



STANDARDS & PROCEDURES WORKSHEET

Department or Subject:	SEEDS 1
Teacher(s):	Elijah Abravanel
Cycle and Level:	Cycle 1
School Year:	2021-22

Term 1 (40%)		
Competencies Targeted	Evaluation Methods	General Timeline
E.L.A.		
To read and listen to literary, popular, and information-based texts	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
To write self-expressive, narrative and information-based texts	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	Daily throughout the year.

and activities.

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 and Parents

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

Other Pertinent Information

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

Term 2 (60%)

Competencies Targeted	Evaluation Methods	General Timeline
E.L.A.		
To read and listen to literary, popular, and information-based texts	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.
To write self-expressive, narrative and information-based texts	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.

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.
	Themed projects, French booklets, Power Point presentations.	Intermittently from term 2 onwards.
Mathematics		
To reason using mathematical concepts and processes.	SmartBoard Activities, math manipulatives, station work, online math games, Jump Math workbooks.	Daily throughout the year.
	One-on-one resource.	Weekly (if needed).

To communicate by using mathematical language.	Mathematical calendar activities.	Daily
	Use of mathematical terms in all aspects of mathematics instruction and practice.	Daily
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.
Active lifestyle and safe behaviour	Social skills training, on-going self-evaluation of behaviour through “Power Points.”	Daily
Communication to Students and Parents	Other Pertinent Information	
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.	

First Written Communication (Progress Report)	The first written communication, which will include comments on the student’s learning and behaviour, will be issued on November 17, 2021.
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First Report Card	This report card will cover the period from August 31, 2021 to January 28, 2022 and will count for 40% of the final mark for the year.
Second Written Communication (Progress Report)	The second written communication, which will include comments on the student's learning and behaviour, will be issued on April 27, 2022.
Second Report Card	This report card will cover the period February 1 to June 23, 2022 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,