


Learning Project

Secondary cycle 1, year 1
2024 February - June
Completed by T, mother.

A young boy with short, light-colored hair is sitting on a grey couch. He is looking down at something in his hands. A brown dog is standing on the floor next to the couch, looking up at the boy. The background shows a room with a window and some plants.

Hi, I'm J. I'm 13 years old. I love playing minecraft with my friends. And reading and learning about history, geography, & math. I also love spending time with my new dog, my friends, and my family.

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Introduction

Identification

J was in **Grade 7** at **xxx high school** in Montreal **until March 5, 2024**.

His permanent code is **xxxxx**
He has **English eligibility** & is registered with the **EMSB**.

J's strengths & challenges

J **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**. Math & Geography are subject strengths for him.

Written expression (by hand) is

challenging for J. Spelling and grammar is fine, even above level, it is getting his ideas from his brain to paper that is a challenge.

****note - J's pediatrician recommends him for evaluation for Developmental Coordination Disorder. We are currently awaiting an appointment.**



School Board Requests

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

Evaluation by Occupational Therapist - pediatrician referral (see attached request form)

Changes to the Learning Project

If we make changes between now and the end of the year, we'll write them here.



Introduction

Planning & time allocated to learning

In our household, learning happens all the time! J 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.**

We will also plan field trips to various museums and cultural events related to the subjects and themes he is learning, approximately once per week.

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. J 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.

Evaluation

The final evaluation will be a **teacher evaluation** in May & June. **Formative assessment** will happen on a daily basis, through conversation, observation, and assessment of products.



J was in an advanced placement (AP) Math class at xxxx High School, where they were doing **Grades 7 and 8** in one year. We will continue in this program, using the outline provided by his teacher (see next page).

C1: Solves

a situational problem related to mathematics

- **Create own situational problems** based on contextual needs (**ex:** Planning a Bar Mitzvah party on a budget with various restrictions related to geometry (shape and number of tables to fit into a specific space), algebra (unknowns related to food choice), etc...
- **Practice situational problems** from the EMSB (to be requested).

C2: Reasons

using mathematical concepts and processes, conjecture, & proofs

Learn material and solve problems for Grades 7 & 8:

- **Grades 7 & 8 outline provided by his math teacher (see below),**
- University of Waterloo Centre for Education in Math and Computing [problems of the week](#),
- Videos from [Math Antics](#) and [Howie Hua](#)
- Kahn Academy, grade 7 & 8
- Math Help Services

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

C3: Communicates

by using mathematical language

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



AP math Topic outline:

March:

- Lines, Angles & Figures; it is all the definitions and ways of naming lines & angles in geometry. Knowing the relationship between angles (parallel, perpendicular etc...)
- Transformations; recognizing translations, rotations & reflections

End of March & April:

- Geometry; Metric System, Perimeter & Area of all figures (square, rectangle, triangle, parallelogram, rhombus, trapezoid, regular polygon, circle) Working backwards to find missing measure
- Introduction to Algebra!!; What it is, Evaluating Expressions & Solving simple equations.

May:

- Sequences & Relations: Looking at number sequences, representations of a relation (table of values, graph etc...) Finding the rule of a sequence.
- Brief review of stats? (if there's time)



Section reserved for completion reports on progress.



J will continue the work he began at xxxx high school.

C1: Seeks answers / solutions

to problems related to science & technology

C2: Makes the most of

his knowledge of science and technology

J 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 Worlds science workbook for Grade 7
- Supplemental learning situations, labs, and activities from [these sites](#).
- Other opportunities to use the scientific method and tools will arise based on his interests throughout the year,

C3: Communicates

by using languages of science and technology

J will use precise scientific language while developing C1 & C2



Section reserved for completion reports on progress.



J was in the core French program at xxxx. We will continue in this program.

C1: Interagir en français

- J will **read & interact** with French materials when visiting museums and cultural spaces in Montreal, such as the [MEM](#), [Pointe à Callière](#), [Maison de la culture Marie-Uguay](#), etc...
- He will continue to **speak with delivery people and local merchants** in French (as well as with me).
- We will choose a tv series to watch and talk about together from Télé-Québec or Squat.TV, likely [Être Ado](#).
- We will supplement with [online activities provided by his xxx teacher here](#).

C2: Produire

des textes variés

- J will continue to work in **Cargo**, where he will focus on the mechanics of written text production (grammar, etc...) and short writing and oral assignments
- He will also develop small posters, brochures, and presentations in French based on museum and cultural space visits.

****Note** - J uses a laptop for writing activities due to difficulties with hand written expression, likely caused by suspected Developmental Coordination Disorder according to his pediatrician. This may change once an evaluation & recommended therapies are put in place.

C3: lire

des textes variés

J will develop his reading via a variety of activities. Here are some examples:

- Reading for following instructions in Cargo.
- Reading for information and enjoyment during cultural visits
- Watching television shows
- Reading for information as we travel on the metro



Section reserved for completion reports on progress.



C1: Uses language/talk

to communicate and learn

C1 will be developed via the other competencies as well as throughout other areas.

He will collaborate with peers and group leader on personal, community, and social justice projects in [weekly B Mitzvah lessons with the Mile End Chavurah.](#)

C2: Represents literacy

in different media

J is a reader and an avid consumer of information. **He always has a book (or 2) on the go** and is currently reading [Maps that Changed the World.](#)

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.** Ex:

- Creating videos related to themes in texts
- Interacting with and developing realistic historical worlds in video games
- Researching, writing/creating & presenting a personal project at his Bar Mitzvah in May.

C3: Reads & Listens

to written spoken & media texts

C3: Writes

a variety of genres for personal and social reasons

J will develop his writing through a variety of activities:

- Weekly journaling related to his community service & personal project activities
- Preparing his B Mitzvah speech
- Enter a writing contest - he had begun writing a short story for a xxx library contest but since he is no longer at xxx, he will still complete the story but [we will find another place to submit it.](#)

****Note** - J uses a laptop for writing activities due to difficulties with hand written expression, likely caused by suspected Developmental Coordination Disorder according to his pediatrician. This may change once an evaluation & recommended therapies are put in place.



ELA

Cycle 1
~2+hrs/wk

Section reserved for completion reports on progress.



J will continue the work he began at XHS.

**note - J completed the Secondary 1 Geography course at XHS with a final mark of 97.*

History & Citizenship Education

C1: Examines

Social phenomena from an historic perspective

J will develop the competencies holistically - he will examine & interpret social phenomena, and construct his awareness of citizenship through a variety of means within the study of history: conversation, workbook, 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 societies he studies in Minecraft and other world building games.
- He will continue to develop the intellectual operations related to history by using different tools like Google Slides, Canva, and Cartograf to create timelines and thematic maps.
- He will continue to work in ***History of the World Secondary 1 content workbook*** and will supplement learning with [these resources](#).

C2: Interprets

Social phenomena using the historical method

C3: Constructs

Consciousness of citizenship through the study of history



Section reserved for completion reports on progress.



Conclusion

This page is reserved for the end of year report.

