



**STANDARDS & PROCEDURES  
 WORKSHEET**

<b>Department or Subject:</b>	<b>SEEDS K/1</b>
<b>Teacher(s):</b>	<b>Alexa Desrochers</b>
<b>Cycle and Level</b>	<b>Kindergarten + Cycle 1</b>
<b>School Year:</b>	<b>2021-2022</b>

<b>Term 1 (40%)</b>		
<b>Competencies Targeted</b>	<b>Evaluation Methods</b>	<b>General Timeline</b>
<p>English Language Arts</p> <p>To use language to communicate and learn</p> <ul style="list-style-type: none"> <li>• Letter recognition and knowledge of letter sounds.</li> <li>• Use of appropriate pronouns and tenses in speech.</li> <li>• Rhyming, counting syllables, alliteration</li> <li>• Listen to spoken and written sentences/texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Observable instances of listening and participating in discussions during morning meetings and story times.</li> <li>- Interaction with morning messages involving letter identification, associated letter sounds, punctuation conventions and beginning identification of High Frequency Words.</li> <li>- Observable instances of engagement with texts during read to self and listen to reading activities.</li> <li>- ELA centres (letter recognition games, beginning sounds, name writing practice, rhyming, syllable games) for individual and teacher assisted practice using a variety of manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>- Daily throughout the year.</li> <li>- Daily throughout the year.</li> <li>- Daily throughout the year</li> <li>- Daily throughout the year</li> </ul>
<p>Français Langue Seconde</p> <ul style="list-style-type: none"> <li>- Interagir en français en se familiarisant avec le monde francophone</li> </ul>	<ul style="list-style-type: none"> <li>- Calendrier en français</li> <li>- Jeux de vocabulaire et mots de vocabulaire thématique</li> </ul>	<ul style="list-style-type: none"> <li>- Chaque jour</li> </ul>

<p>Mathematics</p> <ul style="list-style-type: none"> <li>- To reason using mathematical concepts and processes: identifying, writing and representing numbers 1-30, developing the ordinal concept of numbers.</li> </ul> <p>To affirm his/her/their personality</p> <ul style="list-style-type: none"> <li>- To share his/her tastes, interests, feelings and emotions</li> <li>- To increasingly meet his/her physical, cognitive, emotional and social needs</li> </ul> <p>To interact harmoniously with others</p> <ul style="list-style-type: none"> <li>- To cooperate with others</li> <li>- To participate in the group</li> </ul>	<ul style="list-style-type: none"> <li>- Daily number talks exploring subitizing, number representation, estimating quantities, justifying explanations, story problem solving.</li> <li>- Math centres for numeracy development with a variety of manipulatives</li> </ul> <ul style="list-style-type: none"> <li>- Appropriate expressions of interests, ideas, preferences and reasoning.</li> <li>- Appropriate communication of needs when feelings and emotions arise.</li> <li>- Social Skills lessons on a variety of topics</li> </ul> <ul style="list-style-type: none"> <li>- Participation in group activities (sharing ideas, waiting while others share ideas, responding to questions appropriately, waiting turn)</li> <li>- Participation in play with peers where toys and materials are shared and rules are agreed upon</li> <li>- Communicate with peers, teachers, other staff members appropriately.</li> <li>- Social Skills lessons on a variety of topics</li> </ul>	<ul style="list-style-type: none"> <li>- Daily throughout the year</li> <li>- Daily throughout the year</li> </ul> <ul style="list-style-type: none"> <li>- Daily throughout the year</li> <li>- Weekly throughout year</li> <li>- Daily throughout year</li> </ul> <ul style="list-style-type: none"> <li>- Daily throughout year</li> <li>- Weekly throughout year</li> </ul>
<p><b>Communication to Students and Parents</b></p> <p>Phone, meetings, agenda, through a communication book should the need arise.</p>	<p><b>Other Pertinent Information</b></p>	

<p align="center"><b>Term 2 (60%)</b></p>		
<p><b>Competencies Targeted</b></p>	<p><b>Evaluation</b></p>	<p><b>General Timeline</b></p>
<p>English Language Arts</p> <p>To use language to communicate and learn</p> <ul style="list-style-type: none"> <li>● Letter recognition and knowledge of letter sounds.</li> <li>● Use of appropriate pronouns and tenses in speech.</li> <li>● Rhyming, counting syllables, alliteration</li> </ul>	<ul style="list-style-type: none"> <li>- Observable instances of listening and participating in discussions during morning meetings and story times.</li> <li>- Interaction with morning messages involving letter identification, associated letter sounds, punctuation</li> </ul>	<ul style="list-style-type: none"> <li>- Daily throughout the year.</li> <li>- Daily throughout the year.</li> </ul>

<ul style="list-style-type: none"> <li>• Listen to spoken and written sentences/texts.</li> </ul> <p>To listen to and read literary, popular and information-based texts.</p> <p>To write self-expressive and narrative based texts.</p> <p>Français Langue Seconde</p> <ul style="list-style-type: none"> <li>- Interagir en français en se familiarisant avec le monde francophone</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>- To reason using mathematical concepts and processes: identifying, writing and representing numbers 1-50, developing the ordinal concept of numbers, to apply the correct mathematical processes in a situation, to justify actions in a math situation</li> <li>- To communicate by using mathematical language: to become familiar with mathematical vocabulary</li> </ul> <p>To affirm his/her/their personality</p> <ul style="list-style-type: none"> <li>- To develop self-confidence</li> <li>- To show autonomy</li> </ul>	<p>conventions and continued identification of High Frequency Words.</p> <ul style="list-style-type: none"> <li>- Observable instances of engagement with texts during read to self and listen to reading activities.</li> <li>- ELA centres of increasing complexity as students progress (letter recognition games, beginning sounds, name writing practice, rhyming, syllable games) for individual and teacher assisted practice using a variety of manipulatives</li> <li>- To engage in self-expression through writing (including invented spelling, speech-to-text) and various multimedia formats (voice recording, oral story-telling).</li> </ul> <ul style="list-style-type: none"> <li>- Calendrier en français</li> <li>- Jeux de vocabulaire et mots de vocabulaire thématique</li> <li>- Histoires français</li> </ul> <ul style="list-style-type: none"> <li>- Daily number talks exploring subitizing, number representation, estimating quantities, justifying explanations, story problem solving, adding and subtracting</li> <li>- Math centres for numeracy development with a variety of manipulatives</li> </ul> <ul style="list-style-type: none"> <li>- Demonstrates awareness of strengths and limits</li> <li>- Shares ideas and point of view, frequently and easily</li> <li>- Can identify personal goals and feel a responsibility toward them</li> <li>- Independently selects and mobilizes appropriate strategies and materials for activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily throughout the year</li> <li>- Daily throughout the year</li> <li>- On two occasions across the term.</li> <li>- Chaque jour</li> <li>- Chaque semaine</li> <li>- Daily throughout term</li> <li>- Daily throughout term</li> <li>- Daily throughout term</li> <li>- Multiple times per term (once a month)</li> <li>- Daily throughout term</li> </ul>
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<p>To interact harmoniously with others</p> <ul style="list-style-type: none"> <li>- To show interest in others</li> <li>- To apply a conflict-resolution process</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriately and respectfully make observations about similarities and differences between peers likes, dislikes, interests, experiences.</li> <li>- Accurately state the facts of a conflict.</li> <li>- Demonstrate willingness to seek out a solution and apply the solution.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily throughout term</li> <li>- Daily throughout term</li> <li>- Daily throughout term</li> </ul>
<p><b>Communication to Students and Parents</b></p>	<p><b>Other Pertinent Information</b></p>	
<p>Phone, meetings, agenda, through a communication book should the need arise.</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 November 17, 2021.</p>
<p><b>First Report Card</b></p>	<p>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.</p>
<p><b>Second Written Communication (Progress Report)</b></p>	<p>The second written communication, which will include comments on the student's learning and behaviour, will be issued on April 27, 2022.</p>
<p><b>Second Report Card</b></p>	<p>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,</p>