



**LINKS HIGH SCHOOL
STANDARDS & PROCEDURES**

Department or Subject:	Interacts with people in his/her community
Teacher(s):	Sophia Boyadjian
Cycle and Level Taught:	CASP
School Year:	2022-2023

Term 1 (20%)		
<i>Competencies Targeted</i>	<i>Evaluation Methods (e.g., End-of-term Evaluation)</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 	August 30 th to October 20 th
<p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p> <ul style="list-style-type: none"> • Agenda • Progress report • Report card • Parent-Teacher interviews 	<p><u><i>Other Pertinent Information</i></u></p> <p>Visual Arts: -Uses transforming gestures (e.g. drawing, tearing, sticking, cutting, folding, shaping, sculpting, & painting). -Recognizes color and uses different materials and tools with care. -Expresses personal preferences and uses subject-specific vocabulary.</p> <p>Drama: -Recognize and use forms of expression using the body.</p> <p>Learning Elements (Life in Society):</p> <p>Healthy Lifestyle Habits: Hygiene: -Understanding how to maintain personal body hygiene care practices. - Understanding how to maintain a clean environment.</p> <p>Interpersonal Relations and Social Structure: Self-Knowledge:</p>	

	<ul style="list-style-type: none"> - Recognizes pertinent information (e.g. his/her name, age, date of birth, etc.) - Knows his/her personal characteristics and develops a positive self-image. <p>Interpersonal Relations and Social Structure: Self-Determination:</p> <ul style="list-style-type: none"> - Understanding emotional expressions and management. - Makes choices based on personal areas of interest and sets personal goals. <p>Interpersonal Relations and Social Structure: Social Structure:</p> <ul style="list-style-type: none"> - Knowing the composition of his/her family, different types of families and living environments.
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Term 2 (20%)		
<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 	November 01 st to January 31 st
<i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i>	<p><u>Other Pertinent Information:</u></p> <p>Learning Elements (Arts Education):</p> <p>Visual Arts:</p> <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. <p>Dance:</p>	
<ul style="list-style-type: none"> • Agenda • Progress report • Report card • Parent-Teacher interviews 		

- Recognizes beats, start/stop instructions and slow/fast tempos.
- Uses various movement techniques.
- 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.

Consumer Behaviour:

- Knowing different goods and services and their functions (eg: buying food at the grocery store, buying medication at the pharmacy, etc.)
- Understanding the connection between consumer behaviour and money.

Interpersonal Relations and Social Structure: Social Relations:

- Naming people with whom he/she enters into relationships or does activities.
- Interacting with acquaintances or strangers and recognizes other people's emotions.
- Using problem-solving strategies.

Interpersonal Relations and Social Structure: Sexuality:

- Understanding relationships and recognizing basic sexual health.

Term 3 (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 	February 01 st to June 09 th .
<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"> • Agenda • Progress report • Report card • Parent-Teacher interviews 	The end of the year evaluation will be based on the student's progress and learning throughout the year	<p>Learning Elements (Arts Education):</p> <p>Visual Arts:</p> <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. <p>Dance:</p> <ul style="list-style-type: none"> -Recognizes beats, start/stop instructions and slow/fast tempos. - Uses various movement techniques. - 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.

Consumer Behaviour:

- Knowing different goods and services and their functions (eg: buying food at the

		<p>grocery store, buying medication at the pharmacy, etc.)</p> <ul style="list-style-type: none">- Understanding the connection between consumer behaviour and money. <p>Interpersonal Relations and Social Structure:</p> <p>Social Relations:</p> <ul style="list-style-type: none">- Naming people with whom he/she enters into relationships or does activities.- Interacting with acquaintances or strangers and recognizes other people's emotions.- Using problem-solving strategies. <p>Interpersonal Relations and Social Structure:</p> <p>Sexuality:</p> <ul style="list-style-type: none">- Understanding relationships and recognizing basic sexual health.
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