	Daily
<b>To communicate by using mathematical language.</b>		
<b>Broad areas of learning</b> <b>Awareness of his/her basic needs</b>	Learning how to ask for assistance when needed, how to take breaks appropriately, how to identify and manage emotions.	Daily.

<b>Awareness of the consequences for health and well-being of his/her personal choices</b>	Cooking, discussion of smart food choices, bicycle and road safety, personal hygiene.	Intermittently.
<b>Active lifestyle and safe behaviour</b>	Social skills training, on-going self-evaluation of behaviour through “Power Points.”	Daily.
<b>Communication to Students and Parents</b>	<b>Other Pertinent Information</b>	
Same as previous	Same as previous	
<b>Competencies Targeted</b>	<b>Term 3 (60%) Evaluation Methods</b>	<b>General Timeline</b>
<b>E.L.A.</b>		
<b>To read and listen to literary, popular, and information-based texts</b>	Listening and participating in discussion during story time.	Daily throughout the year.
	“Daily 5” activities; including “read to self”, “buddy reading”, and “listening to reading”.	Daily. “Read to self” only during the first term.
	Morning message with sight words, word families, writing conventions.	Daily. Focus on writing conventions in term 3.
	Home reading program.	Weekly throughout the year.
	One-on-one resource intervention.	Weekly throughout the year.
	Bench-marking (PM, DIBELS)	On a per-term basis
<b>To write self-expressive, narrative and information-based texts</b>	Daily journal writing.	Daily throughout the year with individualized and progressively more demanding goals.
		Daily throughout the year.

	Miscellaneous ELA activities related to special projects and activities.	
<b>To use language to communicate and learn.</b>	“Daily 5” activities “writing” and “word work”. Contributing to classroom blog and Twitter.	Daily. Intermittently throughout the year.
	Show-and-tell, classroom presentations.	Intermittently throughout term.
	Reader’s theatre.	Daily practice for 2 weeks.
<b>F.S.L.</b>		
<b>Interagir en français en se familiarisant avec le monde francophone.</b>	Field trips to areas of interest in Montreal (French-speaking animators). Vocabulary games (bingo, match, etc.).	Approx. 3-4 occasions throughout the year. Daily throughout the year.
	Calendar in French.	Daily throughout the year.
	One-on-one resource.	On a weekly basis (if needed).
<b>Produire des textes variés.</b>	Miscellaneous FLA activities related to special projects and activities. Themed projects, French booklets, Power Point presentations.	Daily throughout the year. Intermittently from term 2 onwards.
<b>Mathematics</b>		
<b>To reason using mathematical concepts and processes.</b>	SmartBoard Activities, math manipulatives, station work, online math games, Jump Math workbooks.	Daily throughout the year.
<b>To communicate by using mathematical language.</b>	One-on-one resource. Mathematical calendar activities. Use of mathematical terms in all aspects of mathematics instruction and practice.	Weekly (if needed). Daily Daily

<b>To solve a situational problem.</b>	Real-life math activities/scenarios (play store trip), bake sale, event planning and budgeting, etc. Problem-solving practice. End-of-cycle exam (participation TBD)	Intermittently throughout term.  Bi-weekly. Daily for 1-2 weeks (May).
<b>Broad areas of learning</b>		
<b>Awareness of his/her basic needs</b>	Learning how to ask for assistance when needed, how to take breaks appropriately, how to identify and manage emotions.	Daily.
<b>Awareness of the consequences for health and well-being of his/her personal choices</b>	Cooking, discussion of smart food choices, bicycle and road safety, personal hygiene.	Bi-weekly.
<b>Active lifestyle and safe behaviour</b>	Social skills training, on-going self-evaluation of behaviour through "Power Points."	Daily.
<b>Communication to Students and Parents</b>	<b>End of Year Evaluation</b>	<b>Other Pertinent Information</b>
Same as previous.	There will be a standardized reading comprehension test that all students of grade 3 (including SEEDs will sit).  Participation in end-of-cycle exams (for students in grades 2 and 4) will be determined in term 3.  At this time, it will be determined whether or not students are ready to be reintegrated into the regular classroom.	

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