

LEARNING PROJECT  
2020 - 2021 School Year

**Child Identification**

First and last name of the child:

Date of birth:

Withdrawal date: n/a

Last level of education received: n/a

Permanent Code:

**Description of your education approach**

Our aim is not only that our child will learn, but that our child will love to learn and identify herself as intelligent and capable. We will use a mix of pedagogies and resources to best meet the Quebec Progress of Learning requirements and educational needs and interests of our child.

**Method(s) of evaluation**

Progress will be evaluated by a holder of a teaching license.

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

This project is based on continuous learning, without time limitation. It covers the period from September 2020 to June 2021. We spend approximately 1.5 - 2 hours a day on structured learning, and then we live in a way that supports learning through exploration free from structure and time constraints.

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

Our family is a member of AQED.

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

n/a

## Activities and Resources

| Learning areas                                                               | Competencies and knowledge covered                                                                                                                                  | Activities and resources used                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LANGUAGE OF INSTRUCTION:</b><br>English                                   | <ul style="list-style-type: none"> <li>● to communicate in English</li> <li>● to read and listen to texts,</li> <li>● to produce spoken and media texts</li> </ul>  | <ul style="list-style-type: none"> <li>• Rooted in Language “Pinwheels” Literacy program (reading, grammar, writing).</li> <li>• Writing and illustrating simple stories</li> <li>• Oral discussions on various topics</li> <li>• Reading and exposure to a variety of literature and discussions on the text.</li> <li>• Creation of various literary works (ex. Poetry, songs, videos, newspapers, letters to friends and family, personal journal at her level)</li> </ul>                                               |
| <b>SECOND LANGUAGE:</b><br>French                                            | <ul style="list-style-type: none"> <li>● to communicate in French</li> <li>● to read and listen to texts,</li> <li>● to produce spoken and media texts</li> </ul>   | <ul style="list-style-type: none"> <li>• Alphabétik : 1er année du primaire</li> <li>• Read simple books</li> <li>• Written copy-work of simple phrases</li> <li>• Communication and exposure by interacting with French speaking friends</li> <li>• Watch French language television and listen to French language stories.</li> <li>• Incorporating daily usage of French</li> <li>• Online resources such as Boukili, Duolingo and sites such as Teachers pay Teachers.</li> </ul>                                       |
| <b>MATHEMATICS</b>                                                           | Cycle One <ul style="list-style-type: none"> <li>● to solve problems</li> <li>● to apply reasoning</li> <li>● To communicate using mathematical language</li> </ul> | <ul style="list-style-type: none"> <li>• Mammoth math Grade 1</li> <li>• Practical application in daily life (baking/ cooking, board games, building)</li> <li>• Various online games to support learning such as Prodigy and Math Seeds</li> <li>• Practice through hands-on learning with manipulatives.</li> </ul>                                                                                                                                                                                                       |
| <b>SOCIAL SCIENCE</b><br><b>Geography, History and Citizenship Education</b> | <ul style="list-style-type: none"> <li>• Cycle One:</li> <li>• To construct [their] representation of space, time and society</li> </ul>                            | <ul style="list-style-type: none"> <li>• Learning to use a map</li> <li>• Various Canadian history books such as the Story of Canada</li> <li>• Introduction of a timeline.</li> <li>• Learning to use a calendar</li> <li>• Observation and identifying of people, objects, and terrains/landscapes around us.</li> <li>• Exploring local historical sites</li> <li>• Resources from LEARN QC</li> <li>• Discussions of various cultures, places, and people around the world using resources from the library.</li> </ul> |

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| <p><b>SCIENCE AND TECHNOLOGY</b></p> | <ul style="list-style-type: none"> <li>• To explore the world of science and technology</li> </ul> | <ul style="list-style-type: none"> <li>• REAL Science Odyssey Level 1, Earth Sciences (classification of animals, plant study, basic human body study, weather) as a reference</li> <li>• Blossom and Root nature Study guides as a reference</li> <li>• Nature journaling and walks to observe the seasons.</li> <li>• Use technology to assist with learning through games and online programs</li> <li>• Listening to science podcasts</li> <li>• Resources such as Kiwi Crates and similar science learning kits.</li> </ul> |
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\*\*Please note that this Learning Plan demonstrates the requirements needed to be in compliance with the Regulations. Our homeschool is much richer and incorporates more than what is reflected here in order to offer our children a rich and diverse education.