



**STANDARDS & PROCEDURES
 WORKSHEET**

Department or Subject:	SEEDS A
Teacher(s):	Alexa Desrochers
Cycle and Level	K, Cycle 1
School Year:	2023-2024

Term 1 (20%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p>English Language Arts</p> <p>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 • Listen to spoken and written sentences/texts. 	<ul style="list-style-type: none"> - Observable instances of listening and participating in discussions during morning meetings and story times. - Interaction with morning messages involving letter identification, associated letter sounds, punctuation conventions and beginning identification of High Frequency Words. - Observable instances of engagement with texts during read to self and listen to reading activities. - ELA centres (letter recognition games, beginning sounds, name writing practice, rhyming, syllable games) for individual and teacher assisted practice using a variety of manipulatives 	<ul style="list-style-type: none"> - Daily throughout the term
<p>Français Langue Seconde</p> <ul style="list-style-type: none"> - Interagir en français en se familiarisant avec le monde francophone 	<ul style="list-style-type: none"> - Calendrier en français 	<ul style="list-style-type: none"> - Chaque jour

<p>Mathematics</p> <ul style="list-style-type: none"> - To reason using mathematical concepts and processes: identifying, writing and representing numbers 1-30, developing the ordinal concept of numbers. <p>To affirm his/her/their personality</p> <ul style="list-style-type: none"> - To share his/her tastes, interests, feelings and emotions - To increasingly meet his/her physical, cognitive, emotional and social needs <p>To interact harmoniously with others</p> <ul style="list-style-type: none"> - To cooperate with others - To participate in the group 	<ul style="list-style-type: none"> - Jeux de vocabulaire et mots de vocabulaire thématique - Daily number talks exploring subitizing, number representation, estimating quantities, justifying explanations, story problem solving. - Math centres for numeracy and arithmetic development with a variety of manipulatives - Appropriate expressions of interests, ideas, preferences and reasoning. - Appropriate communication of needs when feelings and emotions arise. - Social Skills lessons on a variety of topics - Participation in group activities (sharing ideas, waiting while others share ideas, responding to questions appropriately, waiting turn) - Participation in play with peers where toys and materials are shared and rules are agreed upon - Communicate with peers, teachers, other staff members appropriately. - Social Skills lessons on a variety of topics 	<ul style="list-style-type: none"> - Daily throughout the year - Daily throughout the year - Daily throughout the year - Weekly throughout year - Daily throughout year - Daily throughout year - Weekly throughout year
<p>Communication to Students and Parents</p>	<p>Other Pertinent Information</p>	
<p>Phone, meetings, agenda, through a communication book should the need arise.</p>	<p>A great deal of personalization will occur throughout term activities to suit each child's needs as they progress. Students will receive individualized, small group and whole group instruction to allow for the pursuit of individual learning goals and objectives.</p>	

Term 2 (20%)

Competencies Targeted	Evaluation	General Timeline
<p>English Language Arts</p> <p>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 ● Listen to spoken and written sentences/texts. <p>To listen to and read literary, popular and information-based texts.</p> <p>To write self-expressive and narrative based texts.</p>	<ul style="list-style-type: none"> - Observable instances of listening and participating in discussions during morning meetings and story times. - Interaction with morning messages involving letter identification, associated letter sounds, punctuation conventions and continued identification of High Frequency Words. - Observable instances of engagement with texts during read to self and listen to reading activities. - ELA centres of increasing complexity as students progress (letter recognition games, beginning sounds, beginning blending with CVC words, rhyming, syllable games) for individual and teacher assisted practice using a variety of manipulatives - To engage in self-expression through writing (including invented spelling, speech-to-text) and various multimedia formats (voice recording, oral story-telling). 	<ul style="list-style-type: none"> - Daily throughout the year. - Daily throughout the year. - Daily throughout the year - Daily throughout the year - On two occasions across the term.
<p>Français Langue Seconde</p> <ul style="list-style-type: none"> - Interagir en français en se familiarisant avec le monde francophone 	<ul style="list-style-type: none"> - Calendrier en français - Jeux de vocabulaire et mots de vocabulaire thématique - Histoires français 	<ul style="list-style-type: none"> - Chaque jour - Chaque semaine

<p>Mathematics</p> <ul style="list-style-type: none"> - 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 - To communicate by using mathematical language: to become familiar with mathematical vocabulary 	<ul style="list-style-type: none"> - Daily number talks exploring subitizing, number representation, estimating quantities, justifying explanations, story problem solving, adding and subtracting - Math centres for numeracy and arithmetic development with a variety of manipulatives - Making habits of using mathematical vocabulary in problem solving situations and describing their process 	<ul style="list-style-type: none"> - Daily throughout term - Daily throughout term - Daily throughout term - Daily throughout term
<p>To affirm his/her/their personality</p> <ul style="list-style-type: none"> - To develop self-confidence - To show autonomy 	<ul style="list-style-type: none"> - Demonstrates awareness of strengths and limits - Shares ideas and point of view, frequently and easily - Can identify personal goals and feel a responsibility toward them - Independently selects and mobilizes appropriate strategies and materials for activities. 	<ul style="list-style-type: none"> - Daily throughout term - Daily throughout term
<p>To interact harmoniously with others</p> <ul style="list-style-type: none"> - To show interest in others - To apply a conflict-resolution process 	<ul style="list-style-type: none"> - Appropriately and respectfully make observations about similarities and differences between peers likes, dislikes, interests, experiences. - Accurately state the facts of a conflict. - Demonstrate willingness to seek out a solution and apply the solution. - To seek out adult intervention for problems that merit assistance (differentiate between minor conflicts and big 	<ul style="list-style-type: none"> - Daily throughout term

	problems/dangerous situations)	
Communication to Students and Parents	Other Pertinent Information	
Phone, meetings, agenda, through a communication book should the need arise.	A great deal of personalization will occur throughout term activities to suit each child's needs as they progress. Students will receive individualized, small group and whole group instruction to allow for the pursuit of individual learning goals and objectives.	

Term 3 (60%)		
Competencies Targeted	Evaluation Methods	General Timeline
<p>English Language Arts</p> <p>To us 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. <p>Listen to spoken and written sentences and texts.</p>	<ul style="list-style-type: none"> - Observable instances of listening and participating in discussions during morning meetings and story times. - Interaction with morning messages involving letter identification, associated letter sounds, punctuation conventions and continued High Frequency Words. - To use CVC, CVCe, blends and invented spelling to communicate, create and share narratives and opinions - Observable instances of engagement with texts during read to self and listen to reading activities. 	<ul style="list-style-type: none"> - Daily throughout the year. - Daily throughout the year. - On two occasions during the term - Daily throughout the year.

To listen to and read literary, popular and information-based texts.

Français Langue Seconde

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

Mathematics

-To reason using mathematical concepts and processes: identifying, writing and representing number 1-100, developing the ordinal concept of numbers, to apply the correct mathematical processes in a situation, to justify actions in a math situation.
-To communicate by using mathematical language: to become familiar with mathematical vocabulary.

To affirm his/her/their personality

- To develop self-confidence.
- To show autonomy

To interact harmoniously with others.

- To show interest in others.
- To apply a conflict-resolution process.

- ELA centres of increasing complexity as students progress for individual and teacher assisted practice using a variety of manipulatives.

- Calendrier en français.
- Jeux de vocabulaire et mots de vocabulaire thématique.
- Histoires français.

- Daily number talks exploring subitizing, number representation, estimating quantities, justifying explanations, story problem solving, adding and subtracting.
- Math centers for numeracy development with a variety of manipulatives.
- Use mathematics in simulated real life situations and centres (money, time, budgeting, etc)

- Demonstrates awareness of strengths and limits.
- Shares ideas and point of view, frequently and easily.
- Can identify personal goals and feel a responsibility toward them.
- Independently selects and mobilizes appropriate strategies and materials for activities.

- Appropriately and respectfully make observations about similarities and differences between peers likes, dislikes, interests, experiences.
- Accurately state the facts

- Chaque jour
- Chaque semaine.

- Daily throughout the term

- Three times across the term

	<p>of a conflict.</p> <ul style="list-style-type: none"> - Demonstrate willingness to seek out a solution and apply the solution. 	
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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	The report card will be issued on November 17th, 2023 and represents 20% of the final report card grade at the end of the year. The period covered by the report card runs from August 30th 2023 to November 17th 2023.
Second Report Card	The second card will be issued on February 27th, 2024 and represents 20% of the final report card grade at the end of the year. The period covered by the report card runs from November 20th 2023 to February 23rd.
Third Report Card	The final report card will be issued on June 21st 2024 and represents 60% of the final grade at the conclusion of the year. The period covered by the third report card runs from February 26th to June 17th, 2024.