



2021/2022 LEARNING PLAN

Learner name: Alicia Hepburn

Statement of Learning Intent

In grade nine I plan to use habits, goals and systems to make my learning experiences have the best possible effect on my learning. With this in mind, I will strive to become an educated citizen that can collaboratively and individually showcase a sophisticated representation of skills I have gained. When I move through the courses of the year, I can develop a bigger understanding of the curricular competencies than I do currently. This can be beneficial to my learning goal of being an educated citizen, because I will have learnt useful skills to fit into society. To complete these projects to my full potential, I will always keep a growth mindset that helps me become not just a better student, but also a better person. To be a definition of both I would have to become an educated citizen that can acknowledge the task at hand and find a solution that can be not only beneficial to myself, but also others. By using the content in my learning plan I will become a sophisticated educated citizen.

This year, I plan my learning to look like:

Communication	Thinking	Personal and Social
Communicating: Profile 5: I communicate confidently, using forms and strategies that show attention to my audience and purpose.	Creative Thinking: Profile 4: I can get new ideas or reinterpret others' ideas in novel ways.	Personal Awareness and Responsibility: Profile 4: I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.
Collaborating: Profile 4: I can confidently interact and build relationships with other group members to further shared goals.	Critical and Reflective Thinking: Profile 5: I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.	Positive Personal and Cultural Identity: Profile 4: I have pride in who I am. I understand that I am a part of larger communities.
		Social Awareness and Responsibility: Profile 5: I can advocate and take action for my communities and the natural world. I expect to make a difference.

Humanities 9

EXTENDING

Strengths	Growth	Support
In humanities my strength is communicating and presenting the knowledge that I've learnt. A previous accomplishment that I can build on is my use of connecting continuity and change, with different applied techniques to this skill I feel that I can move up the proficiency scale.	Within Humanities I want to learn about historical events, but mostly I want to improve on my writing skills. To stretch beyond my comfort zone I can try to interwind my knowledge about historical events and present them throughout my writing (using the skills that I will learn). The risks I want to take would be to speak forward with my idea's as well as changing my final product from what it first was. I want to do this to show that I can extend my skills in this subject.	To be successful in Humanities I need kind, helpful and specific feedback. This connects to support because feedback is what can help me change my learning, so it overall shapes me as a learner. This support/feedback can come from peers and teachers.

Maker 9

EXTENDING

Strengths	Growth	Support
In Maker my biggest strength is designing things with a purpose. A previous accomplishment that I can build on is receiving 3rd place in Destination Imagination, the way I could build on this achievement is by moving up to second or even first place. The more important factor that I want achieve throughout this process is incorporating my strengths into the team solution to effectively use the collaboration competency.	Within Maker I really want to improve on my use of the collaboration and communicating competencies. To do this I could have to stretch beyond my comfort zones and try to incorporate others ideas into my own learning. The risk I want to take on this skill is bring different approaches to learning challenges by being creative and logical. This is a risk because I tend to focus on only one of those two elements, which is why I still have room to grow in Maker.	To be successful in Maker I need others' ideas and opinions to support the overall goal I'm trying to reach. These ideas can come from peers (teammates), and myself. This can change my learning because I can start to develop an understanding of different perspectives.

Scimatics 9


EXTENDING

Strengths	Growth	Support
My biggest strength within Scimatics is understanding the symbolic forms of mathematical concepts. A previous accomplishments that I can build on is my use of analysis on certain scientific topics. If I build on my analysis of scientific concepts I could then move up the proficiency scale.	Throughout Scimatics I want to be able to presenting my knowledge throughout an article of design that also demonstrates my knowledge of a certain competency I'm learning. I can stretch beyond my comfort zones by taking in other's perspectives on the article I would be creating. I would also be able to create an article of design that shows mathematical concepts behind it . This can give me the skills of communication, which would be throughout an article (not just verbal) and I feel this can be a very helpful skill.	To be successful in Scimatics this year, I need collaborative support. A collaborative support approach means that during partner projects I need that partner to give helpful ideas and contributions. This can help me with my learning because I will be able to learn from my partner, and likewise.


To achieve this plan, I will:

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To achieve my learning plan, I want to start to be aware of all of the learning experiences that are happening around me, and I want to embrace them with open arms. With this I can become a sophisticated learner who is open to any educational challenge. To follow a learning plan someone must be within a growth mindset as well as being optimistic to new ideas. This is what I want to do to truly become an educated citizen.	To succeed my learning plan goal my actions would include being alert on new challenges that can help me improve my skills that could be beneficial in certain courses. Other actions I will take, to complete my learning plan, are using time away from school to complete assignments to the full potential and keep track of all of my notes on pages documents. People need to develop habits that follow certain themes, such as punctuality and organization (which is what I plan to do).	To be a successful learner I will develop and use certain systems to support my learning. A daily system that I will do to achieve my learning plan is checking learning platforms everyday after school and before school. This will be helpful to me because if I check Basecamp or Showbie I will know if I need to change some of the work that I've completed. With this I will have work that can make me move up the proficiency scale (causing me to achieve my goal).


Success Behaviours of an Accomplished Learner (not used to determine achievement grade)		
Agency	Engagement	Contduct
Seeking help: <ul style="list-style-type: none"> Seeks extra help when needed. Completing assignments <ul style="list-style-type: none"> Completes assignments on time to the best of their ability. Goals and self-assessing : <ul style="list-style-type: none"> Sets goals and self-assesses using criteria. Accepting feedback: <ul style="list-style-type: none"> Accepts feedback and makes revisions . Ownership: <ul style="list-style-type: none"> Hands in work featuring their own thoughts and ideas and giving others credit for theirs. 	Contributions: <ul style="list-style-type: none"> Contributes ideas and thoughts. Helpfulness: <ul style="list-style-type: none"> Helpful to other students and in creating a positive and supportive learning community. Evidence of a Thinking Learner: <ul style="list-style-type: none"> Provide evidence of independent thinking relevant to classroom prompts and topics that includes consideration from different perspectives. 	Respect: <ul style="list-style-type: none"> Respects the rights and opinions of others; always listens when others are speaking. Focus: <ul style="list-style-type: none"> Focuses on task at hand. Evidence of Growth as a Learner <ul style="list-style-type: none"> Demonstrate growth as a learner with regular learning reflection posts that document the process of learning.
Preparation	Attendance	Punctuality
<ul style="list-style-type: none"> Comes to class prepared to learn and ready to participate 	<ul style="list-style-type: none"> Attend all classes (excluding rare excused absences). Communicates with teachers pro-actively in advance of absences and completes missed work. 	<ul style="list-style-type: none"> On time and ready to learn at the bell. Returns from breaks on time and without prompting.




Beginning




Almost



Effective



Sophisticated



Proficiency Scale	Emerging	Developing	Accomplished	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
What does work at this level look like?	Minimal Basic Superficial Nominal Narrow Incoherent Formless Paltry	Vague Partial Inconsistent Limited Moderate Erratic Undeveloped Simple	Competent Complete Comprehensive Solid Detailed Proficient Thoughtful Mainstream	Cogent Authentic Real-World Deep Exemplary Lucid Insightful Beautiful

Grade Conversion			
Proficiency Scale	Conversion Logic	Percentage	Letter Grade
Extending	All 🌈	100	A
	Almost all 🌈, and occasional ☀️	95	
	Mostly 🌈, and some ☀️	90	
	Mostly ☀️, and some 🌈	86	

Accomplished	Almost all 🌞, and occasional 🌈	81	B
	Mostly 🌞, and some 🌤️	76	
Developing	A mix of 🌤️ and 🌞, mostly 🌤️	70	C+
	Mostly 🌤️, and some ☁️	63	C
Emerging	Mostly ☁️, and occasional 🌞	55	C-
Insufficient Evidence	Lack of evidence presented to meaningfully assess student understanding.		IE

