



**STANDARDS & PROCEDURES  
WORKSHEET**

<b>Department or Subject:</b>	<b>English Language Arts, ERC, Drama</b>
<b>Teacher(s):</b>	<b>Claudia Papandrea</b>
<b>Cycle and Level</b>	<b>Cycle 1, Year 2</b>
<b>School Year:</b>	<b>2020-2021</b>

<b>Term 1 (20%)</b>		
<b>Competencies Targeted</b>	<b>Evaluation Methods</b>	<b>General Timeline</b>
<p><b>English Language Arts:</b> -Uses language to communicate and learn</p> <p>-Reads and listens to spoken, written and media texts</p> <p><i>Not evaluated: Produces written and media texts</i></p> <p><b>Ethics and Religious Culture:</b> -Engages in dialogue</p> <p><i>Not evaluated: Demonstrates an understanding of religion</i></p>	<p>-Participation in classroom discussions and activities -Following instructions</p> <p>-Class work -Tests -Checklists, rubrics -Observations</p> <p>Routine assessment of reading level: -Spelling lists -Sight words -Phonics -Comprehension</p> <p>-Participation in class discussions -Classroom observations</p>	<p>Throughout the term</p>
<b>Communication to Students and Parents</b>	<b>Other Pertinent Information</b>	

<p>-Throughout the term by communicating through notes in the agenda, telephone calls, ClassDojo, or in person meetings (Zoom meeting)</p> <p>-Agenda needs to be signed daily</p> <p>-Tests need to be signed</p>	<p>Although evaluation is ongoing, only certain competencies appear on the report card each term.</p>
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Term 2 (20%)		
Competencies Targeted	Evaluation	General Timeline
<p><b>English Language Arts:</b> -Reads and listens to spoken, written and media texts</p> <p>Produces written and media texts</p> <p><i>Not evaluated: Uses language to communicate and learn</i></p> <p><b>Ethics and Religious Culture:</b> -Demonstrates an understanding of the</p>	<p>Routine assessment of reading level: -Spelling lists -Sight words -Phonics -Comprehension -Class work</p> <p>-In class writing activities (journals, class books, short stories) -Spelling tests -Rubrics, checklists</p> <p>-In class assignments and class discussions -Observations</p>	<p>Throughout the term</p>

<p>phenomenon of religion</p> <p><i>Not evaluated: Engages in dialogue</i></p> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>-To appreciate dramatic works</li> <li>-To interpret short scenes</li> </ul>	<ul style="list-style-type: none"> <li>-Observations</li> <li>-Participation</li> <li>-Role-playing</li> <li>-Participation in plays</li> </ul>	
<p><b>Communication to Students and Parents</b></p> <ul style="list-style-type: none"> <li>-Throughout the term by communicating through notes in the agenda, telephone calls, ClassDojo, or in person meetings (Zoom meeting)</li> <li>-Agenda needs to be signed daily</li> <li>-Tests need to be signed</li> </ul>	<p><b>Other Pertinent Information</b></p> <p>Although evaluation is ongoing, only certain competencies appear on the report card each term.</p>	

Term 3 (60%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p>Same as Term Two</p> <p><b>English Language Arts:</b></p> <ul style="list-style-type: none"> <li>-Uses language to communicate and learn</li> </ul>	<ul style="list-style-type: none"> <li>-Participation in classroom discussions and activities</li> <li>-Oral presentation</li> </ul>	<p>Throughout the term</p>

<p>-Reads and listens to spoken, written and media texts</p> <p>-Produces written and media texts</p> <p><b>Ethics and Religious Culture:</b></p> <p>-Engages in dialogue</p> <p>-Demonstrates an understanding of the phenomenon of religion</p> <p><b>Drama:</b></p> <p>-To appreciate dramatic works</p> <p>-To interpret short scenes</p>	<p>Routine assessment of reading level:</p> <ul style="list-style-type: none"> <li>-Spelling lists</li> <li>-Sight words</li> <li>-Phonics</li> <li>-Comprehension</li> <li>-Class work</li> </ul> <p>-In class writing assignments</p> <p>-In class projects</p> <p>-Rubrics, checklists</p> <p>-Participation in class discussions</p> <p>-Observations</p> <p>-In class assignments and class discussions</p> <p>-Observations</p> <p>-Observations</p> <p>-Participation</p> <p>-Role-playing</p> <p>-Participation in plays</p>	
<p><b>Communication to Students and Parents</b></p>	<p><b>End of Year Evaluation</b></p>	<p><b>Other Pertinent Information</b></p>
<p>Same as terms one and two</p> <p>Throughout the term by communicating through notes in the agenda, telephone calls, ClassDojo, or in person meetings (Zoom meeting)</p>	<p>Tests and summative evaluations</p>	<p>How to help your child at home:</p> <ul style="list-style-type: none"> <li>-Go over the homework with your child</li> <li>-Read to your child every night and have them read to you. Ask them questions such as:</li> <li>-What do you think the book is about, who was your</li> </ul>

<p>-Agenda needs to be signed daily</p> <p>-Tests need to be signed</p>		<p>favourite character and why</p> <p>-Practice letters and sounds (including blends and diagraphs). Mastering will help them read.</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 9, 2020.</p>
<p><b>First Report Card</b></p>	<p>This report card will cover the period from August 31 to November 13, 2020 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 16, 2020 to February 19, 2021 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 22 to June 23, 2021 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>