

Course: ENGLISH FIRST PEOPLES WRITING 10

School: Del Van Gorder

Teacher: Mr. Wab Kinew

Term	1	2	3	4	F
L.G.					B
%					85
W.H.					
Abs.					8

Comments/Ways to Support Learning:

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/efp-writing>

OVERALL: Proficient

**BEHAVIOURS FOR SUCCESS:** Darla shares ideas, information, and resources when working in a group, as demonstrated by the way she helped his group to make decisions during their recent play-writing challenge. She is beginning to take on more of a leadership role when working in a group. Darla is encouraged to focus on listening whenever others speak in order to establish positive relationships with the group.

CONSISTENTLY Responsibility

CONSISTENTLY Organization

CONSISTENTLY Independent Work

SOMETIMES Collaboration

CONSISTENTLY Initiative

CONSISTENTLY Self-Regulation

**ACADEMIC ACHIEVEMENT:** Darla has demonstrated a strong ability to communicate personal connections to Yukon First Nations Ways of Knowing and Doing as shown in her oral presentation on Reconciliation. She used both personal and imaginative stories to visually and orally demonstrate her deep understanding of proper protocols within Yukon First Nations, as well as her personal role in and connections to the process of Reconciliation. Darla is able to respond respectfully to other points of view demonstrating her open mindedness for new ideas as shown in circle time. She is hard working and shows deep dedication to her learning. Darla is encouraged to deepen her writing skills by writing over the summer in ways that capture wider audiences.

**CURRICULAR COMPETENCIES**

EXTENDING Recognize and appreciate the role of story, narrative, and oral tradition in expressing Yukon First Nations perspectives, values, beliefs, and points of view

PROFICIENT Construct meaningful personal connections between self, text, and world

PROFICIENT Explore how language reflects personal and cultural identities

PROFICIENT Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts

PROFICIENT Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking

EXTENDING Respond to text in personal, creative, and critical ways

PROFICIENT Recognize intellectual property rights and community protocols and apply them as necessary

DEVELOPING Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences

**CONTENT**

PROFICIENT Form, function, and genre of texts

EXTENDING Common themes in Yukon First Nations texts

EXTENDING Reconciliation in Canada

PROFICIENT Protocols related to ownership and use of Yukon First Nation oral texts

PROFICIENT Narrative structures, including those found in Yukon First Nation texts

EXTENDING Reading strategies

PROFICIENT Metacognitive strategies

PROFICIENT Writing processes

EXTENDING Oral language strategies

COURSE: FOUNDATIONS AND PRE-CALCULUS MATHEMATICS 10

School: Del Van Gorder

Teacher: Mr. Alan Turning

Term	1	2	3	4	F
L.G.					A
%					81
W.H.					
Abs.					10

Comments/Ways to Support Learning:

<https://curriculum.gov.bc.ca/curriculum/mathematics/10/courses>

OVERALL: Proficient

**BEHAVIOURS FOR SUCCESS:** Darla completes class work in the time given and makes good use of her agenda to record what needs to be done next. She is learning to pay greater attention to detail. Darla is encouraged to ask questions to clarify meaning/ensure understanding before beginning an assignment or project. In a small group setting, Darla is able to observe, question and explore different possibilities, and strategies to come up with solutions. She is showing more initiative in applying creative ideas to solve problems. Darla is encouraged to accept leadership roles in the class or in small groups.

**ACADEMIC ACHIEVEMENT:** Darla is an independent problem solver who is successful at visualizing problems from many different perspectives. Darla is encouraged to further expand her problem-solving skills by taking opportunities to group problem solve as this would engage her in even more approaches to solving mathematical problems.

**Reasoning and Modelling - PROFICIENT**

Darla consistently demonstrated her ability to estimate reasonably and to analyze mathematical ideas using technology such as a graphic calculator when showing her understanding of how graphs connect to situations. She was consistently able to model linear systems in real world situations such as when she performed a comparison of cell phone packages.

**Understanding and Solving - PROFICIENT**

Darla was able to apply strategic approaches to solve problems involving primary trigonometric ratios. She also consistently demonstrated her understanding of financial literacy, for example by completing her own income tax return this year.

**Communicating and Representing - EXTENDING**

Darla showed an in-depth understanding of different methods of prime factorization and was able to use prime factorization to assist her in solving codes (cryptography). She showed skill in demonstrating mathematical ideas, like slope, concretely and pictorially and connecting them to real-life examples.

**Connecting and Reflecting - PROFICIENT**

Darla was able to connect gross and net pay using her own personal paycheques. She was able to compare types of income from different statements. Darla was also able to reflect on her mistakes and use them to advance her understanding, as demonstrated during her work on exponent laws.

COURSE: SCIENCE 10  
 School: Del Van Gorder  
 Teacher: Mr. James Watson

Term	1	2	3	4	F
L.G.					A
%					98
W.H.					
Abs.					3

Comments/Ways to Support Learning:

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/science/en\\_science\\_10\\_elab.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/science/en_science_10_elab.pdf)

OVERALL: Extending

**BEHAVIOURS FOR SUCCESS:** Darla consistently demonstrated responsibility by fulfilling commitments within the classroom. She came to class prepared and ready for learning. Darla consistently demonstrated effective organizational skills. While she always respected the rights and opinions of others, she preferred to work alone. In the second term, Darla strove to increase her interaction with peers by engaging more frequently in group and class activities.

**CONSISTENTLY Academic Responsibility:** Seeks help, completes assignments, sets goals, self-assesses, accepts feedback, take ownership for their learning

**CONSISTENTLY Engagement:** Active in learning, contributes to the classroom, works with others

**CONSISTENTLY Conduct:** Respectful, focused

**CONSISTENTLY Preparation:** Prepared for class, ready to learn

**CONSISTENTLY Attendance:** Very rarely absent

**CONSISTENTLY Responsibility:** Takes responsibility for own behaviour, fulfills commitments

**ACADEMIC ACHIEVEMENT:** Darla persevered when she experienced some challenges with respect to her initial learning associated with energy conservation and transformation until she completely met expectations at a very comprehensive level. While sharing her findings about the formation of the universe, Darla clearly demonstrated that she recognizes and uses the traditional knowledge of Yukon First Nations as a valuable source of information. Participation in a summer science camp is recommended, if possible, as Darla is always seeking to broaden her scientific experiences.

**CURRICULAR COMPETENCIES:**

**EXTENDNG Questioning and Predicting:** Demonstrates a sustained intellectual curiosity by identifying questions and formulating hypotheses and predictions based on inquiry.

**EXTENDNG Planning and Conducting:** Plans a range of investigations to observe, measure, and record data (qualitative and quantitative).

**EXTENDNG Processing and Analyzing data and information:** Uses a range of methods to represent patterns in data to identify relationships and draw conclusions. Values the importance of local Yukon First Nations Ways of Knowing and Doing when considering different sources of information.

**EXTENDNG Evaluating:** Evaluates, reflects (with respect to assumptions and bias) and identifies sources of error to suggest improvements to investigations methods.

**EXTENDING Applying and Innovating:** Transfers and applies learning to new situations. Generates and introduces new or refined ideas when problem solving, at a local and global level through inquiry.

**EXTENDING Communicating:** Communicates scientific ideas, models, and suggests courses of action based on evidence using a variety of experiences, perspectives, and worldviews.

**CONTENT :**

**EXTENDNG** Knows and understands the content related to the big idea that DNA is the basis for the diversity of living things.

**EXTENDNG** Knows and understands the content related to the big idea that energy change is required as atoms rearrange in chemical processes.

**EXTENDING** Knows and understands the content related to the big idea that energy is conserved, and its transformation can affect living things and the environment.

**EXTENDNG** Knows and understands the content related to the big idea that the formation of the universe can be explained by the big bang theory.

COURSE: PHYSICAL AND HEALTH EDUCATION 10

School: Del Van Gorder

Teacher: Ms. Clara Hughes

Term	1	2	3	4	F
L.G.					I
%					
W.H.					
Abs.					34

Comments/Ways to Support Learning:

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/10/courses>

OVERALL: Incomplete (until the end of February)

BEHAVIOURS FOR SUCCESS: Darla perseveres when responding to a challenge, as demonstrated during the school' annual run. She is learning to check in more frequently to make sure she keeps on track to meet her personal fitness goals. As a next step, Darla is encouraged to set more goals for herself and work on meeting them over the summer.

ACADEMIC ACHIEVEMENT:

Physical and Health Literacy - PROFICIENT

Darla is able to apply proper techniques for movement and is able to adjust exertion level when necessary as demonstrated by her development in running, soccer and basketball. She demonstrates fair play through her team approach and understanding of game rules. Darla is developing the ability to apply movement strategies such as passing during competitive sport.

Healthy and Active Living - DEVELOPING

Darla demonstrates a competitive nature and is developing her understanding of health benefits beyond competition. She is able to identify how health messages may possibly influence a person's well-being and is working on identifying her own personal healthy living goals. Darla would benefit from reflecting on health benefits as delivered through Protect Your Pal presentations, explorations of health and exercise, and conversations to help her identify a personal journey towards healthy living beyond competitive sport.

Social and Community Health - PROFICIENT

Darla communicates many ways to avoid potentially unsafe situations with respect to sexual health, bullying, and discrimination. She has participated in mock scenarios that allowed her to demonstrate her understanding of how to respond effectively to emergency situations. Darla would benefit from reflecting on effective ways to manage a situation should emergency help not be readily available.

Mental Well Being - INCOMPLETE

Due to absences, Darla has not yet shown sufficient evidence to demonstrate her learning in this area, specifically about how the consequences of negative behaviour (such as substance abuse) can have a direct impact on a persons' mental well- being. Darla is encouraged to have a discussion with her parents about creative and/or alternative ways of demonstrating her learning before the end of February, and then meet with her teacher to make arrangements.