

**Learning Update**

Reported up to: March 6, 2026

**Griffin Bremner**

PEN: 138006911

Grade 11



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**School Message**

The Provincial Reporting Policy mandates that students in Grade 8 & 9 will be assessed using the four-point proficiency scale and students in Grade 10 through Grade 12 courses will be assessed using letter grades and percentages. Please refer to the back page for four-point proficiency scale and the letter grade and percentage breakdowns. Each Learning Update, students at all levels will be sharing self-reflections and making goals around British Columbia's Core Competencies – Communication Skills, Thinking Skills, and Personal and Social Skills.

**Student Self-Assessment of Core Competencies**

This term, Grade 11 students reflected on the progress of the year-long Core Competency goal they set in Term One and received feedback from their Careers teacher. This reflection is Part Two of their Core Competency Self-Assessment Portfolio, available on the Grad 2027 Google Classroom.

**AP CAPSTONE SEMINAR 11**

96% (A)

Christian Obeck

Griffin completed a full formal inquiry this term, progressing from a well-considered research question to analyzing multiple sources and constructing a coherent argument. His academic writing shows careful organization, evidence use, and attention to conventions, and he communicated effectively in both written and oral presentations. Griffin's skills in integrating differing perspectives provide a solid foundation for Task II. Griffin's effort and seriousness, in addition to high expectations he set for himself, was impressive: and the results are reflective of his approach.

Attendance:          Absent: 21          Late: 0

**CAREER-LIFE CONNECTIONS A**

93% (A)

Jennifer Murray

CLC12A is divided into three areas of learning: Planning for the Future, Building a Portfolio and Networking. Students have been given opportunities to demonstrate their learning in each area. Griffin has submitted all assignments to date. Through a thoughtful post-secondary comparison and a reflective mid-year goal check in, Griffin demonstrated very good self-reflection and forward planning skills. Griffin did a great job creating a professional resume resulting in a well-structured and detailed final product. I am confident that I will see the same high standard of work in the remaining assignments for this course. Well done!

Attendance: Absent: 18 Late: 0

**E-COMMERCE 12**

86% (A)

Jamie Demers

This term in E-Commerce 12, we analyzed a variety of e-commerce and social media platforms, examined customer relationship management (CRM) and key performance indicators (KPIs), evaluated the impacts of e-commerce on the environment, and designed a social media marketing campaign. Griffin demonstrated good understanding and effectively applied some concepts in the final campaign. Griffin can work to ensure he is adding detail and engage more in class to help understand concepts and expectations. Griffin is generally engaged in class, but phone and or device use has been a distraction and excessive socializing is negatively impacting learning.

Attendance: Absent: 8 Late: 3

**ECONOMIC THEORY 12**

86% (A)

Victoria Williamson

This term, students explored the historical rise of capitalism and analyzed various economic theories regarding business cycles and market fluctuations. Griffin demonstrated a strong ability to evaluate different economic perspectives, using well-researched evidence to support his personal critique of capitalism. In the coming term, Griffin is encouraged to take on a leadership role by actively inviting quieter peers into class discussions to ensure a variety of perspectives are heard. He is reminded to connect with the teacher to catch up on missed work.

Attendance: Absent: 7 Late: 3

**GENOCIDE STUDIES 12**

89% (A)

Dan Fromowitz

After questioning whether all of us are capable of committing genocide, we have just begun a unit on Canada's treatment of its Indigenous Peoples, in which students will eventually decide if this behaviour should also be labelled as genocide. Griffin demonstrated a highly proficient understanding of the key ideas framing our second semester in Genocide Studies. Through his voluntary participation in class activities and discussions, and his unit two project, Griffin thoughtfully confronted the question as to why so many ordinary people commit genocide. Interestingly, while Griffin very much understands the pressures and situations that lead to the participation in evil by good people, he is also a believer in the idea that ordinary people can become resisters. One suggestion for improvement is to have more collaboration with his teacher while working on projects, so that we can discuss ways to build upon the good work already being created. I look forward to a great final term with Griffin.

Attendance:          Absent: 17          Late: 0

**LIFE SCIENCES 11**

81% (B)

Torrie Smith

Throughout this course, students are evaluated on a variety of assessments that evaluate the 4 power skills of science as seen on their course outline.

At this time, Griffin has achieved the following levels of proficiency in each curricular competency:

- \*Understanding: Proficient - Griffin consistently demonstrates a solid understanding of scientific concepts and can explain them accurately.
- \*Processing and Analyzing: Proficient - Griffin consistently processes data accurately and draws well-supported conclusions.
- \*Communication: Proficient - Griffin consistently uses scientific terms accurately and communicates ideas clearly.
- \*Planning and Conducting: Proficient - Griffin consistently plans and conducts experiments accurately and follows safety protocols.

Griffin is often off-task or distracted by personal devices and/or friends in class, and struggles to participate in class activities.

To improve, I invite Griffin to consider the following:

- \*Eliminate distractions such as electronic devices during lessons
- \*Limit social interactions during instructional time
- \*Participate meaningfully in all in-class activities
- \*Carefully review rubrics and project criteria before submitting
- \*Complete homework in a timely manner
- \*Frequently review material at home
- \*Complete extra practice problems and check answers to ensure comprehension
- \*Come in during FIT for extra help

Keep on going and trying your best!

Attendance:            Absent: 13            Late: 7

**LAW STUDIES 12**

86% (A)

Kevin Chase

Students have been studying and analyzing various aspects of Canadian Constitutional and Criminal Law including legally appropriate limits on the Charter of Rights and Freedoms and the importance of proper police procedure and oversight. Griffin actively participates in class by taking notes and engaging in small group and table discussions. Griffin has demonstrated a clear understanding of correct process and procedure and could continue to practice applying these more consistently to different contexts, examples and specific case studies.

Attendance:            Absent: 8            Late: 0

**LITERARY STUDIES 11**

96% (A)

Christian Obeck

We are currently focused on the AP Seminar curriculum and will begin introducing Literary Studies concepts in Term 3. Please refer to the AP Seminar comments for insight into this student's current progress.

Attendance:          Absent: 12          Late: 0

**SPANISH 11**

84% (B)

Nicole Page-Newman

Students expanded their linguistic references by exploring different types of relationships and expressing the complex layers. They have deepened their knowledge through the novel *La Llorona* as well as furthered cultural understandings and idiomatic expressions through Valentines celebrations and Piropos. The study of songs such as *Corazon Espinado* by Carlos Santana and *Corazon* by Maluma are some examples. Assessment was based on quizzes, oral production, free writes, and active participation. Griffin demonstrates a strong understanding of main ideas and supporting details in a variety of familiar texts and is beginning to apply these skills to some new topics. They participate actively in conversations, and showing growing independence in their use of Spanish. They express themselves with confidence using complete sentences, but they need to start to incorporate a wider range of vocabulary and some more complex structures with increasing accuracy. To continue progressing toward greater fluency and flexibility, they are encouraged to take risks with new structures and read a wide variety of class readers during free reading time in Term 3 to expand vocabulary and comprehension. Keep up the good work Griffin!

Attendance:          Absent: 14          Late: 2



## A Guide to Your Child's Learning Update

<b>The Provincial Proficiency Scale</b> Student reporting in Grades K-9 requires use of the Provincial Proficiency Scale to communicate students' learning in all areas of learning.			
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.

<b>Letter Grades and Percentages</b> Letter grades and percentages are used in Grades 10-12		
The process for letter grade symbols and corresponding percentages and definitions are set out in the Provincial Letter Grades Order.		
<b>A</b>	86-100	The student demonstrates excellent or outstanding learning in relation to the Learning Standards of the curriculum.
<b>B</b>	73-85	The student demonstrates very good learning in relation to the Learning Standards of the curriculum.
<b>C+</b>	67-72	The student demonstrates good learning in relation to the Learning Standards of the curriculum.
<b>C</b>	60-66	The student demonstrates satisfactory learning in relation to the Learning Standards of the curriculum.
<b>C-</b>	50-59	The student demonstrates minimally acceptable learning in relation to the Learning Standards of the curriculum.
<b>F</b>	0-49	The student has not demonstrated minimally acceptable learning in relation to the Learning Standards of the curriculum.
<b>SG</b>	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning 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.
<b>TS</b>	N/A	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 proficiency scale indicator or letter grade and percentage on the basis of those records.
<b>IE</b>	N/A	The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.



**Core Competencies and Goal Setting**

During the school year, students self-reflect and set goals on their Core Competency development, and it is shared in the 2 written Learning Updates and Summary of Learning. Each Core Competency will not necessarily be reflected on during a school year.