LEARNING PROJECT

20[..] - 20[..] School Year

**Child Identification**

First and last name of the child: [First and last name]

Date of birth: [Date of birth]

Withdrawal date: [Withdrawal date from school, if applicable]

Last level of education received: [Last level of education received, if applicable]

Permanent Code: [Permanent Code, if you k now it]

**Description of your education approach**

[Description of your education approach]

**Method(s) of evaluation**

[Method(s) of evaluation of choice]

**Approximate plan of the time to be allocated to the learning activities**

[Approximate plan of the time to be allocated to the learning activities]

**Organization(s) (with contact details) that will contribute to the child’s learning (If applicable)**

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[Our family is a member of AQED. (If you wish to add)]

**Issues that could affect the child’s progression**

[Learning difficulties, physical or mental health issues, behaviour problems, lack of motivation, etc.]

**Note to Parents**

AQED maintains that the Education Act requires an appropriate education, not an equivalent one, so parents can choose the QEP competencies (listed in gray below) and the competencies they deem appropriate for their child's learning plan. Other competencies may therefore be targeted

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Areas**  [Where there is more than one option, remove from the template the subjects that aren't relevant to your child.] | **Skills, competencies, and educational level**  [Where there is more than one option, remove from the template the subjects that aren't relevant to your child.] | **Planned activities** | **Resources** |
| **Language of Instruction**  [English, language arts or French] | **Educational level**  [Indicate the cycle/level worked with the child]  **English, Language Arts**  [• Uses language/talk to communicate and to learn]  [• Represents [their] literacy in different media ]  [• Reads and listens to written, spoken and media texts]  [• Writes a variety of genres for personal and social purposes]  **Or French**  [• Lire et apprécier des textes variés]  [• Écrire des textes variés ]  [• Communiquer oralement selon des modalités variées] | [List of activities] | [List of resources] |
| **Second Language**  **(Core or enriched program)**  [French or English] | **Educational level**  [Indicate the cycle/level worked with the child]  **French**  [• Interagir en français]  [• Lire des textes variés en français (core program)]  [• Lire des textes courants et littéraires en français (enriched program)]  [• Produire des textes variés en français]  **Or English**  [• Interacts orally in English]  [• Reinvests understanding of texts]  [• Writes and produces texts] | [List of activities] | [List of resources] |
| **Mathematics** | **Educational level**  [Indicate the cycle/level worked with the child]  [• Solves a situational problem]  [• Uses mathematical reasoning]  [• Communicates by using mathematical language] | [List of activities] | [List of resources] |
| **Science and technology** | **Educational level**  [Indicate the cycle/level worked with the child]  [• Seeks answers or solutions to scientific or technological problems]  [• Makes the most of [their] knowledge of science and technology]  [• Communicates in the languages used in science and technology] | [List of activities] | [List of resources] |
| **Social science** | **Educational level**  [Indicate the cycle/level worked with the child]  **History and Citizenship Education**  [• Examines social phenomena from a historical perspective]  [• Interprets social phenomena using the historical method]  [• Constructs [their] consciousness of citizenship through the study of history]  **Or Geography**  [• Understands the organization of a territory]  [• Interprets a territorial issue]  [• Constructs [their] consciousness of global citizenship] | [List of activities] | [List of resources] |

N.B. Our child’s educational experience is much richer than what is described in this document. The foregoing indicates only the minimum information required by law, to allow us to focus our time and energies on our child.