



STANDARDS & PROCEDURES WORKSHEET

Department or Subject:	SEEDS B
Teacher(s):	Elijah Abravanel
Cycle and Level:	Cycle 1 and 2
School Year:	2023-2024

Term 1 (20%)		
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.).	Regularly throughout the year.
	Calendar in French.	Regularly 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, ongoing self-evaluation of behaviour through “Power Points.”	Daily throughout the year
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.	

Term 2 (20%)		
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.).	Regularly throughout the year.
	Calendar in French.	Regularly 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.	Regularly 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,	Daily throughout the year.

	station work, online math games, Jump Math workbooks.	
	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	
Same as previous	Same as previous	
Term 3 (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. “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
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.).	Regularly throughout the year.
	Calendar in French.	Regularly 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.	Regularly 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
To solve a situational problem.	Real-life math activities/scenarios (play store trip), bake sale, event planning and budgeting, etc.	Intermittently throughout term.
	Problem-solving practice.	Bi-weekly.
	End-of-cycle exam (participation TBD)	Daily for 1-2 weeks (May).
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	End of Year Evaluation	Other Pertinent Information
Same as previous.	Participation in end-of-cycle exams (for students in grade 4) will be determined in term 3.	At this time, it will be determined whether or not students are ready to be reintegrated into the regular classroom.

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 12, 2023.
First Report Card	This report card will cover the period from August 30 to November 17, 2023 and will count for 20% of the final mark for the year.
Second Report Card	This report card will cover the period from November 20, 2023 to February 27, 2024 and will count for 20% of the final mark for the year.
Third Report Card	This report card will cover the period February 28 to June 21, 2024 and will count for 60% of the final mark for the year.