

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 himself as intelligent and capable. We will use a mix of pedagogies and resources to best meet the Quebec Progress of Learning requirements and the 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 3-4 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.

\*\*\*\*\* , French teacher, \*\*\*\*\*@\*\*\*\*\*

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

Undiagnosed dyslexia which is being remediated with a specialized program (Barton Reading System). \*\*\*\*\* is responding and progressing very well with the program and we are seeing marked improvement. We will be continuing this year with this program. Due to language issues, \*\*\*\*\* is working at a grade 4 level in French, but is making very good steady progress.

**Activities and Resources**

<b>Learning areas</b>	<b>Competencies and knowledge covered</b>	<b>Activities and resources used</b>
<p><b>LANGUAGE OF INSTRUCTION:</b> English</p>	<ul style="list-style-type: none"> <li>• To read and listen to literary, popular and information-based texts.</li> <li>• To write self-expressive, narrative and information based texts</li> <li>• To represent her/his literacy in different media</li> <li>• To use language to communicate and learn</li> </ul> <p><b>Working at Grade 6 level and competencies.</b></p>	<ul style="list-style-type: none"> <li>• Barton Reading program</li> <li>• Brave Writer writing curriculum and literature guides (reading a variety of literature, grammar, spelling, vocabulary, writing tools used in various texts)</li> <li>• Producing various styles of writing (creative/fantasy, narrative, research based, personal accounts, comparative, persuasive writing) using the Brave Writer project guides and other resources.</li> <li>• Oral discussions on various topics using resources such as LesPlan What in the World and Building Bridges guides among others.</li> <li>• Reading and exposure to a variety of literature styles and discussions on the text.</li> <li>• Creation of videos/movies, writing letters to friends and family, text and video communication with friends and family online.</li> </ul>

<p><b>SECOND LANGUAGE:</b> French</p>	<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> <p><b>Working at grade 4 level due to Dyslexia.</b></p>	<ul style="list-style-type: none"> <li>• Zig Zag: français 4e année du primaire</li> <li>• Weekly online French lessons with a teacher (reading, grammar, vocabulary, comprehension, and oral conversation.), and homework given for the week.</li> <li>• Read books/text at his level</li> <li>• Written stories and oral presentations in French class and at home</li> <li>• Communication and exposure by interacting with French speaking friends and activities in person (when possible given circumstances) and online.</li> <li>• Watch French language television and listen to French language media</li> <li>• Incorporating daily usage of French</li> <li>• Online resources such as Boukili, Duolingo and sites such as Teachers pay Teachers.</li> </ul>
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<p><b>MATHEMATICS</b></p>	<ul style="list-style-type: none"> <li>• To solve a situational problem related to mathematics.</li> <li>• To reason using mathematical concepts and processes.</li> <li>• To communicate by using mathematical language</li> </ul> <p><b>Working at Grade 6 level</b></p>	<ul style="list-style-type: none"> <li>• Mammoth math, grade 6 (follows basic progression of learning for grade 6)</li> <li>• Practical application in daily life (baking/ cooking, board games, building)</li> <li>• Various online games to support learning such as Prodigy</li> <li>• Practice through hands-on learning with manipulatives.</li> <li>• Learn about personal budgeting and saving.</li> <li>• Math Makes Sense 6 as addition resource</li> </ul>
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<p><b>SOCIAL SCIENCE</b>  <b>Geography, History and Citizenship Education</b></p>	<ul style="list-style-type: none"> <li>• <b>Cycle Three:</b></li> <li>• To understand the organization of a society in its territory .</li> <li>• To interpret change in a society and its territory •</li> <li>To be open to diversity of societies and their territories</li> </ul> <p><b>Working Grade 6 level</b></p>	<ul style="list-style-type: none"> <li>• Waypoints 6 workbook</li> <li>• “Building Bridges” and “What in the World” resources from LesPlan.</li> <li>• Resources from LEARN QC</li> <li>• Various library books and resources for the time period 1800- Present</li> <li>• Documentaries and videos for the time period studied</li> <li>• Various government resources for learning about accepts of government.</li> <li>• Books and resources to discuss current events and relevant issues such as racism, gender identity, and indigenous issues.</li> <li>• Discussions on topics learned and world events in order to understand the effects of history on present day.</li> </ul>
<p><b>SCIENCE AND TECHNOLOGY</b></p>	<ul style="list-style-type: none"> <li>• <b>Cycle Three:</b></li> <li>• To propose explanations for or solutions to scientific or technological problems.</li> <li>• To make the most of scientific and technological tools, objects and procedures. • To communicate in the languages used in science and technology</li> </ul> <p><b>Working Grade 6 level</b></p>	<ul style="list-style-type: none"> <li>• Real Science for Kids Middle School Chemistry, including lab books.</li> <li>• Using microscopes, and lab equipment to perform experiments relevant to learning material.</li> <li>• Exploring science through hands on STEM and Science kits such as Kiwi crates and snap circuits.</li> <li>• Observation of the learned material in the world around us. <ul style="list-style-type: none"> <li>• Science podcasts to expose us to the latest discoveries and research and exploring these ideas to learn more.</li> </ul> </li> <li>• Videos such as Crash Course and Khan academy to support learning.</li> <li>• Continued learning of how to create art using 3D art programs and creating projects such as animations and movies from this. <ul style="list-style-type: none"> <li>• Use technology to assist with learning through games and online programs</li> </ul> </li> </ul>

\*\*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.