



**STANDARDS & PROCEDURES
WORKSHEET**

Department or Subject:	SEEDS K/1
Teacher(s):	Alissa Bultz
Cycle and Level	Kindergarten and grade 1
School Year:	2020-2021

Term 1 (20%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p>English Language Arts To use language to communicate and learn</p> <ul style="list-style-type: none"> - Letter recognition and knowledge of letter sounds. - Use of appropriate pronouns and tenses in speech. - Rhyming, counting syllables, alliteration activities. - Listen to spoken and written sentences/text. 	<ul style="list-style-type: none"> - Listening and participating in discussion during story time. - Morning message with letter identification, sight words, spelling conventions. -Daily 5 activities: listening to reading, read to self. 	<p>Daily throughout the year.</p> <p>Phonological and phonemic awareness activities daily.</p> <p>Daily read to self.</p>
<p>F.S.L Interagir en français en se familiarisant avec le monde francophone.</p>	<ul style="list-style-type: none"> -Calendar in French. -Vocabulary games (bingo, matching, etc.). -One-on-one resource. 	<p>Daily throughout year.</p> <p>Daily throughout year.</p> <p>On a weekly basis.</p>
<p>Mathematics To reason using mathematical concepts and processes.</p> <ul style="list-style-type: none"> - Identifying, writing, and representing numbers 1-30. -Developing the ordinal concept of numbers. 	<ul style="list-style-type: none"> -Calendar counting, what comes before and after, counting number of words in morning message. -SmartBoard activities, math manipulatives, station work, sequencing games, math games, one-on-one resource. 	<p>Daily throughout the year.</p>
<p>To affirm his/her personality.</p>	<ul style="list-style-type: none"> -Appropriate expression of his/her interests, ideas, 	<p>Daily throughout the year.</p>

<p>To interact harmoniously with others.</p>	<p>feelings, and emotions. -Use of appropriate means to meet needs.</p> <p>-Participation in group activities. -Appreciate individual differences. -Communicate with different people.</p>	<p>Daily throughout the year.</p>
<p>Communication to Students and Parents</p>	<p>Other Pertinent Information</p>	
<p>Phone and text, meetings, agenda and communication book use, IEP, at drop-off and pick-up.</p>	<p>Available for communication with parents and guardians on a regular basis as needed.</p>	

<p>Term 2 (20%)</p>		
<p>Competencies Targeted</p>	<p>Evaluation</p>	<p>General Timeline</p>
<p>English Language Arts To use language to communicate and learn</p> <ul style="list-style-type: none"> - Letter recognition and knowledge of letter sounds. - Use of appropriate pronouns and tenses in speech. - Rhyming, counting syllables, alliteration activities. - Independent recognition and reading of words from the Dolch (sight word) lists. <p>To listen to and read literary, popular, and information- based texts.</p> <p>To write self-expressive and narrative based texts.</p>	<p>-Morning message with sight words, word families, spelling conventions.</p> <p>-Listening and participating in discussion during story time.</p> <p>-Daily 5 activities including, read to self, listening to reading.</p> <p>Daily journal writing.</p> <p>Miscellaneous ELA activities related to special projects and activities.</p> <p>Daily 5 activities and word work.</p>	<p>-Sight words, word families daily throughout term.</p> <p>Daily.</p> <p>Daily throughout the year with individualized and progressively more demanding goals.</p>

<p>F.S.L. Interagir en français en se familiarisant avec le monde francophone.</p> <p>Broad areas of Learning.</p> <ul style="list-style-type: none"> - Awareness of his/her basic needs. - Active lifestyle and safe behaviour. 	<p>-Calendar in French.</p> <p>-Vocabulary games (bingo, matching, etc.).</p> <p>One-on-one resource.</p> <p>Learning how to ask for assistance when needed, how to take breaks appropriately, how to identify and manage emotions.</p> <p>Social skills training, on-going self-evaluation of behaviour thorough check-ins.</p>	<p>Daily throughout the year.</p> <p>Daily throughout the year.</p> <p>On a weekly basis.</p> <p>Daily.</p> <p>Daily.</p>
Communication to Students and Parents	Other Pertinent Information	
Same as previous.	Same as previous.	

Term 3 (60%)		
Competencies Targeted	Evaluation Methods	General Timeline
Same as term 1 and 2	<p>-Listening and participating in discussion during story time.</p> <p>-Daily 5 activities</p> <p>-Morning message with sight words, word families, writing conventions.</p> <p>-Daily journal writing.</p> <p>-Miscellaneous ELA activities.</p> <p>-Vocabulary games</p> <p>-Bench-marking (PM, DIBELS).</p>	<p>Daily throughout the year.</p> <p>On a per-term basis.</p>

Communication to Students and Parents	End of Year Evaluation	Other Pertinent Information
Same as term 1 and 2.	Observations and formative evaluations.	

First Written Communication (Progress Report)	The first written communication, which will include comments on the student's learning and behaviour, will be issued on October 9, 2020.
First Report Card	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.
Second Report Card	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.
Third Report Card	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,