

Learning Update

Reported up to: November 19, 2024

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 term 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 work 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.

CHEMISTRY 12

Term 1: 81% (B)

Sheila Ross

November Reporting Period

Chemistry 12 is a fast-paced and challenging course focusing on the essentials in the following areas: reaction rates, equilibrium and solubility. Hands-on experiments are employed as often as possible to assist understanding of concepts with concrete activities. The concepts and calculations are significant and build on each other from one unit to the next. Due to this, the course is a big jump from Chemistry 11 and students often need to adapt their learning/studying approach to continue to be successful.

Georgy is a hard-working, capable and engaged student in Chem 12 who is an asset to team mates in group work and class discussions as a whole. Georgy shows good depth of understanding with thoughtful lab discussions, performance on tests/quizzes and the ability to discuss concepts with others. While current performance is good, Georgy is encouraged to try some different study techniques in order that performance better reflects ability. Great start to the semester.

Attendance: Absent: 1 Late: 0

CAREER-LIFE CONNECTIONS A (2 CR) BLENDED

Term 1: 84% (B)

Stephanie Reynolds

November 2024 Interim Report Comment:

This term in Career Life Connections 12, Georgy has explored topics that will support his success post-graduation. He is an intelligent student with a solid understanding of his personal interests, strengths, and values. While he has made progress, Georgy is encouraged to actively participate more in class discussions to further enrich his learning and engage with his peers. His capstone project is off to a strong start, and with continued focus, he is on track for success. I look forward to supporting him in his growth throughout the term.

Attendance: Absent: 2 Late: 0

CAREER-LIFE CONNECTIONS B (2 CR) BLENDED

Stephanie Reynolds

Attendance: Absent: 1 Late: 0

LIT STUDIES AND NEW MEDIA 11 FIRST PEOPLES

Term 1: 88% (A)

William Chaddock

November Interim 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. Concluding our short story unit with an in-class essay, the class is currently beginning a unit devoted to the traditional oral cultures of First Nations, with a focus on the culture of Indigenous peoples in British Columbia.

Georgy has been a quiet yet positive presence in class, contributing thoughtfully during discussions and working extremely well with peers. Their strong attitude toward learning, reliable completion of assignments, and solid oral presentation skills have supported their superior ability to analyze and reflect on course material. Georgy's in-class essay demonstrated excellent critical and creative thinking, as well as a solid awareness of how First Peoples languages and texts reflect diverse cultures, histories, and worldviews.

To further enhance their skills, Georgy would benefit from focusing on refining their writing to improve clarity and impact. Working on strategies to assess and revise their work more thoroughly will support their written expression, allowing them to communicate their insights even more effectively. Developing these areas will help Georgy continue their strong progress in exploring and expressing complex ideas.

Attendance: Absent: 2 Late: 0

ENGLISH STUDIES 12

Term 1: 74% (B)

Paul Towler Jennifer Manara

November Reporting Period

Georgy is a good student in English class who shows a robust understanding of core concepts. His writing shows strong thinking, though he should work on providing deeper explanations of his thoughts. Errors in grammar and spelling are slight, but care should be taken to improve them.

Attendance: Absent: 1 Late: 0

ELL SEMINAR 12		
Jennifer Bermudez		
November Reporting Period:		
<p>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.</p> <p>Seminar class runs every two weeks at lunch and students must attend this class to check in with their teacher so that their English language progress can be monitored when not directly taught by their ELL Case Manager.</p> <p>Georgy attends Seminar class regularly twice a month to 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. Please see the BC ELL website for more information about English language levels. ell-standards-full.pdf (gov.bc.ca)</p>		
Attendance:	Absent: 1	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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