



# 2021/2022 LEARNING PLAN

**Learner name:** Ariane Clemente

## Statement of Learning Intent

Personally, I am aiming for an "Accomplished" in most if not all areas of my learning this year. Although I do feel that I could achieve more beyond that level of understanding, I honestly want to prioritize a work-life balance rather than getting the highest grade possible in each of my subjects; especially seeing as this balance will help establish a routine and the habits necessary for my success in the future. Since the beginning of this school year, I've noticed my relationships and home life to be in a gradually worsening state, and that's the reason why I think I want to settle for just a passing grade; childhood only lasts so long and I don't want mine to be centred around grades rather than what I honestly believe actually matters: personal growth, foundational learning, and family. In order to reach this goal, I am planning to set aside specific times during which I will work on my homework, to further create a balance between my education and my personal life. I also intend to check Basecamp in the mornings when I wake up, in order to prepare me for the day, and to ensure I am aware of the expectations that apply to me for whatever purpose or project. On another note, I feel that I should practice strategies for requesting help from peers and teachers alike, particularly because this is something that I feel a lot of stress about. I really want to establish the mindset that my teachers are here to personally help me grow and develop as a learner, and that it's very unlikely I'll be ridiculed for asking a silly question. I am hoping to be more comfortable approaching others, especially figures of authority, by the end of this year at the very least. I think the best way to do this is to also push myself out of my comfort zone and make communication one of the primary focuses in my learning. I can do this through participating more in class or group discussions and ensuring I ask my teachers for help more frequently, so that I am "desensitized" out of being nervous or anxious about it. In order to receive the grade I am contracting for, I will also be abiding by my usual standards for my work, such as handing things in on a timely manner, producing work I'm proud of, and remaining on top of and up to date with my education. This will be accomplished through ensuring I know what is to be completed (using Basecamp/Things), creating an environment and time for me to focus on work, and ensuring I have the necessary knowledge and evidence to aide me in completion of my projects. I truly believe that I can grow and develop as a learner regardless of whether my grades reflect sunshine and rainbows, and I'm hoping to stay true to that throughout the duration of the year.

## This year, I plan my learning to look like:

Communication	Thinking	Personal and Social
<b>Communicating:</b> Profile 3: I communicate purposefully, using forms and strategies I have practiced.	<b>Creative Thinking:</b> Profile 4: I can get new ideas or reinterpret others' ideas in novel ways.	<b>Personal Awareness and Responsibility:</b> Profile 3: I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions.
<b>Collaborating:</b> Profile 2: In familiar situations, I cooperate with others for specific purposes.	<b>Critical and Reflective Thinking:</b> Profile 3: I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.	<b>Positive Personal and Cultural Identity:</b> Profile 4: I have pride in who I am. I understand that I am a part of larger communities.
		<b>Social Awareness and Responsibility:</b> Profile 3: I can interact with others and the environment respectfully and thoughtfully.

## Humanities 9

**ACCOMPLISHED** ☀️

Strengths	Growth	Support
<ul style="list-style-type: none"> <li>A strength I bring to Humanities is my experience in writing and reflecting, as well as a general enjoyment for reading text. I can build on this by analyzing text in class for evidence, and reflecting on it within my assignments and blog posts.</li> </ul>	<ul style="list-style-type: none"> <li>I can go beyond my comfort zone by voicing my ideas in group activities, sharing/volunteering to speak up in class discussions, and socially taking initiative to speak up if need be.</li> <li>I can also regular read and review topics we're discussing, and try my best to Build Knowledge more effectively and efficiently (review Basecamp)</li> <li>Regularly voicing questions and asking for feedback/critique from teachers and peers could also make myself more comfortable with receiving critique and asking for help.</li> </ul>	<ul style="list-style-type: none"> <li>On my own, I could review strategies for asking specific questions for feedback on my work. I could also review Basecamp in the mornings to ensure I am prepared for my day.</li> <li>I can gain support from teachers by attending tutorial times and asking for help with specific things and topics. I could also ask questions in class when given the opportunity (ie. during class discussions, lectures, etc.)</li> </ul>

## Maker 9

**ACCOMPLISHED** ☀️

Strengths	Growth	Support
<ul style="list-style-type: none"> <li>A strength I bring to Maker is my individual experience, skills, and overall attitude. Each of this aides in working and collaborating with others; particularly in subjects such as Destination Imagination.</li> <li>A previous accomplishment I'm going to build on is my understanding of a growth mindset. Although I rationally know what this is, I want to be able to actually utilize it in my everyday life and daily learning.</li> </ul>	<ul style="list-style-type: none"> <li>I am aiming for contributing more in teams/ groups and being an active listener when team mates are talking.</li> <li>I want to reach outside of my comfort zone by ensuring the ideas of my peers get heard, and helping to build or evolve discussions and understanding based by connecting my thoughts with their own.</li> </ul>	<ul style="list-style-type: none"> <li>I want to practise active listening skills independently, which I can do through catching myself whenever my attention span brings my focus elsewhere.</li> <li>I be given support in this through being given opportunities to listen (discussions, lectures, etc.), and focusing on strategies for active listening on my own.</li> </ul>

## Scimatics 9

**ACCOMPLISHED** ☀️

Scimatics 9		ACCOMPLISHED ☀️
<ul style="list-style-type: none"> <li>A strength I bring to Scimatics is a desire to expand my understanding of mathematical and scientific concepts, and the work ethic necessary to do so.</li> </ul>	<ul style="list-style-type: none"> <li>I am hoping to grow in this subject by regularly enhancing my understanding of scientific/mathematical concepts we discuss in class through regular studying; such as through Basecamp or independently.</li> <li>I hope to get outside my comfort zone by pushing myself to work with others more, and doing so in a thoughtful and considerate manner.</li> </ul>	<ul style="list-style-type: none"> <li>I can achieve this through supporting myself by setting goals that would help me grow in this specific area.</li> <li>My teachers can support me by providing necessary resources through Basecamp on subjects we are discussing in class, that will help set me up for success in my learning.</li> </ul>

To achieve this plan, I will:		
Disposition	Habits	Systems
<ul style="list-style-type: none"> <li>A person who will meet/achieve their learning plan goals would have a growth mindset and be willing to actively learn and listen; therefore improving on oneself. They also would have a good work-life balance.</li> <li>They would also be on top of assignments, know the criteria, be open to feedback, and willing to correct and address their mistakes.</li> <li>I hope to become a diligent and responsible student, of whom doesn't take feedback harshly and regularly exercises a growth mindset. I am also aiming to become more comfortable asking teachers for help.</li> </ul>	<ul style="list-style-type: none"> <li>Come up with strategies I can use when I begin to have a "fixed mindset".</li> <li>KNOW the criteria, regularly review Basecamp and record deadlines using Things, or regularly checking Showbie.</li> <li>Attend tutorial time regularly and take initiative for my learning by asking for help.</li> <li>Exercise strategies for asking specific questions and requesting help, in order to gain familiarity and become more comfortable doing so.</li> </ul>	<ul style="list-style-type: none"> <li>A routine for setting aside time for completing homework and understanding the knowledge I need in order to support my learning.</li> <li>Utilize Things and other applications to enhance punctuality and a work-life balance.</li> <li>Regular "check ups" with myself throughout the year, to see exactly where I am at in terms of my Learning Plan, and what I can do to achieve my goals.</li> </ul>

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



Proficiency Scale	Emerging	Developing	Accomplished	Extending
	<p>The student demonstrates an <b>initial</b> understanding of the concepts and competencies relevant to the expected learning.</p> <p>Minimal Basic Superficial Nominal Narrow</p>	<p>The student demonstrates a <b>partial</b> understanding of the concepts and competencies relevant to the expected learning.</p> <p>Vague Partial Inconsistent Limited Moderate</p>	<p>The student demonstrates a <b>complete</b> understanding of the concepts and competencies relevant to the expected learning.</p> <p>Competent Complete Comprehensive Solid Detailed</p>	<p>The student demonstrates a <b>sophisticated</b> understanding of the concepts and competencies relevant to the expected learning.</p> <p>Cogent Authentic Real-World Deep Exemplary</p>
What does work at this level				

<b>look like?</b>	Incoherent Formless Paltry	Erratic Undeveloped Simple	Proficient Thoughtful Mainstream	Lucid Insightful Beautiful
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<b>Grade Conversion</b>
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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





