



**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>	2020-2021

<b>Competencies Targeted</b>	<b>Term 1 (20%) 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, spelling conventions.	Sight words daily throughout first term.
	One-on-one resource intervention.	Weekly throughout the year (if needed).
	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.

**To use language to communicate and learn.**

Show-and-tell, classroom presentations.

Intermittently throughout term.

**F.S.L.**

**Interagir en français en se familiarisant avec le monde francophone.**

Vocabulary games (bingo, match, etc.).

Daily throughout the year.

Calendar in French.

Daily throughout the year.

One-on-one resource.

On a weekly basis (if needed).

**Produire des textes variés.**

Miscellaneous FLA activities related to special projects and activities.

Daily throughout the year.

**Mathematics**

**To reason using mathematical concepts and processes.**

SmartBoard Activities, math manipulatives, station work, online math games, Jump Math workbooks, one-on-one resource.

Daily throughout the year.

**Broad Areas of Learning**

**Awareness of his/her basic needs**

Learning how to ask for assistance when needed, how to take breaks appropriately, how to identify and manage emotions.

Daily throughout the year.

**Active lifestyle and safe behaviour**

Social skills training, on-going self-evaluation of behaviour through "Power Points."

Daily throughout the year

**Communication to Students**

**Other Pertinent Information**

**and Parents**

Phone and text, IEP, meetings, agenda use, at drop-off and pick-up.

Available for communication with parents and guardians on a regular basis as needed.

<b>Term 2 (20%)</b>		
<b>Competencies Targeted</b>	<b>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.
	Morning message with “sound buddies” and writing conventions.	Daily.
	One-on-one resource intervention.	Weekly throughout the year (if needed).
	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.
	“Daily 5” activities “writing” and “word work”.	Daily.
<b>To use language to communicate and learn.</b>	Show-and-tell, classroom presentations.	Intermittently throughout term.
<b>F.S.L.</b>		

<b>Interagir en français en se familiarisant avec le monde francophone.</b>	Vocabulary games (bingo, match, etc.).	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.	Daily throughout the year.
	Themed projects, French booklets, Power Point presentations.	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>Broad areas of learning 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>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

Term 3 (60%)		
Competencies Targeted	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, writing conventions.	Daily. Focus on writing conventions in term 3.
	One-on-one resource intervention.	Weekly throughout the year (if needed).
	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.
	“Daily 5” activities “writing” and “word work”.	Daily.
<b>To use language to communicate and learn.</b>	Show-and-tell, classroom presentations.	Intermittently throughout term.
<b>F.S.L.</b>		
<b>Interagir en français en se familiarisant avec le monde francophone.</b>	Vocabulary games (bingo, match, etc.).	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>Active lifestyle and safe behaviour</b>	Social skills training, on-going self-evaluation of behaviour through "Power	Daily.

<b>Communication to Students and Parents</b>	<b>Points.” End of Year Evaluation</b>	<b>Other Pertinent Information</b>
Same as previous.	<p>There will be a standardized reading comprehension test that all students of grade 3 (including SEEDs will sit).</p> <p>Participation in end-of-cycle exams (for students in grade 4) will be determined in term 3.</p> <p>At this time, it will be determined whether or not students are ready to be reintegrated into the regular classroom.</p>	

<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 9, 2020.
<b>First Report Card</b>	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.
<b>Second Report Card</b>	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.
<b>Third Report Card</b>	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,