



LINKS HIGH SCHOOL
STANDARDS & PROCEDURES

Department or Subject:	Interacts with people in his/her community
Teacher(s):	Loredana Scotto
Cycle and Level Taught:	CASP
School Year:	2021-2022

Term 1 (40%)		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects, etc.)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
Interacts with people in his/her community	<ul style="list-style-type: none"> • Observation • Anecdotal records • Checklists • In-class work 	<ul style="list-style-type: none"> • Throughout the term • Throughout the term • Throughout the term • Throughout the term
<i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i>	<u>Other Pertinent Information</u> Learning Elements (Arts Education): - <u>Visual Arts:</u> <ul style="list-style-type: none"> ○ Uses transforming gestures (e.g. drawing, tearing, sticking, cutting, folding, shaping, sculpting, & painting). 	
<ul style="list-style-type: none"> • Positive feedback • Progress report • Report card 		

- Parent-Teacher interviews
- Agenda

- Recognizes color and uses different materials and tools with care
- Expresses personal preferences and uses subject-specific vocabulary

- Drama:

- Recognizing and uses forms of expression using the body to play a character recognizes noises/sounds relating to actions and emotions
- Observing elements of the language of drama, performance techniques or styles of theatre in a play

Learning Elements (Life in Society):

- Healthy Lifestyle Habits: Hygiene:

- Understanding how to maintain personal body hygiene care practices and the norms for clothing
- Understanding how to maintain a clean environment

- Interpersonal Relations and Social Structure: Self-Knowledge:

- Recognizes pertinent information (e.g. his/her name, age, date of birth, etc.)
- Knows his/her personal characteristics and develops a positive self-image

- Interpersonal Relations and Social Structure: Self-Determination:

- Understanding emotional expressions and management
- Makes choices based on personal areas of interests and tastes
- Sets personal goals or challenges

- Interpersonal Relations and Social Structure: Social Structure:

- Knowing the composition of his/her family and different types of families and living environment

Term 2 (60%)		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation Situation, Tests, Projects, etc.)</i>	<i>General Timeline (e.g., end of term, midterm, etc.)</i>
Interacts with people in his/her community	<ul style="list-style-type: none"> • Observation • Anecdotal records • Checklists • In-class work 	<ul style="list-style-type: none"> • Throughout the term • Throughout the term • Throughout the term • Throughout the term
<i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i>	<i>End of Year Evaluation (e.g., evaluation situation, local exam, complementary exam, uniform exam, etc.)</i>	<i>Other Pertinent Information</i>
<ul style="list-style-type: none"> • Positive feedback • Progress report • Report card • Parent-Teacher interviews • Agenda 	The end of the year evaluation will be based on the student's progress and learning throughout the year	<p><u>Other Pertinent Information</u> Learning Elements (Arts Education):</p> <ul style="list-style-type: none"> - <u>Visual Arts:</u> <ul style="list-style-type: none"> ○ Using transforming gestures (e.g. drawing, tearing, sticking, cutting, folding, shaping, sculpting, & painting). ○ Recognizing color and uses different materials and tools with care ○ Expressing personal preferences and uses subject-specific vocabulary - <u>Dance:</u> <ul style="list-style-type: none"> ○ Recognizes: beats, start/stop instructions and slow/fast tempos ○ Uses various movement techniques

- Recognizes: beats, start/stop instructions and slow/fast tempos
- Uses various movement and techniques and structures
- Observes elements of dance language, movement and techniques in choreographic sequences
- Expresses personal preferences and uses subject-specific vocabulary

- Music:

- Recognizes and experiments with loud/soft sounds, long vs. short sounds, and high/low sounds
- Recognizes sounds sources and different sounds in the environment
- Identifies instruments

Learning Elements (Life in Society):

- Safety:

- Understanding the different means, rules and risks of transportation while travelling.
- Understanding safe behaviours (e.g. recognizing signs of danger, knowing safety rules for different places, knowing what constitutes as an emergency, knowing safety rules associated with given object, etc.)
- Understanding the people/services that can help in certain types of emergencies

- Healthy lifestyle habits: Physiological Needs:

- Identifies basic needs to function properly
- Identifies ways to satisfy his/her needs
- Knows healthy vs. unhealthy lifestyle habits

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">- <u>Consumer Behaviour:</u><ul style="list-style-type: none">o Knowing different goods and services and their functions (eg: buying food at the grocery store, buying medication at the pharmacy, etc.)o Understanding the connection between consumer behaviour and moneyo Recognizing sources of influence on consumer behaviour and on his/her own behaviour as a consumer
- Interpersonal Relations and Social Structure: <u>Social Relations:</u><ul style="list-style-type: none">o Naming people with whom he/she enters into relationships or does activitieso Interacting with acquaintances or strangers and recognizes other people's emotionso Using problem-solving strategies
- Interpersonal Relations and Social Structure: <u>Sexuality:</u><ul style="list-style-type: none">o Understanding relationshipso Recognizing basic sexual health |
|--|--|---|