

LEARNING PROJECT
2020 - 2021 School Year

Child Identification

First and last name of the child: XXX

Date of birth: XXX

Withdrawal date: 2013

Last level of institutional education received: Grade 2

Permanent Code: XXX

Description of your education approach

We are unschoolers. We will continue to follow our son's lead in his education. This year, he has decided to start working towards his high school diploma. We are therefore planning a program of study which will allow him to achieve that goal.

Method(s) of evaluation

We would like to discuss with the school board how to get credits for certain secondary 4 or 5 courses this year. We will combine evaluations by the school board, by DEM portfolio and/or by a holder of a teaching licence.

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

XXX will be doing formal learning activities 5 days a week with most subjects being covered 3 to 5 days a week. However, he also learns continuously through all the other activities in which he engages. We started our formal approach in May and it will continue until July 2021.

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

None - Our family is a member of AQED.

Issues that could affect the child's progression

XXX has only recently become motivated to learn school subjects in a formal manner and he only decided to aim for the high school diploma this week. Before this year, XXX was not at all motivated to write regularly and therefore needs more practice. His knowledge of math is very good in areas (for example mental math) and he is behind in others (for example geometry). However, he has always shown an interest in history, he is an avid reader and has an extensive vocabulary. He has been progressing very well since the beginning of his formal studies and I have no doubt he will catch up in his weaker areas by the time he must sit the ministry exams. XXX can sometimes suffer from anxiety. For the moment, he is managing it well despite the fact having to study sometimes aggravates this tendency.

We hope to encourage XXX towards his goal of graduating by accumulating a few credits towards his diploma this year. We would like to discuss with the school board to determine what XXX needs to accomplish this year to obtain credits towards Ethics and Religious Culture and Financial education.

Activities and Resources

Learning areas	Competencies and knowledge	Activities and resources used
LANGUAGE OF INSTRUCTION: English	Secondary cycle 1 & 2 – we will work on the competencies in the Québec program for these cycles	<p>XXX will use an appropriate textbook and novels provided by the schoolboard to read and analyze different texts:</p> <ul style="list-style-type: none"> - Novels - for example, Animal Farm, The Curious Incident of the Dog in the Nighttime, To Kill a Mockingbird, etc. - Poems - The Raven - Articles about current events from various online sources and in the Nelson Literacy textbook. - Materials from everyday life (recipes, instructions, gaming websites etc.) <p>He will write various texts - analysis, reactions and opinions about the topics read; discuss the above readings and other various topics and use English every day to communicate with friends and family orally and in writing.</p>
SECOND LANGUAGE: French	Secondary cycle 2 – we will work on the competencies in the Québec program for this cycle	<p>XXX va lire et analyser différents textes à l'écrit, par exemple, les nouvelles du livre <i>Arbre des possibles</i> ainsi que des textes d'informations ou d'opinion liés aux autres sujets d'études (histoire, éthique et culture religieuse, science, etc.).</p> <p>Il écrira des textes variés: par exemple, des descriptions, des dialogues, des articles, etc.</p> <p>Nous aurons des discussions en français à propos de sujets variés.</p>
MATH	Secondary cycle 1 & 2– we will work on the competencies in the Québec program for this cycle	<p>XXX will use grade 8 materials, for example, Open School BC Textbooks, until approximately January to catch up. Afterwards, he will use a grade 9 textbook, for example, Visions and he will use materials like Bridge the Gap Math to continue to catch up on any missing content.</p> <p>He will work on situational problems provided by the School board in an appropriate textbook or in another format.</p> <p>He will use math to solve problems in everyday situations.</p>
SCIENCE AND TECHNOLOGY	Secondary cycle 2– we will work on the competencies in the Québec program for this cycle	<p>XXX will use the Observatory textbook, which we hope to get from the school board, along with other resources, such as the Observations workbook, the Usborne Science Encyclopedia and various online resources to solve problems, to discuss science and to do a few experiments.</p>

SOCIAL STUDIES	Secondary cycle 1 & 2 – we will work on the competencies in the Québec program for this cycle	XXX will study Québec history using the grade 9 and 10 reflections.ca textbook . He will finish the grade 9 content by the end of September. He will do the grade 10 content the rest of the year and we plan to evaluate XXX with a secondary 4 ministry examination so he can have credits for his diploma.
Ethics and Religious Culture	Secondary cycle 2 – we will work on the competencies in the Québec program for this cycle	XXX would like to get secondary 4 credits for this subject this year. He will only undertake these studies this year if he can get credits for them. He will do what is required by the school board to obtain the credits.
Financial Education	Secondary cycle 2 – we will work on the competencies in the Québec program for this cycle	XXX would like to get secondary 4 credits for this subject this year. He will only undertake these studies this year if he can get credits for them. He will do what is required by the school board to obtain the credits.

Services requested from the school board

Our learning plan is contingent on obtaining various books and evaluations from the school board. Should Leo ever decide to go to school, he would go to Rosemount High School. When possible, we would like to have the same books as are being used there.

English:

- Whatever cycle 2 textbooks or novels are currently being used in schools
- Grade 9 school board evaluation (exam)

Mathematics:

- A textbook or other material with grade 9 level situational problems that reflect the kind of problems seen in the grade 10 ministry exam
- Visions volume 1 and 2 student manual
- Access to the Visions (CEC) teacher’s manual, ideally at a school in the eastern part of Montreal.

Science and Technology:

- Grade 9 Observatory (ERPI) student manual
- Access to the Observatory teacher's manual

Social Studies:

- Grade 9 Reflections.qc.ca student manual
- Access to the Reflections.qc.ca grade 10 teacher's manual
- Grade 10 ministry exam and evaluation for credits

Ethics and Religious Culture:

- Whatever textbook is currently being used in grade 10 in schools
- Grade 10 evaluation for credits

Financial Education

- Whatever textbook is currently being used in cycle 2 in schools
- Grade 11 evaluation for credits