

**English Honours 9 Name: Ethan Fukuhara**

Instructions: Read through each of the profiles and the competencies/skills for each profile; choose two artefacts from the semester (the grammar video and the Flipbook) and choose one skill from each profile to reflect on how you showed growth in that skill through either or both of the artefacts. Write a minimum of two to three sentences for the skill you choose from each of the profiles. Make sure you are clear about which skill in connection to the artefacts you are reflecting on and writing about. Upload this as a Document to a blog post; name it English Honours 9 Core Competencies; tag it with as many of the competencies you want; and, put links to the posts which contain your artefacts on the new CC Reflection post.

|  |  |
| --- | --- |
| 1. **Creative Thinking Profile** | |
| *Skills I am developing: highlight one* | ***How I demonstrated development: be specific, show growth*** |
| * I can get new ideas to create new things, solve problems or make discoveries | ***Evidence:***  ***I used my imagination in the grammar video project. The concept of dependent and independent clauses were new to both Maggie and I, so we had to be creative and make it in a way that helped us understand what it was.*** |
| * I can use my imagination to explore ideas that are new to me and/or my peers |
| * I can build the skills I need to make my creative ideas work, even if it takes a few tries |
| * I take risks when I express myself, even if my ideas are different from those of my peers |
| * I embrace failures and mistakes as part of the creative process and use constraints to encourage me to think about issues and problems in new ways |

|  |  |
| --- | --- |
| 1. **Social Responsibility Profile** | |
| *Skills I am developing: highlight one* | *How I demonstrated development:* ***be specific, show growth*** |
| * I can identify when others need support | ***Evidence:***  ***In the book, Frenchie and the group share their culture and they have help me understand what they have gone through. This makes it easier to support diversity and I feel like if I know more, I can celebrate it more accurately and more informed.*** |
| * I can clarify problems/issues, create multiple strategies, and evaluate actions for positive change |
| * I can identify how my actions and the actions of others affect my community and the natural environment and how we can work to make positive change |
| * I take action to support diversity, respect others and their rights and can identify why diversity is beneficial for our community |

|  |  |
| --- | --- |
| 1. **Positive Personal & Cultural Identity Profile** | |
| *Skills I am developing: highlight one* | *How I demonstrated development:* ***be specific, show growth*** |
| * I am able to identify different groups that I belong to and have pride in who I am | ***Evidence:***  ***Throughout the novel and its corresponding assignments, I have brought how I perceive the book and my general insight. I think that after aging to back up my claims and why I chose what I chose, I have become better at explaining what I perceive as important and how the book relates to me and society in general today.*** |
| * I am able to explain what is important to me (my values) and how they affect my choices |
| * I can reflect on my strengths and identify my potential as a leader in my community |
| * I understand how aspects of my life experiences, family history, background and places lived in or visited have influenced my values and choices |
| 1. **Critical Thinking Profile** | |
| *Skills I am developing: highlight one* | *How I demonstrated development:* ***be specific, show growth*** |
| * I can ask open-ended questions and gather information | ***Evidence:***  ***In the final assignment, we had to write more than 250 words on an inquiry question. Throughout the year, I think that I have gotten better at not only addressing the questions, but relate into them to the subject but also how it affected the book.*** |
| * I can explore ideas purposefully and use some evidence to make judgements about a topic |
| * I can consider more than one way to solve a problem, think about an issue and find information |
| * I can analyze evidence (information) from different perspectives |

|  |  |
| --- | --- |
| 1. **Communication Profile** | |
| *Skills I am developing: highlight one* | *How I demonstrated development:* ***be specific, show growth*** |
| * I can ask and answer direct questions about topics I study | ***Evidence:***  ***During the book talks, even though we were online and behind screens we still were ale to have meaningful conversations. Our book talk was good because we listened to each other and related what we had to do for homework. I was intrigued on what other people thought and it kept me engaged which is harder if I wasn’t concentrated but I had to be and I feel like I helped keep the conversation together because it is harder to do that over screens.*** |
| * I recognize there are different points-of-view and I can disagree respectfully |
| * When I listen, I am active and engaged. I share my ideas and try to connect to what others say |
| * I can present information and ideas to an audience |
| * I can demonstrate my learning and explain how it connects to my experiences or those of others |

|  |  |
| --- | --- |
| 1. **Personal Awareness & Responsibility Profile** | |
| *Skills I am developing: highlight one* | *How I demonstrated development:* ***be specific, show growth*** |
| * I can participate in activities that support my well-being and explain how they help me | ***Evidence:***  ***The entire situation of having to stay at home is especiallly for English. As the book talks had to be online, it was not at its most fluent and in depth conversation as we were behind screens but we still managed to have vibrant conversations covering many topics in-depth.*** |
| * I can persevere with challenging tasks |
| * I can make choices that benefit my well-being and keep me safe in my community, including online |
| * I can imagine and work toward change in myself and the world |
| * I can take ownership of my goals and learning behaviour |