

LEARNING PROJECT
2020 - 2021 School Year

Child Identification

First and last name of the child:

Date of birth: **June 12,2006**

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 4-5 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

was assessed by an Occupational Therapist and was diagnosed with Dysgraphia. We are working with her and at home to remediate. We aid in schooling by using assistive technology such as typing.

Activities and Resources

Learning areas	Competencies and knowledge covered	Activities and resources used
<p>LANGUAGE OF INSTRUCTION: English</p>	<ul style="list-style-type: none"> • Uses language/talk to communicate and to learn • Reads and listens to written, spoken and media texts • Produces texts for personal and social purposes <p>Working at Secondary 3 level for competencies</p>	<ul style="list-style-type: none"> • Brave Writer writing curriculum and literature guides (reading a variety of literature, grammar, spelling, vocabulary, writing tools used in various texts) • Producing various styles of writing (creative/fantasy, narrative, research based, personal accounts, comparative, persuasive writing) using the Brave Writer project guides. • Oral discussions on various topics such as and not limited to current events, political topics, and social justice. • Reading and exposure to a variety of literature styles and discussions on the text. • Comparisons of book and movie version. • Creation of tutorials and descriptive text for the online games that he creates. • Creation of videos/movies, writing letters, creation of reviews and opinion pieces, text and video communication with friends and family online.
<p>SECOND LANGUAGE: French</p> <p>Core Program</p>	<ul style="list-style-type: none"> • Interagir en français • Lire des textes variés en français (core program) • Produire des textes variés en français <p>Core French Competencies</p>	<ul style="list-style-type: none"> • Weekly online French lessons with a teacher (reading, grammar, vocabulary, comprehension, and oral conversation.), and homework given for the week. • Cargo français, langue seconde: 1er cycle du secondaire 2e année (for practice and review) • Read books/text at his level. • Written stories and oral presentations in French class as well as at home. • Communication and exposure by interacting with French speaking friends and activities in person(based on availability due to circumstances) and online. • Watch French language television and listen to French language media • Incorporating daily usage of French • Online resources such as Duolingo and sites such as Teachers pay Teachers.

<p>MATHEMATICS</p> <p>Secondary 3</p>	<ul style="list-style-type: none"> • To solve a situational problem related to mathematics. • To reason using mathematical concepts and processes. • To communicate by using mathematical language <p>Covering Secondary 3 materials and competencies</p>	<ul style="list-style-type: none"> • Pearson Grade 9 Math as a reference • Khan Academy Algebra as a reference for review of last year and to further concepts • Khan academy for review of concepts taught in Secondary 3. • Saxon Geometry • Situational problems from sites such as (but not limited to) University of Waterloo, Teachers pay Teachers, and various other math sites. • Daily usage and practice by creating a personal budget and learning finance, coding and software development working in 3D games, cooking and baking, and board games. • Using math skills learned to further progression in science and practical application for the sciences learned. • Statistics and probability through games such as Dungeons and Dragons with friends
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<p>SOCIAL SCIENCE</p> <p>History of Quebec and Canada</p>	<ul style="list-style-type: none"> • Characterizes a period in the history of Québec and Canada • Interprets a social phenomenon <p>Working at and covering Secondary 3 competencies and material</p>	<ul style="list-style-type: none"> • Reflections.qc.ca Secondary III for framework. • Resources from LEARN QC for the time period of required study (Origins-1840) • Resources from Allo Prof for the time period required • Various books and resources from the library on topics of history that interest Julien • Documentaries and books based on time period required as well as other points in history of interest. • Pandia Press Early modern history curriculum guide • Discussions on the connection of the past through to today. The effects of history on current day events. • Various projects to help interpret and explore the time periods learned and help us connect them to the current world. • Use of various resources and books to discuss current important topics such as racism, Indigenous Rights, and gender. LesPlan “Where in the World” and “Building Bridges” monthly magazines for the high school levels to discuss current events. • Videos such as Crash Course to enhance the material learned. • History Podcasts of both current day issues as well as historical events.
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<p>SCIENCE AND TECHNOLOGY</p> <p>ST Science and Technology</p>	<ul style="list-style-type: none"> • 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 <p>Covering Secondary 3 competencies and materials</p>	<ul style="list-style-type: none"> • Pearson Grade 9 Science as a reference for the framework of required materials. • Khan Academy Physics • Pandia Press Biology (Human body study and Plant study) • LEARN QC resources • Exploring chemistry, magnetism, and biology with science kits and resources such as Snap Circuits, resources from the Library, science and STEM kits such as Tinker Crates • Hands on experiments and use of scientific tools such as microscopes and lab materials to further learning. • Science podcasts to learn about the latest discoveries and research and then exploring these ideas more. • Videos such as Crash Course to enhance the understanding of studied material. • Continuation of self guided teaching of Software development and game design, using online classes and tutorials. • Use technology to assist with learning through games and online programs
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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.