

Learning Update

Reported up to: April 15, 2025

Georgy Taylashev

PEN: 191439959

Grade 12

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School Message

Sutherland Secondary School - Communication of Student Learning:

Published twice a semester, this document represents a formal communication of your student's learning. It provides a snapshot of your student's progress at either the mid-term (Written Learning Update) or the end of their current courses (Summary of Learning).

On these Reports, we communicate learning in relation to what students currently know, understand, and can currently do with respect to the BC Curriculum. This aligns with the direction of curriculum change consistent with BC Ministry of Education policies: www.curriculum.gov.bc.ca

For students in Grades 10-12, a Graduation Status Update has also been published to the MyEd Parent Portal.

If you have a specific question about a mark or comment on this report, please contact the teacher directly. Staff emails can be found under Staff Contacts on the Sutherland Website. For North Vancouver Online Learning or Academy courses taken at other schools, please contact those teachers directly if you have questions.

Students in Grade 8 and 9 courses will receive a comment and mark based on the Proficiency Scale (Emerging, Developing, Proficient or Extending). Please refer to the comments for specific information about your child's progress and engagement in each of their courses.

Students in Grade 10-12 courses will have a percentage and comment. There is information about Grade 10-12 courses, graduation programs, and grades on the last page of this document. Students in Grade 12 can access their Ministry Transcript (when available) by logging into: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/transcripts-and-certificates/order-a-high-school-transcript-or-certificate>

Refer to the last page of this report card for specific details on the BC Ministry of Education grading scales, Proficiency Scale, definitions, and a summary of requirements for graduation.

An additional element of Communicating Student Learning is students' self-reflections about BC's Core Competencies. These three Core Competencies are Communication, Thinking, and Personal & Social Responsibility. Students reflect on these throughout the year in various ways. Teachers provide meaningful tasks, activities and reflections related to these skills. Specifically: Grade 8s, 10s, and 12s do a great deal of reflective work in their Careers classes, showing their goal-setting and self-assessment through projects in these classes and, in particular, through their CLC 12 Capstone Project work. All students will reflect on their goals and progress with their teachers throughout the year and will complete intermittent reflections via an online form that will document their thoughts. Please speak with your student(s) and ask them to check their school district email accounts to share their goal setting and reflections with you.

If you would like to keep this Communication of Student Learning for your records, please save and print a record

for your files. The PDF available through MyEdBC will be deleted at the end of July each year.

BC FIRST PEOPLES 12

Term: 74% (B)

Jennifer Kwong

The course began with an introduction to the geography and Indigenous Nations of B.C. Georgy completed a developing map, which indicated a lack of effort in following instructions and engaging with the task. His performance on the Human Geography unit test indicates a developing understanding of the content. As an ELL student, continued daily review of course material would support his language development and content comprehension.

Georgy contributed to a group PowerPoint project on the Coastal region, working with others to complete a multi-step assignment. Throughout the course, he has demonstrated satisfactory work habits but could improve on providing more specific details in his written work.

Attendance: Absent: 3 Late: 0

CALCULUS 12

Term: 82% (B)

HwieLie Johns

Georgy has a thorough understanding of limits (our only completed unit thus far). Work habits, including engagement in class activities, assignment completion, and attendance, are satisfactory. Please ensure all quiz corrections are fully complete before the unit test as learning from mistakes can help increase understanding of the concepts. It would be helpful to leave his phone at home. His problem set write-up overall is proficient.

Attendance: Absent: 1 Late: 1

CHEMISTRY 12

Term: 81% (B)

Final: **81% (B)**

Sheila Ross

Chemistry 12 continued to focus on the essentials with acid/base and redox units. Hands-on activities continued to be vital in making connections between theory and practice. Grades are based on growth of understanding on the topics/concepts viewed over the entire semester and may not reflect every unit test.

Georgy continued to be an engaged, thoughtful student with a good work ethic and depth of understanding on challenging topics. Of special note: ability to discuss concepts with others and mature approach to learning. Georgy is encouraged to experiment with alternative strategies to prepare for future cumulative exams and ask more questions to ensure achievement better reflects ability. Congrats and best of luck next semester.

Attendance: Absent: 5 Late: 0

CAREER-LIFE CONNECTIONS A (2 CR) BLENDED

Term: 80% (B)

Final: **80% (B)**

Stephanie Reynolds

Throughout CLC 12, Georgy generally completed each assigned task and requirement in a timely manner. While his level of active participation in collaborative efforts exploring personal finances and transferable skills varied, he deserves recognition for his dedicated preparation for the interviews conducted in class. Georgy presented a clear cover letter, resume, and reference list and responded to both anticipated and unforeseen questions during his Mock Interview. Moving forward, I encourage Georgy to dedicate more time and effort to his Capstone project to ensure an enriching learning experience full of self-reflection and growth. He has the potential to achieve even more with increased focus and effort.

Georgy has now completed the required coursework and will no longer have in-class lessons each week. In order to graduate, Georgy is still required to submit the documentation for the 30-hour Community Connections by March 7th, 2025. Although I will no longer see Georgy each week in class, I am always happy to provide support during tutorial time or through a prearranged meeting. The third mentor meeting will take place on or before March 4th, 2025. The final Showcase Presentation will take place in early April.

Attendance: Absent: 5 Late: 0

CAREER-LIFE CONNECTIONS B (2 CR) BLENDED

Term: 84% (B)

Final: **84% (B)**

Stephanie Reynolds

In CLC B, Georgy completed his culminating Capstone Project: Creating a chemical reaction, electrolysis, in which he sought to extract clear copper out of a copper sulfate solution. This project was designed to encourage students to think critically, solve challenging problems, and develop skill sets. Georgy needed to be highly organized and self-motivated in order to complete a series of reflections on the Core Competencies that would allow him to showcase learning from their school and life experience into a meaningful and relevant product. Georgy used innovation, cross-curricular knowledge, and critical thinking skills and presented with confidence. Georgy should be incredibly proud of his accomplishments, as he showed maturity and personal growth.

In addition to a successful Showcase, Georgy has completed the 30 Community Connection Hours required for graduation.

I have enjoyed working with Georgy, and I wish him all the best in his future post-graduation.

Attendance: Absent: 5 Late: 0

LIT STUDIES AND NEW MEDIA 11 FIRST PEOPLES

Term: 76% (B)

Final: **76% (B)**

William Chaddock

January Final Comment - In English First Peoples 11, the class began with a short story unit that also focused on the skills involved in presenting interpretations of texts in an organized, multi-paragraph essay. Learning about culture and perspectives of First Nations peoples through both stories as well as articles, documentary and other forms of multimedia, students developed and demonstrated awareness of how First Peoples languages and texts reflect their cultures, knowledge, histories, and worldviews as well as apply appropriate strategies in a variety of contexts to guide inquiry, extend thinking, and comprehend texts. By thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts students constructed meaningful personal connections between self, text, and world, using writing and design processes to plan, develop, and create engaging and meaningful texts, both organized essays as well as less formal and more creative writing exercises. The class then did a short unit devoted to the traditional oral cultures of First Nations, with a focus on the culture of Indigenous peoples in British Columbia, before concluding with a novel study of *Cold* by Drew Hayden Taylor. The novel provided a means of considering many of the different themes that had come up previously, including the effects of colonization and Indigenous identity, while also looking at the deeper meaning of supernatural beings from Indigenous oral culture.

Georgy has consistently demonstrated a positive and quiet presence in class, engaging thoughtfully with the material. Their ability to think critically, creatively, and reflectively has been evident throughout the course, especially in the novel unit where they showed a strong understanding of how Indigenous languages and texts reflect cultural knowledge and worldviews. Additionally, Georgy displayed solid oral presentation skills and strong clarity in written expression, particularly on the unit test.

Going forward, Georgy could benefit from focusing more on refining their written work to improve its clarity and impact. While their overall completion of assignments is good, there is room for improvement in maintaining consistent work habits and further refining their texts to enhance effectiveness. With more attention to these areas, Georgy will be able to develop even greater proficiency in their academic work.

Attendance: Absent: 5 Late: 0

ENGLISH STUDIES 12

Term: 74% (B)

Final: **77% (B)**

Paul Towler Jennifer Manara

Georgy is a responsible student in the class who demonstrates good thoughts and analysis on the texts that we studied. His writing shows some phrasing and structural issues related to his skill with English as a second language, however he communicates with a strong thesis and excellent analysis. Make sure to walk through all thinking on the page and not make leaps in logic in formal writing. Have a great second semester!

Attendance: Absent: 5 Late: 0

FOOD STUDIES 12

Term: 86% (A)

Amanda Biro

Georgy has demonstrated a good understanding of the skills required for organization, participation and cooking techniques in this course. He works effectively, both as an individual and within his cooking group. Great job Georgy!

Attendance: Absent: 1 Late: 0

20th CENTURY WORLD HISTORY 12

Term: 76% (B)

Claudia Panton

The course began with a look at the various 'isms' at work throughout the 20th century. Students then examined key events in the interwar period such as the effects of the Treaty of Versailles, diplomatic attempts at peace and cooperation, the Great Depression, and the rise of totalitarian regimes in Russia, Italy, Japan, and Germany. The unit culminated in a unit test and a creative project in which students were asked to demonstrate the statement, 'Economic hardship leads to political extremes' in whichever format they chose.

Georgy is a cooperative and engaged student in class who participates well in all in-class activities. He has good work habits and all of his assignments have been submitted. His first essay was well-structured and referenced appropriate events but needed more specific details and examples to strengthen his overall argument. His interwar unit newspaper project was well done--it was visually appealing and contained a balanced mix of visuals and text but could have benefitted from a few more details. Overall, a good start to the course.

Attendance: Absent: 2 Late: 1

ELL SEMINAR 12

Jennifer Bermudez

SNAPSHOT: Consolidating/Bridging (4/5) - Georgy has little difficulty understanding and communicating their ideas in English. This student is able to use increasing academic language to express ideas. They require support with idiomatic expressions, words with multiple meanings, and abstract academic concepts.

When he remembers, Georgy attends Seminar class regularly make sure they are supported in their English language development. In mainstream classes, Georgy should continue to use strategies such as attending regular tutorials, asking for clarification or more time on tests when applicable, or making vocabulary lists to continue to self-advocate for their learning and language skills so that they achieve their best mark possible in their classes.

Attendance: Absent: 6 Late: 0

PROVINCIAL PROFICIENCY SCALE

(For students in Elementary school or a Grade 8-9 course)

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

LETTER GRADES AND DEFINITIONS

(For students in a Grade 10-12 course)

- A** (86-100%) The student demonstrates excellent or outstanding performance in relation to learning outcomes for the course.
- B** (73-85%) The student demonstrates very good performance in relation to learning outcomes for the course.
- C+** (67-72%) The student demonstrates good performance in relation to learning outcomes for the course.
- C** (60-66%) The student demonstrates satisfactory performance in relation to learning outcomes for the course.
- C-** (50-59%) The student demonstrates minimally acceptable performance in relation to learning outcomes for the course.
- IE** (Insufficient Evidence of Learning) The student has not provided sufficient evidence of learning in relation to the learning outcomes for the course.
- F** (Failing) The student is not demonstrating minimally acceptable learning in relation to the learning outcomes for the course. The letter grade "F" may only be assigned if an "IE" (Insufficient Evidence of Learning) letter grade has previously been assigned for that course.
- W** (Withdrawal) According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the Principal, Vice Principal or Director of Instruction in charge of a school may grant permission to a student to withdraw from a course.
- SG** (Standing Granted) Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the Principal, Vice Principal or Director of Instruction in charge of the school.
- TS** (Transfer Standing) May be granted by the Principal, Vice Principal or Director of Instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the Principal, Vice Principal or Director of Instruction in charge of a school may assign a letter grade on the basis of an examination of those records.

B.C. Graduation Program

There are four B.C. Graduation programs students in the North Vancouver School District could attain:

- Dogwood Diploma
- French Immersion/Francophone Dual Dogwood
- Adult Graduation Diploma
- The School Completion Evergreen Certificate

For more information about the Graduation Program requirements, please scan the QR code or visit www.sd44.ca.



Families of English Language Learners

Please open the QR Code to find out more about updated ELL reporting practices as per the new Student Reporting Policy. The linked website can be translated – select your language of choice at the bottom of the webpage.



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