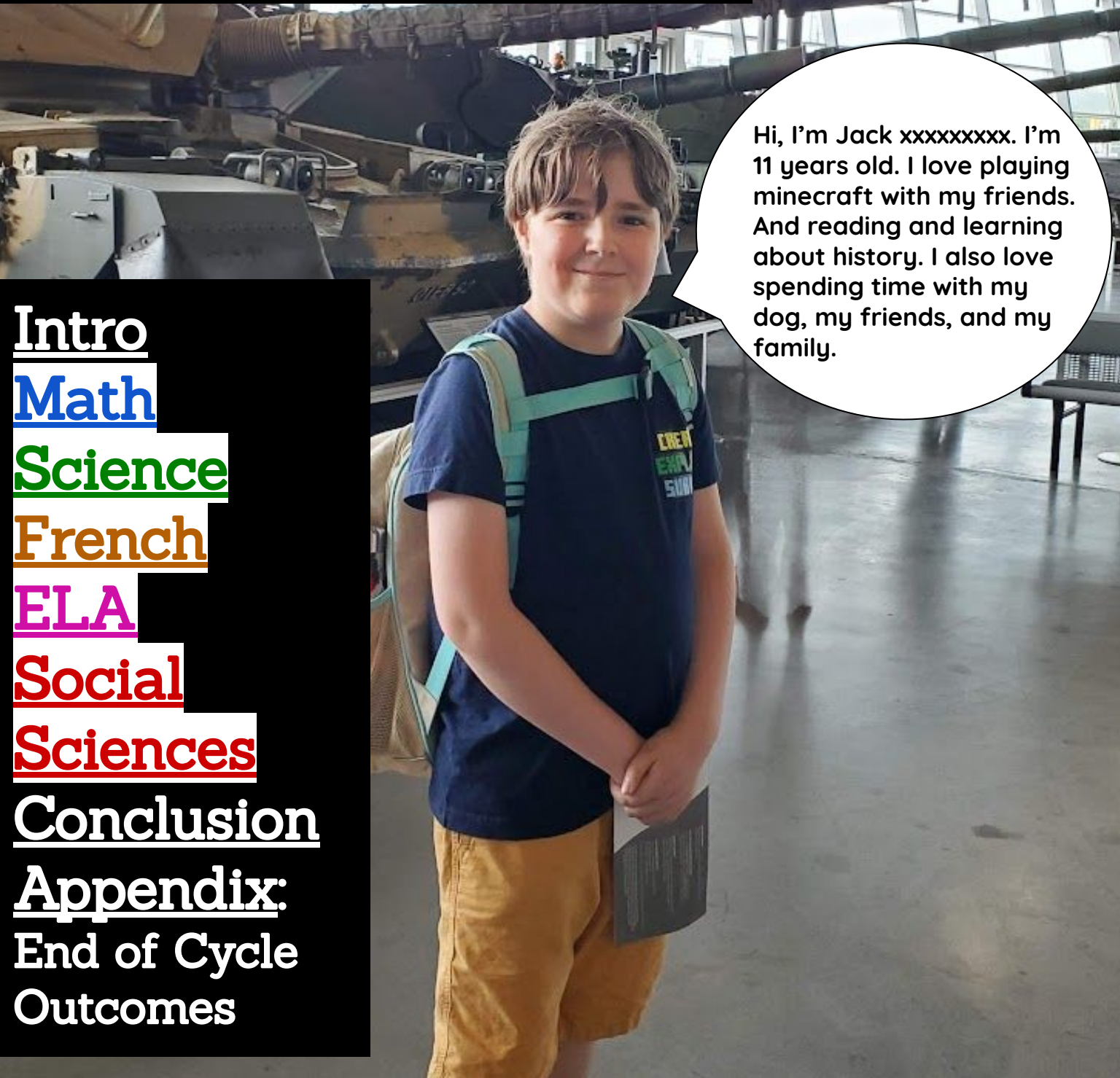


# Learning Project

Elementary Cycle 3, year 2  
2022-23 October - June  
Completed by Tracy, mother.



Hi, I'm Jack xxxxxxxxx. I'm 11 years old. I love playing minecraft with my friends. And reading and learning about history. I also love spending time with my dog, my friends, and my family.

Intro

Math

Science

French

ELA

Social

Sciences

Conclusion

Appendix:

End of Cycle  
Outcomes

# Introduction

## Identification

**Jack xxxxxx** was in **Grade 6** at **xxxxxxx School** in Montreal **until Sept 30, 2022**.

His permanent code is  
**xxxxxxxxxxxxxxxxxxx**

He has **English eligibility** & is registered with the **EMSB**.

## Jack's strengths & challenges

Jack **makes sense of what he learns through talk**. He has a very logical way of looking at things and **solves problems through research & trial and error**. He has a **growing sense of empathy & respect for diversity**.

**Written expression is challenging** for Jack, **particularly in French**. The mechanics are fine, it is getting the ideas onto paper that is challenging for him.

## School Board Requests

**E-mail address** - needed for the virtual library, Minecraft for Education, & supplemental resources via LEARN Quebec.

**Mandatory evaluation support** - ELA and Math, including **practice Situational Problems** for Grade 6 math.

## Changes to the Learning Project

This section is reserved for any major changes that may occur during the year.



# Introduction

Planning & time allocated to learning

**In our household, learning happens all the time!** Jack and I will plan his activities together. We will touch base in the morning to talk about his plans for the day and use Google Calendar to organize activities. **Formal learning opportunities could range anywhere from 30 - 120 minutes daily.**

He will also receive 30 minutes of outside tutoring in French and math per week from LEARN as well as anywhere from 1 - 2 hours of external lessons in English Language Arts. He particularly enjoys coding and creative writing (with support).

Learning situations and situational problems will be authentic and based on daily activities, these are described in the subject areas that follow.

## Methodology & Approach

We will use a **child-centred eclectic approach with a strong emphasis on project and play-based learning as well as field trips**, according to my son's interests. Jack consolidates his learning through talk, so we have many conversations to ensure understanding & to make connections. We will supplement with workbooks for essential knowledge in most subjects as well as with online tutors for French and Math.

## Evaluation

The final evaluation will be a **teacher evaluation** in June. He will also sit the **mandatory evaluations for Grade 6** at EMSB. **Formative assessment** will happen on a daily basis, through conversation, observation, and assessment of products.

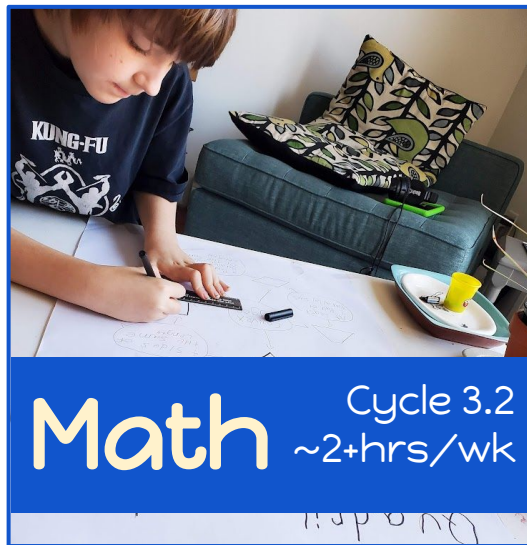


- **Create own situational problems** based on contextual needs (**ex:** Can we afford a really fun vacation on a budget? Some possible concepts addressed are: conversion - US to CAD \$ & miles to km, activities / day based on distance from hotel, comparison of hotel costs. Saving \$ for the vacation vs credit + compound interest (exponential notation). Representing findings in various charts & diagrams.)
- **Practice situational problems** from the EMSB (to be requested).



## C1: Solving

a situational problem related to mathematics



## C3: Communicating

by using mathematical language

## C2: Reasoning

with mathematical concepts and processes



**Learn material and solve problems** using:

- **Decimals workbooks** for Grade 6,
- University of Waterloo Centre for Education in Math and Computing [problems of the week](#),
- Videos from [Math Antics](#) and [Howie Hua](#)
- Weekly tutoring sessions with LEARN Quebec



Jack will continue to refine his use of precise mathematical language while developing C1 & C2

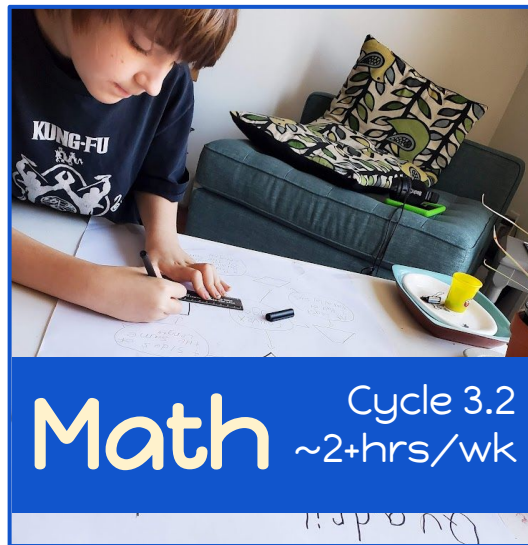
**He will consolidate what he learns through application in Situational Problems (see C1)**



Section reserved for mid-term and completion reports on progress.

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**Progress**

**Traces**  
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**Status report**

Including modifications  
(if any)

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report

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Jack will participate in a variety of different activities where he will need to **provide explanations & use different tools as he solves scientific or technological problems using a scientific process** These could include::

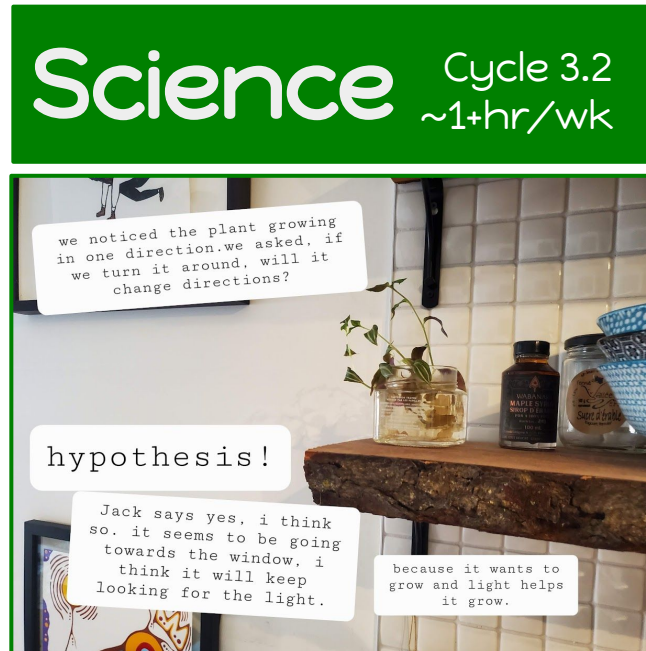
- Learning about scientific phenomena and procedures in the [Éclair de Génie 6](#) book. (**French** crossover)
- Learning situations and activities from [eclairsdessciences.qc.ca](http://eclairsdessciences.qc.ca) and supplemental material [from these sites](#).
- Kids code Jeunesse - [Health & Wellbeing Challenge](#). Data collection, visualization, representation using algorithms / code. (**Math** crossover)
- Other opportunities to use the scientific method and tools will arise based on his interests throughout the year,

## C1: Proposing

explanations / solutions to problems related to science & technology

## C2: Maximising

scientific and technological tools, objects and procedures



**C3:**  
**Communicating**  
with scientific language

Jack will continue to refine his use of precise scientific language while developing C1 & C2



Section reserved for mid-term and completion reports on progress.

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**Progress**

# Science Cycle 3.2 ~1+hr/wk



**Traces**  
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**Status report**

Including modifications (if any)

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Jack will take classes to help **improve his French interaction and text production** through LEARN. He will **watch TV shows and talk about them in French**. I encourage him to **speak with delivery people and local merchants** in French (as well as with me). He will also **read & interact** with French materials for Science (Éclair de génie) and Social Sciences (Escales).

He will work in **Par écrit! Français 6e année**, where he will read out loud, **recording himself to help improve his reading fluency** as well as creating a resource he can use to help complete the writing assignments. This will help to develop some autonomy in language learning. **I chose this resource because written expression is an area for improvement** for Jack. **Spontaneous French writing** will happen in journal entries, 2 -3 times/week. (**Example**)

**French writing production** will also develop in Science and Social Sciences when he produces documents and other projects like timelines and posters.

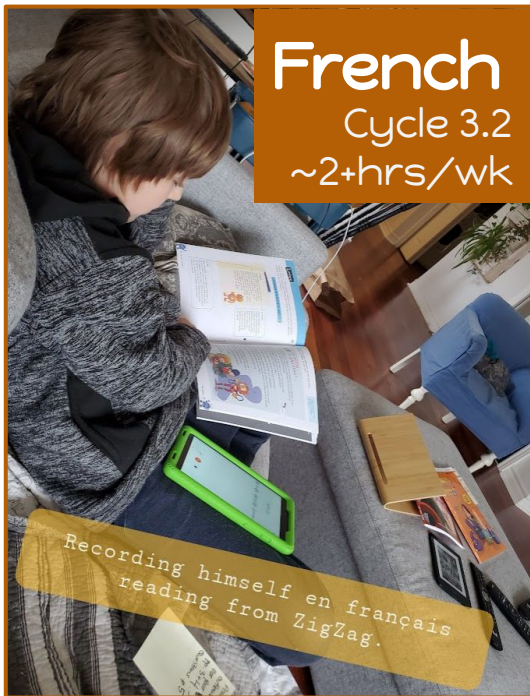
## C1: Interagir en français

en se familiarisant avec le monde francophone

## C2: Produire

des textes variés

**French**  
Cycle 3.2  
~2+hrs/wk



**Duolingo** - daily French practice  
**Squat TV** - **Kebec** (social sciences crossover), Animaux de chez nous, le 422 - oral comprehension  
**La forêt de Pago** - **jeux interactif** pour les règles de l'orthographe.  
**Sports** activities in French once a week or more ex: **Récit EPS**

**French activities & resources:**

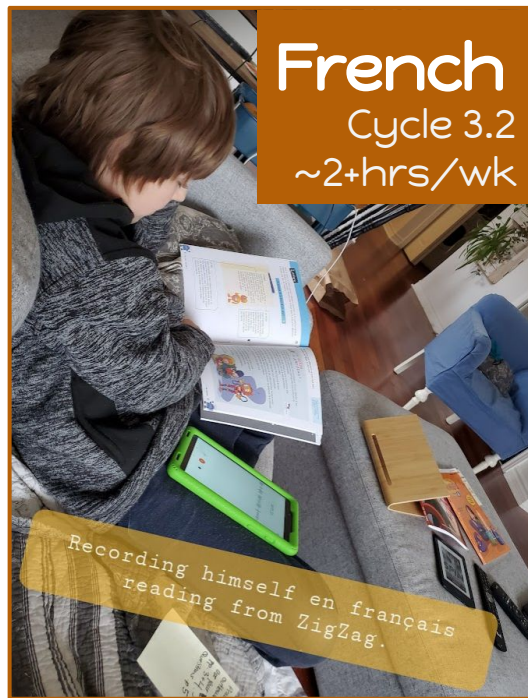




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Jack is a reader and an avid consumer of information. He **makes sense of what he reads, listens, to and watches** through various activities that allow him to **use his oral strengths when representing his literacy in different media**. He will do this by creating videos related to themes in texts, writing & performing children's stories and poems, and creating comic books. He will also represent his literacy via robotics and coding. (**science** crossover).

Jack will **write information and self-expressive texts** in daily journals and research reports. He will **develop his narrative and reading response writing skills** in relation to the texts he reads this year (see below).

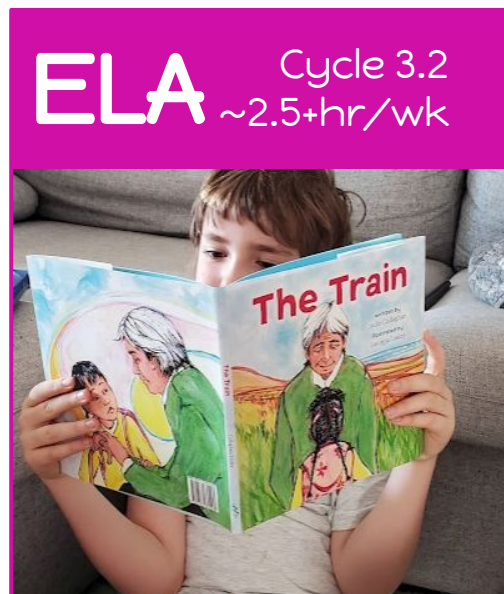
He will continue to take some outside lessons for creative writing as he has enjoyed these in the past.

## C1: Reading & Listening

to literary, popular, & information-based text

## C3: Representing

literacy in different media



## C2: Writing

self-expressive, narrative, & information based text

## C4: Using Language

to communicate & learn

To be developed via C1, 2, & 3 as well as all other subjects

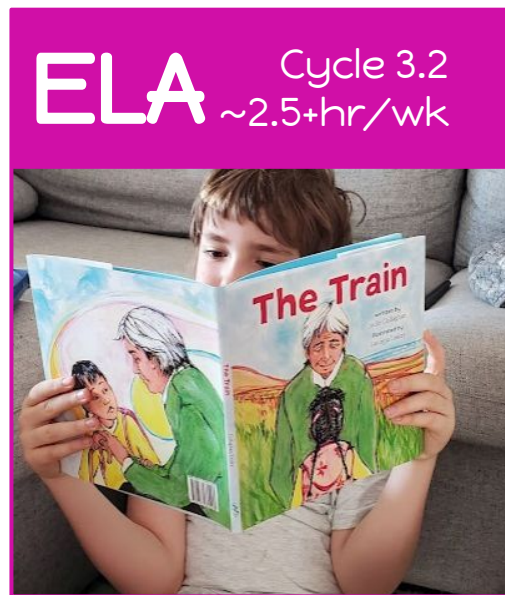
## ELA materials & resources

- **Reading:** Currently reading & listening to [the Misewa Saga, Kitcikisik \(Great Sky\): Tellings That Fill the Night Sky](#), multiple Atlases, Monthly Kayak and Time magazine. Listening to [The Lion the Witch and the Wardrobe](#)
- Ongoing [Creative writing & Public Speaking](#) courses via Outschool
- ELAN ArtistsInspire workshop: Choosing our memories - a comic book exploration - visual and literary arts
- **Planned theatre outings:** [Harry Potter & the Cursed Child](#), [Jake's Gift](#).
- Ongoing listening to podcasts and stories while doing other work: some are [Warrior Kids Podcast](#) and [Wow in the World](#).
- Planning & developing Minecraft activities independently & with his friends.
- **Access to EMSB email address is requested for virtual library resources and Minecraft for Education**



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Jack will develop the competencies **holistically** - he will **gain understanding, interpret change, and be open to the diversity of the organization of societies in their territories** through a variety of means: **conversation, workbooks, video, and podcasts as well as field trips to different museums, and hands-on projects.** He will represent his understanding by answering questions and filling in charts as well as through art activities and by **recreating the territories in Minecraft.** He will also continue to develop his understanding of territory and society, including change over time, by **using different tools like Google Slides, Canva, and Cartograf to create timelines and thematic maps.**



**C1: Understanding**  
the organization of a  
society in its territory

**C2: Interpreting**  
change in a society and  
its territory

**C2: Being open**  
to diversity of societies  
and their territories



## Social Sciences materials & resources

**Workbook:** [Escales](#) for reading and acquiring knowledge about Quebec society (French crossover).

**Online resources:** I have collected [our online social sciences resources at this website](#) to ensure diversity (these were collected in the past, they are still relevant and will also be added to this year)

[RECIT activities](#) to gather information and mobilize competencies

**Field Trips - virtual and in person:**

[Jake's Gift](#) - play about a Canadian WW2 veteran on the anniversary of D-Day.

[Pointe-à-Callière](#) - we are members, we will be visiting on multiple occasions to make connections with history learning.

Royal Ontario Museum - [ROM virtual resources](#)



Section reserved for mid-term and completion reports on progress.

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**Progress**



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# Conclusion

This page is reserved for the end of year report.



# End of cycle outcomes 3.2

## Math

### 1 - To solve...

- Solve a situational problem with **different types of information**
- **Organize information in a variety of appropriate ways**
- **Anticipate** the result and **work out a solution involving multiple steps.**
- **Associate** the problem with similar problems.
- **Validate** the solution (procedure and final answer)
- **Explain it orally or in writing** using **exact mathematical language.**

### 2 - To reason...

- Apply/Mobilize mental & written computation processes, **natural numbers and decimals.**
- Start to **add and subtract fractions** and to **multiply fractions by natural numbers**
- **Begin to estimate, measure, calculate:** Length, Surface area, time
- Describe & classify **plane figures**
- recognize the **nets for convex**
- **Polyhedrons**
- **Estimate, measure or calculate** lengths, surface areas, volumes, angles, capacities, masses, time and temperatures.
- Produce **frieze patterns and tessellations** via reflections and translations.
- **Compare the possible outcomes** of a random experiment with the known theoretical probabilities,
- Calculate **mean**
- Interpret **circle graphs**
- Recognize when to use **technology**

### 3 - To communicate..

interpret or produce a message (oral or written) by using **exact mathematical language** and **more than several types of representation**, including diagrams.



# End of cycle outcomes 3.2

## Science

### 1 - To solve & explain...

- **Explore problems** that require more **complex** & possibly **abstract** approaches and strategies.
- **Gather** information, **plan** his work, and **gather data** relating to a number of parameters.
- **Validate** his approach by taking into account a greater number of scientific and technological elements.
- **Distinguish** between the scientific and the technological aspects of a problem.

### 2 - To use tools, objects, & procedures...

- More complex, abstract tools, techniques, instruments, procedures:
  - **Use**
  - Exploit **potential**
  - **Assess** results
  - **Design**
- **Is aware** of the main areas in which science & technology is applied (ex: computer technology, biotechnology, energy transformation...)

### 3- To communicate..

- **Interpret and convey** more complex information involving the language of science and technology.
- Language used ranges from::
  - Specialized terms & expressions
  - More elaborate symbols
  - Formulas
  - Diagrams and charts





# End of cycle outcomes 3.2

## French

### 1 - Interagir...

- **Repère les éléments essentiels** dans un texte et les mettre en relation avec l'intention de communication (avec aide)
- **Participe aux discussions** de groupe, jeux de rôle, simulations
- **Respecte les conventions** de communication lors d'interactions spontanées ou planifiées

### 2 - Produire...

- **Production de courts textes cohérents, sous une forme orale, écrite ou visuelle**
- **Révision de son texte** pour
  - Pertinence de choix de l'information, des éléments visuels, en fonction de l'intention de communication.
  - Présentation et contenu du message



# End of cycle outcomes 3.2

## Social Sciences

### 1 - To understand...

- **Indicate traces of a past society** in our society and territory.
- **Better recognize** elements of the organization of that society in its territory
- **Present their understanding** in a production
- **Establish geographic and historical contexts**
- **Make connections** between society characteristics organization of territory, including assets and limitations
- **Define the roles of people & events** and their impact on society and territory
- **Use correct vocabulary**

### 2 - To interpret...

- **Interpret change** in society and territory
- **Present change** in a production, using various supporting materials
- **Recognize changes** at two points in time (geographical and historical),
- **Define the roles of people or events** related to these changes
- **Establish cause and effect** of these changes
- **Determine evidence** of these changes today
- **Defend interpretation** of these changes to others
- **Use correct arguments & vocabulary**

### 3 - To be open..

- **Present views on diversity**, using supporting documents
- **Recognize & indicate** similarities & differences, cause & effect, strengths & weaknesses in social and territorial organization
- **Compare their views** with others & defend them **using correct vocabulary & arguments**



# End of cycle outcomes 3.2

## English Language Arts

### 1 - To read & listen to...

- Reads more literary, popular and information-based texts **beyond favourites**
- Uses appropriate **reading strategies to construct meaning** in a specific context
- **Begins to respond** to the interpretative processes of her/his peers
- Begins to **adapt** some familiar **structures and features from reading into own writing**
- **Reflects** on reading progress by explaining reading preferences and use of strategies
- Begins to **set short-term, attainable goals** with reference to work selected from portfolio

### 2 - To write...

- Makes **personal choices** about purpose, topic and text type during writing process
- Produces **self-expressive, narrative and information-based texts** for a familiar and wider audience
- Uses **writing strategies** to adjust writing to needs of her/his audience
- Begins to make simple **revision and editing decisions**
- **Makes appropriate choices** about structures and features of the text type s/he is writing given the purpose, audience and context
- **Reflects** on strengths and learning goals through writing selections in portfolio



# End of cycle outcomes 3.2

## English Language Arts

### 3 - To represent...

- **Produces, collaboratively, a variety of media texts** for a wider audience
- **Demonstrates an awareness of preferred media strategies** that are used when responding to and producing media texts (in portfolio)
- **Begins to recognize common characteristics** among texts in the same medium

### 4 - To communicate...

- **Uses language/talk** as a means of exploring, expressing and developing thoughts, feelings and imagination
- **Experiments with and adapts linguistic features** when communicating in specific contexts for a familiar audience
- **Develops**, through trial and error, **strategies for working collaboratively with peers**
- Develops **language strategies to support communication** in collaborative tasks
- **Selects**, from a known repertoire, **effective and appropriate strategies for problem solving** in a specific context
- **Organizes communication** to achieve a specific purpose with a familiar audience
- **Self-evaluates** her/his language development, with guidance

