2021/2022 LEARNING PLAN

Learner name:	Indy Soltys lee

Statement of Learning Intent

I, as a learner am planning to learn and process the things I am taught, and take them in in my own way to better my understanding of whatever it is I am learning. I also plan to grow and get better at learning in general throughout the course of this grade/year. And finally I plan to try my best to do better whilst collaborating, and discussing things within groups.

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This year, I plan my learning to look like:

Communication	Thinking	Personal and Social
Communicating:	**Creative Thinking:**	**Personal Awareness and Responsibility**
Profile 4: I communicate clearly and purposefully, using a variety of forms appropriately.	Profile 4: I can get new ideas or reinterpret others' ideas in novel ways.	Profile 5: I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.
Collaborating:	**Critical and Reflective Thinking:**	**Positive Personal and Cultural Identity:**
Profile 3: I contribute during group activities with peers and share roles and responsibilities to achieve goals.	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.	Profile 4: I have pride in who I am. I understand that I am a part of larger communities.
		Social Awareness and Responsibility:
		Profile 4: I can take purposeful action to support others and the environment.

Humanities 10 — ACCOMPLISHED

Strengths	Growth	Support
• A strength that I bring to this subject would undoubtedly be my passion. In some cases it can be my weakness, because when I'm not too passionate about something it doesn't end up doing too well, but on the other side of that coin when I get really passionate about a project my work usually turns out well. • Some previous accomplishments I will build on will be things like my use of features in my blog posts, which I've recently started getting better with, and my grammar skills, which have been getting worse because I'm not writing all that much.	• What I want to next is learn how to build others ideas up, and how to use them to better my own ideas. • I can stretch beyond my comfort zone by entering my ideas in discussions, and giving out kind helpful but most importantly specific help. I'm willing to risk my taking others advice, and in group projects trusting others with their good ideas.	• I think I really just need support with my learning and help understanding alternative ways to learn. This support comes from myself, and hopefully my teachers.

Maker 10 — ACCOMPLISHED

Strengths	Growth	Support
• In maker a strength I quite like is my ability to be creative if needed. I think that when it comes down to it I can sit down and brainstorm multiple good ideas. Something I'm hoping to build in would be my execution skills, as I am pretty solid on my ideas, but sometimes the execution just makes me sad because it doesn't do the idea justice.	Next I want to learn how to take my creativity to the next level, and figure out how to fine tune my ideas into plans. I can exit my comfort zone by trying new brainstorming techniques. I'm willing to risk making a few mistakes or bad ideas, in order to get better at generating good ideas.	I need support in maintaining focus and overcoming failures. I would get this through myself and my parents.

To achieve this plan, I will:

Disposition	Habits	Systems
• The person that will achieve all of these goals will put in hardwork, and will FAIL, this person will break barriers and try their best. This person will also set realistic small goals to better their understanding and ask for help when they don't understand things.	• I need to adopt the habit of making notes often, of setting solid goals, of prioritizing classes and assignments, and of getting the work done (avoiding procrastination).	• I am going to start putting things in things, checking and then doing. I am also going to start setting up my own notes system, especially with my zettelkasten, by taking notes, improving notes and then making them permanent. I also need to start creating various ways to keep my new habits going.

Success Behaviours of an Accomplished Learner (not used to determine achievement grade)

Agency	Engagement	Conduct
Seeking help: • Seeks extra help when needed. **Completing assignments** • Completes assignments on time to the best of their ability. **Goals and self-assessing :** • Sets goals and self-assesses using criteria. **Accepting feedback:** • Accepts feedback and makes revisions . **Ownership:** • Hands in work featuring their own thoughts and ideas and giving others credit for theirs.	**Contributions:** • Contributes ideas and thoughts. **Helpfulness:** • Helpful to other students and in creating a positive and supportive learning community. **Evidence of a Thinking Learner:** • Provide evidence of independent thinking relevant to classroom prompts and topics that includes consideration from different perspectives.	**Respect:** • Respects the rights and opinions of others; always listens when others are speaking. **Focus:** • Focuses on task at hand. **Evidence of Growth as a Learner** • Demonstrate growth as a learner with regular learning reflection posts that document the process of learning.
Preparation	**Attendance**	**Punctuality**
• Comes to class prepared to learn and ready to participate	• Attend all classes (excluding rare excused absences). • Communicates with teachers pro-actively in advance of absences and completes missed work.	• On time and ready to learn at the bell. • Returns from breaks on time and without prompting.

Beginning *Almost* *Effective* *Sophisticated*

	Emerging	Developing	Accomplished	Extending
Proficiency Scale	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	
Accomplished	Mostly ☀️, and some 🌈	86	B
	Almost all ☀️, and occasional 🌈	81	
	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