



2021/2022 LEARNING PLAN

Learner name: Silas McIntosh

Statement of Learning Intent

Through the duration of this course, I will strive to become a more efficient learner. I hope to learn a variety of skills and concepts that will benefit me for the rest of my life. I hope that the knowledge I learn will stick with me and allow me to think deeper about the world around me. I hope to be better connected to the real world and have a greater understanding of how to live in it. I will achieve this by developing positive work habits and systems. I hope to create deep understandings of the work I am assigned. I will continue to ask for feedback and critique from my peers, teachers, and parents and be able to integrate that into my work.

This year, I plan my learning to look like:

Communication	Thinking	Personal and Social
Communicating: Profile 4: I communicate clearly and purposefully, using a variety of forms appropriately.	Creative Thinking: Profile 5: I can think “outside the box” to get innovative ideas and persevere to develop them.	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 5: I can facilitate group processes and encourage collective responsibility for our progress.	Critical and Reflective Thinking: Profile 4: I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.	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 3: I can interact with others and the environment respectfully and thoughtfully.

Humanities 8

EXTENDING

Strengths	Growth	Support
<ul style="list-style-type: none"> I can write quickly and well. I am able to use strong language and good vocabulary. I would personally like to improve my writing skills even more. 	<ul style="list-style-type: none"> I would like to stretch my social ability as well as my ability to write. To stretch my comfort zone, I would like to start communicating more fluently with the outside world. To take risks I would like to start being more public with my work (especially writing) by posting it to my blog. 	<ul style="list-style-type: none"> This year I would like my teachers and parents to always be available to help me with my work. (Feedback, connections, mistakes)

Maker 8

EXTENDING

Strengths	Growth	Support
<ul style="list-style-type: none"> I have a vivid imagination and am good at thinking of solutions to complex problems. I would like to expand my ability to bring my creativity to life. 	<ul style="list-style-type: none"> I would like to gain new skills to help show my creativity. I would like to stretch my comfort zone by expressing my creative ability in ways that I would usually not be comfortable showing to the world such as singing or acting. I would like to take the risk of sharing my creative work to an audience that I do not know well. 	<ul style="list-style-type: none"> I would like for my parents and teachers to help support me and give me feedback on my work. I would like for my teachers to introduce me to new ways to express my creativity.

Scimatics 8

EXTENDING

Strengths	Growth	Support
<ul style="list-style-type: none"> I am good at understanding math concepts and explaining them to others. I would like to expand my ability to grasp the concepts and theories behind scientific concepts. 	<ul style="list-style-type: none"> I would like to work on my ability to memorize scientific concepts and understand how they work. I would like to expand my comfort zone by pushing myself to solve harder problems and questions. I would like to take on unique projects and experiments that have never been done before and show them to the world. 	<ul style="list-style-type: none"> I would like teachers and parents to help me with my ability to grasp concepts and complete projects.

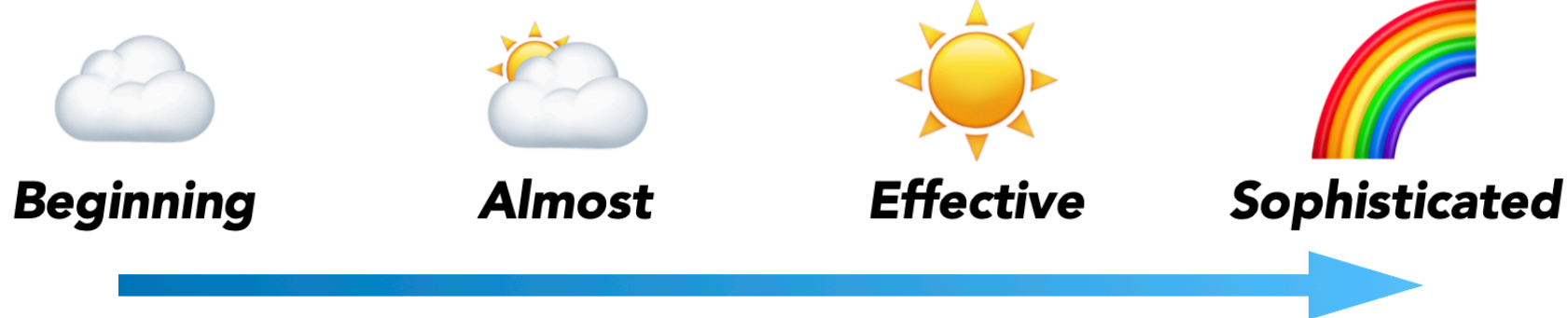
To achieve this plan, I will:

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<ul style="list-style-type: none"> The person that would meet these learning concepts is organized, good with time, helpful, and self sufficient. They are always looking for new ways to show their creativity. They are always on time and prepared and are just as good at interacting with others as they are at interacting with themselves. They are who I wish to be. 	<ul style="list-style-type: none"> Become better at planning Become better at getting started with tasks and assignments Become better at tuning out distractions Become a better organizer Use class time more efficiently 	<ul style="list-style-type: none"> I will use tell my family members to lock apps on my iPad and take my phone until I complete a task Task first, break second Using Things for to do lists Having a calendar set up in correspondence with my Things Create week plans

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

Agency	Engagement	Conduct
<p>Seeking help:</p> <ul style="list-style-type: none"> Seeks extra help when needed. <p>Completing assignments</p> <ul style="list-style-type: none"> Completes assignments on time to the best of their ability. <p>Goals and self-assessing :</p> <ul style="list-style-type: none"> Sets goals and self-assesses using criteria. <p>Accepting feedback:</p> <ul style="list-style-type: none"> Accepts feedback and makes revisions . <p>Ownership:</p> <ul style="list-style-type: none"> Hands in work featuring their own thoughts and ideas and giving others credit for theirs. 	<p>Contributions:</p> <ul style="list-style-type: none"> Contributes ideas and thoughts. <p>Helpfulness:</p> <ul style="list-style-type: none"> Helpful to other students and in creating a positive and supportive learning community. <p>Evidence of a Thinking Learner:</p> <ul style="list-style-type: none"> Provide evidence of independent thinking relevant to classroom prompts and topics that includes consideration from different perspectives. 	<p>Respect:</p> <ul style="list-style-type: none"> Respects the rights and opinions of others; always listens when others are speaking. <p>Focus:</p> <ul style="list-style-type: none"> Focuses on task at hand. <p>Evidence of Growth as a Learner</p> <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.



Proficiency Scale	Emerging	Developing	Accomplished	Extending
	What does work at this level look like?	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.
	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

