

Status and midterm report

2020 - 2021 School Year

Child's Identification

Child: XXX

Date of birth: XXX

Report on the learning project's implementation

The project has been implemented and is going well.

Changes to the learning project

As the secondary 4 History exam was cancelled, we have decided to take more time to finish grade 9 History this year and we will do grade 10 History next year.

Evaluation Methods

This mid-term review assessment is based on the parents' daily monitoring as well as XXX's self-assessments.

Activities:

Learning areas	Completed activities and resources / approximate time allocated to each subjects / changes	Progression
<p>English language arts</p> <ul style="list-style-type: none"> • Uses language/talk to communicate and to learn • Represents [their] literacy in different media • Reads and listens to written, spoken and media texts • Writes a variety of genres for personal and social purposes 	<ul style="list-style-type: none"> • Read and analyzed: <ul style="list-style-type: none"> ○ Novels - Animal Farm, The Curious Incident of the Dog in the Nighttime. Etc. ○ Poems - The Raven ○ Articles about current events from various online sources and in the Nelson Literacy textbook. ○ Materials from everyday life (recipes, instructions, gaming websites etc.) • He wrote various texts - analysis, reactions and opinions about the topics read; he discussed the above readings and other various topics and he used English every day to communicate with friends and family orally and in writing. <p>XXX works on English multiple times a week.</p>	<ul style="list-style-type: none"> • XXX has progressed quite well in English. • As an unschooler who hated writing, XXX used to write very little. He now writes 300-word essays. • He has learned to communicate in a variety of new formats: argumentative essay, graphic organizer, PowerPoint, etc. • His analysis of texts both orally and in writing is more nuanced and better structured.

<p>French as a second language</p> <ul style="list-style-type: none"> • Interagir en français • Lire des textes variés en français • Produire des textes variés en français 	<ul style="list-style-type: none"> • XXX a lu et analysé différents textes à l'écrit : des nouvelles du livre <i>Arbre des possibles</i> ainsi que des textes tirés de l'actualité • Il a écrit des textes variés: des descriptions, des analyses, etc. • Il a aussi fait des exercices de grammaires • Nous avons eu des discussions en français à propos de sujets variés dont des sujets d'actualités. • XXX travaille le Français plusieurs fois par semaine. 	<ul style="list-style-type: none"> • XXX s'est amélioré en conjugaison dans le cadre d'exercices de grammaires. Mais, il a encore de la difficulté à réviser ses textes courants au niveau de la grammaire. • XXX parle couramment le français. • Sa compréhension de lecture s'est améliorée considérablement, par exemple lorsque nous avons parlé des enjeux éthiques du cas de Mike Ward vs. Jeremy Gabriel.
<p>Mathematics Science Option (SN)</p> <ul style="list-style-type: none"> • Solves a situational problem • Uses mathematical reasoning • Communicates by using mathematical language 	<ul style="list-style-type: none"> • XXX used grade 7 & 8 Open School BC Textbooks, Bridge the Gap Math and worksheets from the internet to complete the grade 8 content. • He also used math to solve everyday problems. • XXX works on math practically every day of the week. 	<ul style="list-style-type: none"> • XXX has finished the grade 8 content and is now starting on grade 9 content. He has improved considerably in showing his work and using standard mathematical syntax to document his work. He has learned the Pythagoras theory, he has shown outstanding progress in geometry (which he had never done before this year), and he is developing his comfort with algebra. He needs more practice on simplifying complex fractions and on solving multi-step situational problems.
<p>Science and technology (ST)</p> <ul style="list-style-type: none"> • Seeks answers or solutions to scientific or technological problems • Makes the most of [their] knowledge of science and technology • Communicates in the languages used in science and technology 	<ul style="list-style-type: none"> • XXX used the Observatory textbook, the Observatory workbook, the Usborne Science Encyclopedia and online articles to learn and to discuss about science. • XXX did an experiment extracting strawberry DNA. • XXX does formal science activities one to three days a week. 	<ul style="list-style-type: none"> • XXX readily understands the scientific subjects studied and can discuss intelligently most of these subjects. He struggled with the module on light and wavelengths. • Although he naturally applies the scientific process to solving everyday issues (cooking, technology, etc.), XXX is not at all motivated to do formal experiments.
<p>Social science History of Québec and Canada Characterizes a period in the history of Québec and Canada</p>	<ul style="list-style-type: none"> • XXX read the Reflections.qc.ca manual and he analysed the historical questions raised by his readings. He also participated in a History club where they discussed historical events. • XXX does History activities twice a week. 	<ul style="list-style-type: none"> • XXX has never previously analyzed historical phenomena in any systematic manner. He is now able to discuss more cogently cause and effect, relationships between facts, etc. • We only had our meeting with the Financial Education school board

<ul style="list-style-type: none"> • Interprets a social phenomenon <p>Financial Education (sec. 5)</p> <ul style="list-style-type: none"> • Takes a position on a financial issue 	<ul style="list-style-type: none"> • XXX is working on grade 9 History rather than grade 10. • XXX has read, analyzed, and discussed articles about financial issues. He has also read content provided by the school board consultant. He has familiarized himself with the first budgeting project assigned by the school board. • Previously, XXX would work on Financial subjects sporadically (a few times during the year), the frequency will increase considerably now that we have had our meeting. 	<p>consultant 2 weeks ago. So far, XXX has learned more about budgeting, stocks and alternative lenders. XXX understands these concepts better.</p>
<p>Ethics and Religious Culture</p> <ul style="list-style-type: none"> • Reflects on ethical questions • Demonstrates an understanding of the phenomenon of religion • Engages in dialogue 	<ul style="list-style-type: none"> • We only had our meeting with the school board in January. XXX is using online articles, documents, and videos (Newspapers, NGO websites, TEDTalks, etc.) to reflect on ethical events linked to current events: discrimination, climate change, freedom of speech, etc.) • Previously, XXX would work formally on ethical subjects a few times a month (more frequently during informal discussions). The frequency will increase considerably now that we have had our meeting. 	<ul style="list-style-type: none"> • Since our meeting with the ERC consultant a few weeks ago, XXX has been learning how to analyze ethical issues more systematically using graphic organizers and through discussions. He is showing adequate progress so far.

N.B. Our child's educational experience is much richer than what is described in this document. The foregoing indicates only the minimum information required by law, in order to allow us to focus our time and energies on our child.