LEARNING PROJECT

20- 20 School Year

### Learner’s Information

Learner’s name:

Date of birth:

School Board or Service Center:

Permanent code (if applicable):

Grade level:

### Contact information for the parent-educator(s):

First and last name(s):  
Preferred method of communication (with details):

### Learner’s Profile

[List any information relevant to your learner’s needs: strengths, weaknesses, challenges, learning aids, etc.]

### Description of educational approach

[Describe the general approach to your learner’s education, including any pedagogy that you follow].

### Mode(s) of evaluation

[List how your learner will be evaluated this year: by teacher evaluation, ministry exams, by the school board or service center, by a private institution or by submitting a portfolio to the DEM.]

### Approximate time that will be allocated to learning activities

[List how much time you will spend (approximately) in explicit learning activities as well as daily learning opportunities that are not necessarily formal.]

### Organization(s) that will contribute to the learner’s education (if applicable)

[List any tutoring organizations, classes, clubs, groups, coops, etc. that will participate in your learner’s education.]

### Activities and resources

In the table below, you'll find a broad outline of the child’s learning as required by the current regulations. It should be noted, though, that the learning environment offered to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, however, is much richer than is described here.

| **Subject and Competencies** | **Activities and Resources used** |
| --- | --- |
| **Secondary English Language Arts**   * Uses language/talk to communicate and to learn * Reads and listens to written, spoken and media texts * Produces texts for personal and social purposes | [Write what you think you'll do to enable the child to develop each competency listed to the left]  [Illustrate, give concrete examples for each competency]  [If using a textbook, don't hesitate to explain which competency will be addressed by which type of activity in the textbook]. |
| **Français, Langue Seconde**   * Interacts in French * Produces various texts in French * Reads various texts in French (core program) or * Reads popular and literary texts in French (enriched program) | [Write what you think you'll do to enable the child to develop each competency listed to the left]  [Illustrate, give concrete examples for each competency]  [If using a textbook, don't hesitate to explain which competency will be addressed by which type of activity in the textbook]. |
| **Mathematics**   * To solve a situational problem related to mathematics * To reason using mathematical concepts and processes * To communicate by using mathematical language | [Write what you think you'll do to enable the child to develop each competency listed to the left]  [Illustrate, give concrete examples for each competency]  [If using a textbook, don't hesitate to explain which competency will be addressed by which type of activity in the textbook]. |
| **Science and Technology**  **[Secondary 3 and 4]**   * Seeks answers or solutions to scientific or technological problems * Makes the most of his/her knowledge of science and technology * Communicates in the languages used in science and technology | [Write what you think you'll do to enable the child to develop each competency listed to the left]  [Illustrate, give concrete examples for each competency]  [If using a textbook, don't hesitate to explain which competency will be addressed by which type of activity in the textbook]. |
| **History of Québec and Canada [Secondary 3 and 4]**   * Characterizes a period in the history of Québec and Canada * Interprets a social phenomenon | [Write what you think you'll do to enable the child to develop each competency listed to the left]  [Illustrate, give concrete examples for each competency]  [If using a textbook, don't hesitate to explain which competency will be addressed by which type of activity in the textbook]. |
| **Financial Education [Secondary 5]**   * Takes a position on a financial issue   **OR Contemporary**  **World [Secondary 5]**   * Interprets a contemporary world problem * Takes a position on a contemporary world issue | [Write what you think you'll do to enable the child to develop each competency listed to the left]  [Illustrate, give concrete examples for each competency]  [If using a textbook, don't hesitate to explain which competency will be addressed by which type of activity in the textbook]. |