



**LINKS HIGH SCHOOL  
STANDARDS & PROCEDURES**

<b>Department or Subject:</b>	<b>Interacts people in his/her community</b>
<b>Teacher(s):</b>	<b>Loredana Scotto &amp; Jennifer Sagers</b>
<b>Cycle and Level Taught:</b>	<b>CASP</b>
<b>School Year:</b>	<b>2023-2024</b>

<b>Term 1 (20%)</b>		
<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 his/her environment	-Observation -Anecdotal records -Checklists -In-class work	August 30 <sup>th</sup> to November 10 <sup>th</sup>
<p><i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i></p> <p>-Positive feedback -Progress report -Report card -Parent-teacher interviews -Daily log</p>	<p><u>Other Pertinent Information</u></p> <p><b><u>Learning Elements (Art Education):</u></b></p> <p><u>Visual Arts:</u> -Uses transforming gestures (e.g. drawing, tearing, sticking, cutting, folding, shaping, sculpting, &amp; painting).</p> <p><u>Dance:</u> -Recognizes beats, start/stop instructions and slow/fast tempos. - Uses various movement techniques.</p> <p><b><u>Learning Elements (Life in Society):</u></b></p> <p><u>Healthy Lifestyle Habits: Hygiene:</u> -Understanding how to maintain personal body hygiene care practices. - Understanding how to maintain a clean environment.</p> <p><u>Interpersonal Relations and Social Structure: Self-Knowledge:</u> - Recognizes pertinent information (e.g. his/her name,</p>	

age, date of birth, etc.)

- Knows his/her personal characteristics and develops a positive self-image.

Interpersonal Relations and Social Structure: Social Structure:

- Knowing the composition of his/her family, different types of families and living environments.

Interpersonal Relations and Social Structure: Social Relations:

- Naming people with whom he/she enters into relationships or does activities with.

- Interacting with acquaintances or strangers and recognizes other people's emotions.

<b>Term 2 (20%)</b>		
<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 his/her environment	-Observation -Anecdotal records -Checklists -In-class work	November 13 <sup>th</sup> – February 23 <sup>rd</sup>
<i>Communication to Students and Parents (e.g., note home, website, agenda, report card, etc.)</i>	<u>Other Pertinent Information</u>  <b><u>Learning Elements (Arts Education):</u></b>  <u>Visual Arts:</u> -Using transforming gestures (e.g. drawing, tearing, sticking, cutting, folding, shaping, sculpting, & painting). -Recognizing color and uses different materials and tools with care.  <u>Drama:</u> -Recognize and use forms of expression using the body.  <b><u>Learning Elements (Life in Society):</u></b>  <u>Healthy lifestyle habits: Physiological Needs:</u> - Identifies basic needs to function properly. - Knows healthy vs. unhealthy lifestyle habits.  <u>Consumer Behaviour:</u> - Knowing different goods and services. - Understanding the connection between consumer behaviour and money.	
-Positive feedback -Progress report -Report card -Parent-teacher interviews -Daily log		

<b>Term 3 (60%)</b>		
<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 his/her environment	-Observation -Anecdotal records -Checklists -In-class work	February 26 <sup>th</sup> – June 21 <sup>st</sup>
<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>
-Positive feedback -Progress report -Report card -Parent-teacher interviews -Daily log	The end of the year evaluation will be based on the student's progress and learning throughout the year.	<p><b><u>Learning Elements (Arts Education):</u></b></p> <p><u>Visual Arts:</u> -Using transforming gestures (e.g. drawing, tearing, sticking, cutting, folding, shaping, sculpting, &amp; painting). -Recognizing color and uses different materials and tools with care. - Expressing personal preferences and uses subject specific vocabulary.</p> <p><u>Music:</u> - Recognizes and experiments with loud/soft sounds, long vs. short sounds, and high/low sounds. - Recognizes sounds sources and different sounds in the environment.</p> <p><b><u>Learning Elements (Life in Society):</u></b></p> <p><u>Safety:</u> -Understanding the different means, rules and risks of</p>

		<p>transportation while travelling. - Understanding safe behaviours</p> <p><u>Interpersonal Relations and Social Structure:</u> <u>Self-Determination:</u> - Understanding emotional expressions and management.</p> <p><u>Interpersonal Relations and Social Structure:</u> <u>Sexuality:</u> - Understanding relationships and recognizing basic sexual health.</p>
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