Requirements with Regard to the Subjects and Competencies That Must Be Taught, Monitored and Evaluated in a Homeschooling Context
ELEMENTARY

Aim of this document

The documents entitled *Requirements with Regard to the Subjects and Competencies That Must Be Taught, Monitored and Evaluated in a Homeschooling Context* provide an overview in the form of tables of the requirements established by the Direction de l'enseignement à la maison with regard to the subjects and subject-specific competencies[1] that must be taught, monitored and evaluated in a homeschooling context. They are also intended to support parent-educators in preparing the various documents required in homeschooling (learning project, status report on the implementation of the learning project, reports on the child's learning progress and portfolio). There are three documents available to parents: one at the Elementary level, and one each for Secondary Cycle One and Secondary Cycle Two.

The requirements established by the Direction de l'enseignement à la maison are not intended to limit parent-educators in their teaching or in the monitoring and evaluation of their child's learning. Instead, these requirements represent the expectations set for each required document, and for compulsory subjects only.

Requirements established by the Direction de l'enseignement à la maison

Various criteria (e.g. presence, completeness and relevance of the information provided by parent-educators) are considered when determining whether a document complies with the requirements for each element, in accordance with the *Homeschooling Regulation* (CQLR c I-13.3, r 6.01) and the *Québec Education Program*.

As a general rule, these requirements are established for each year, similar to the learning project itself. However, given that some learning is cycle-based as set out in the *Framework for the Evaluation of Learning*, some requirements may be established for an entire cycle and may vary based on the cycle in question.

> ✎   This symbol indicates a requirement that must be respected for each subject or competency (see tables).

- In the **learning project**, parents must include:

   1) The programs of study that will be taught as well as a brief description of the activities chosen for that purpose   ✎

   2) The last level of educational services the homeschooled child received from an educational institution

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[1] Note: In an effort to adopt gender-inclusive language in the competencies of the *Québec Education Program*, the singular pronouns "he" and "she" and their related forms have been replaced by the pronoun "they" and its related forms, used in the singular.

3) A description of the chosen educational approach

4) The name and contact information of every organization that will be contributing to the child's learning and a description of the extent of the contribution

5) An approximate plan of the time to be allocated to the learning activities

6) The other subjects that will be taught as well as the other knowledge and skills to be acquired and a brief description of the activities chosen for that purpose

7) The educational resources that will be used

8) The evaluation methods that will be used to assess the child's learning

- In the **status report on the implementation of the learning project**, parents must include:

1) A description of the completed activities

2) The approximate time that was allocated to the learning activities

3) Any change made to the learning project, if applicable[2]

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[2] If the change is **substantial**, parents must inform the Minister within 15 days (*Homeschooling regulation*, section 10). For this purpose, an email explaining the change must be sent to the resource person assigned to the family. A substantial change is any major change made to the planned learning, irrespective of how the learning is acquired. This may be a change to the planned learning for one or several subjects, such as when learning activities are dropped partially or completely. A substantial change may be necessary for health reasons or another reason that limits the possibility of acquiring the learning. Parents can contact their resource person if they have any doubt about the nature of a change or the actions to be taken as a result of a change.

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- In the **mid-term report** and the **completion report**, parents must include:

1) Comments on the child's learning progress

2) The evaluations conducted to assess the child's learning progress (evaluation methods)

- During the **monitoring meeting**, parents must provide:

1) Evidence of learning

- In the **portfolio**, when chosen as an evaluation method, parents must include:

1) Evidence of learning

2) Evaluations by the parents

3) Self-assessments by the child of their own learning progress (overall assessment or one organized by subject or competency)

> Parent-educators can consult the reference documents produced for them by the Direction de l'enseignement à la maison for more information about these requirements. They are also invited to contact the resource person assigned to their family if they have any questions or require assistance with the learning project, the status report on the implementation of the learning project, the reports on the child's learning progress, the portfolio or the monitoring meeting.

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ENGLISH LANGUAGE ARTS

DOCUMENTS	Learning project	Status report		Mid-term and completion reports		Monitoring meeting	Portfolio	
REQUIREMENTS FOR EACH YEAR / COMPETENCIES	Brief description of the activities chosen	Description of the completed activities	Approximate time allocated to the learning activities	Comments on the child's learning progress	Evaluations conducted to assess the child's learning progress (evaluation methods)	Evidence of learning	Evidence of learning	Evaluations by the parents
To read and listen to literary, popular and information-based texts, and To represent [their] literacy in different media	🖉	🖉	🖉 For the subject as a whole	🖉	🖉	🖉	🖉	🖉
To write self-expressive, narrative and information-based texts, and To represent [their] literacy in different media	🖉	🖉		🖉	🖉	🖉	🖉	🖉
To use language to communicate and learn	🖉	🖉		🖉	🖉	🖉	🖉	🖉

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FRANÇAIS, LANGUE D'ENSEIGNEMENT

DOCUMENTS	Learning project	Status report		Mid-term and completion reports		Monitoring meeting	Portfolio	
REQUIREMENTS FOR EACH YEAR / COMPETENCIES	Brief description of the activities chosen	Description of the completed activities	Approximate time allocated to the learning activities	Comments on the child's learning progress	Evaluations conducted to assess the child's learning progress (evaluation methods)	Evidence of learning	Evidence of learning	Evaluations by the parents
Lire des textes variés, and Apprécier des œuvres littéraires	✏	✏	✏ For the subject as a whole	✏	✏	✏	✏	✏
Écrire des textes variés	✏	✏		✏	✏	✏	✏	✏
Communiquer oralement	✏	✏		✏	✏	✏	✏	✏

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FRANÇAIS, LANGUE SECONDE

DOCUMENTS	Learning project	Status report		Mid-term and completion reports		Monitoring meeting	Portfolio	
REQUIREMENTS FOR EACH YEAR COMPETENCIES	Brief description of the activities chosen	Description of the completed activities	Approximate time allocated to the learning activities	Comments on the child's learning progress	Evaluations conducted to assess the child's learning progress (evaluation methods)	Evidence of learning	Evidence of learning	Evaluations by the parents
Interagir en français en se familiarisant avec le monde francophone – Communiquer	🖉	🖉	🖉 For the subject as a whole	🖉	🖉	🖉	🖉	🖉
Interagir en français en se familiarisant avec le monde francophone – Comprendre et lire	🖉	🖉		🖉	🖉	🖉	🖉	🖉
Produire des textes variés	🖉	🖉		🖉	🖉	🖉	🖉	🖉

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ENGLISH AS A SECOND LANGUAGE

DOCUMENTS	Learning project	Status report		Mid-term and completion reports		Monitoring meeting	Portfolio	
REQUIREMENTS FOR EACH YEAR / COMPETENCIES	Brief description of the activities chosen	Description of the completed activities	Approximate time allocated to the learning activities	Comments on the child's learning progress	Evaluations conducted to assess the child's learning progress (evaluation methods)	Evidence of learning	Evidence of learning	Evaluations by the parents
Cycle One: To act on understanding of texts	✎	✎	✎ For the subject as a whole	✎	✎	✎	✎	✎
Cycle One: To communicate orally in English	✎	✎		✎	✎	✎	✎	✎
Cycles Two and Three: To interact orally in English	✎	✎		✎	✎	✎	✎	✎
Cycles Two and Three: To reinvest understanding of oral and written texts	✎	✎		✎	✎	✎	✎	✎
Cycles Two and Three: To write texts	✎	✎		✎	✎	✎	✎	✎

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MATHEMATICS

DOCUMENTS	Learning project	Status report		Mid-term and completion reports		Monitoring meeting	Portfolio	
REQUIREMENTS FOR EACH YEAR / COMPETENCIES	Brief description of the activities chosen	Description of the completed activities	Approximate time allocated to the learning activities	Comments on the child's learning progress	Evaluations conducted to assess the child's learning progress (evaluation methods)	Evidence of learning	Evidence of learning	Evaluations by the parents
To solve a situational problem related to mathematics	✎	✎	✎ For the subject as a whole	✎	✎	✎	✎	✎
To reason using mathematical concepts and processes	✎	✎		✎	✎	✎	✎	✎
To communicate by using mathematical language	This competency is developed as part of the planned learning activities for the first two competencies.	This competency is developed as part of the planned learning activities for the first two competencies.		✎	No evaluation is required. Instead, feedback is provided to the child for this competency.	The evidence of learning for the first two competencies also covers this competency.	The evidence of learning for the first two competencies also covers this competency.	No evaluation is required. Instead, feedback is provided to the child for this competency.

SCIENCE AND TECHNOLOGY

DOCUMENTS	Learning project	Status report		Mid-term and completion reports		Monitoring meeting	Portfolio	
REQUIREMENTS FOR EACH YEAR OR CYCLE / COMPETENCIES	Brief description of the activities chosen	Description of the completed activities	Approximate time allocated to the learning activities	Comments on the child's learning progress	Evaluations conducted to assess the child's learning progress (evaluation methods)	Evidence of learning	Evidence of learning	Evaluations by the parents
Cycle One: To explore the world of science and technology	✏️	✏️	✏️ For the subject as a whole	✏️	No evaluation is required	✏️	✏️	No evaluation is required
Cycles Two and Three: To propose explanations for or solutions to scientific or technological problems	✏️	✏️		✏️	✏️ For the subject as a whole	✏️	✏️	✏️ For the subject as a whole
Cycles Two and Three: To make the most of scientific and technological tools, objects and procedures	✏️	✏️		✏️		✏️	✏️	
Cycles Two and Three: To communicate in the languages used in science and technology	This competency is developed as part of the planned learning activities for the first two competencies.	This competency is developed as part of the planned learning activities for the first two competencies.		✏️		The evidence of learning for the other competencies also covers this competency.	The evidence of learning for the other competencies also covers this competency.	

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GEOGRAPHY, HISTORY AND CITIZENSHIP EDUCATION

DOCUMENTS	Learning project	Status report		Mid-term and completion reports		Monitoring meeting	Portfolio	
REQUIREMENTS FOR EACH YEAR OR CYCLE / COMPETENCIES	Brief description of the activities chosen	Description of the completed activities	Approximate time allocated to the learning activities	Comments on the child's learning progress	Evaluations conducted to assess the child's learning progress (evaluation methods)	Evidence of learning	Evidence of learning	Evaluations by the parents
Cycle One: To construct [their] representation of space, time and society	✎	✎	✎ For the subject as a whole	✎	No evaluation is required	✎	✎	No evaluation is required
Cycles Two and Three: To understand the organization of a society in its territory	✎	✎		✎	✎ For the subject as a whole	✎	✎	✎ For the subject as a whole
Cycles Two and Three: To interpret change in a society and its territory	✎	✎		✎		✎	✎	
Cycles Two and Three: To be open to the diversity of societies and their territories	✎	✎		✎		✎	✎	