

THEME UNIT: School Rules, Expectations, Responsibilities and Basic Manners

Learning Intention/Description of Learning Activity:

As we transitioned into our new classrooms we went to our website page and watched videos, several storybooks, songs and worksheets along with class discussions. A lot of discussion was given to the topic each day to determine what other rules were practiced in the classroom, in the hallways, the library, the gym and outside on the playground. We compared how some rules at school are the same as at home and some rules are different. Some rules are for safety and others are used to show respect and kindness. This is often linked to the practice of good manners which could lead to feelings of happiness, pride and friendships or to anger, frustration and sadness depending on whether the rule and behavior was followed or broken. This also led to a conversation and an understanding of consequences and how our Zones of Regulation Chart works in the classroom.

School rules, expectations, responsibilities and manners should be taught with a focus on clarity, consistency, and positive reinforcement. Key areas include respectful behaviour towards others, following instructions, and being prepared for class. School rules should focus on basic expectations for behaviour and classroom conduct. These rules should be clear, simple, and positively framed. Key areas include respect, responsibility, and safety. For example, rules could cover listening to the teacher, being kind to classmates, keeping hands and feet to themselves, and respecting school property. Expectations should focus on establishing a positive and productive learning environment through clear rules and routines. This includes teaching them to be respectful, responsible, and ready to learn, as well as how to follow directions, participate in group activities, and communicate effectively. Students are taught to understand and practice basic school responsibilities like following rules, participating in class, and cleaning up after themselves. They should also learn to manage their belongings, follow a daily routine, and begin to develop organizational skills. Basic manners like saying "please," "thank you," and "excuse me," as well as how to ask for permission and wait their turn. They should also learn to introduce themselves, listen when others are talking, and be respectful of personal space. Additionally, teaching them to apologize when necessary and offer help when appropriate are important social skills.

Teacher Comments/Feedback:

NAME is currently at an “emerging” level of understanding for grade-level expectations.

HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE struggled to complete the work and so support was given one-to-one to complete most of the worksheet pages. HE/SHE required reminders and prompts to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos.

NAME is currently at an “developing” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with some one-to-one support. HE/SHE required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. HE/SHE is encouraged to socialize less and instead to focus on completing the task at hand first and to also focus on being able to follow along with the instructions, examples and modelling shown.

NAME is currently at an “proficient” level of understanding for grade-level expectations.

HE/SHE participated in completing many of the worksheet pages with little or no one-to-one support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown.

NAME is currently at an “exceeding” level of understanding for grade-level expectations.

HE/SHE participated fully, completing all the worksheet pages independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was often willing to accept more challenging work considered to be above grade level expectations and was able to demonstrate skills that showed an understanding beyond the learning outcomes.

Unfortunately, NAME was absent for most or all this theme unit. Please go to the abovementioned webpage and review the videos and if you want to print out the PDF worksheets to complete at home. There is no data in which to assess HIM/HER currently.

NAME is recognized as an English Language Learner (ELL) student who is currently at a reception level/developing level in HIS/HER understanding of the English language. Because English is an additional language (EAL) for HIM/HER, HE/SHE needs extra support/assistance with some of the seat work activities. HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most/some of the worksheet pages or portions of the worksheet pages.

NAME is working towards the goals in HIS/HER IEP and is assisted by HIS/HER School Support Educational Assistant (EA). HE/SHE struggles to complete the work without assistance, so support was given one-to-one to complete most of the worksheet pages. Therefore, there is no proficiency scale being used to assess HIS/HER level of understanding.

Next steps:

Emphasize the importance of saying "Please" and "Thank You" "Excuse Me", "Yes, please" and "No thank you". These are fundamental politeness markers. Students should learn to use them when asking for something and when receiving something. Teach the importance of asking for permission. Children should learn to ask before taking something that doesn't belong to them, or before doing something that might affect others. Apologizing: Teaching children to apologize sincerely when they have made a mistake is important for building empathy and repairing relationships. Discuss the importance of respecting personal space. Children should be taught to be mindful of how close they stand to others and avoid invading personal space. Good listening skills involve making eye contact, not interrupting, and showing that you are engaged in what the speaker is saying. Waiting your turn, this includes waiting in line, taking turns during games, and not interrupting when someone else is speaking. Encouraging children to be helpful and empathetic towards others, including their peers and teachers, fosters a positive and inclusive classroom environment. To clean up after themselves teaches responsibility and respect for shared spaces, like the classroom or playground. And lastly to following instructions as this demonstrates respect for authority and helps ensure a smooth and productive learning environment.

Student Self Reflection:

Proficiency Scale

Emerging	Developing	Proficient	Extending
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Just beginning to demonstrate learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards of the Curriculum with growing consistency	Demonstrates the expected learning in relation to the Learning Standards of the Curriculum	Demonstrating learning in relation to Learning Standards with increasing depth and complexity
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Emerging	Developing	Proficient	Extending
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