

Home Education Learning Plan Grades 1 - 12

Working Copy

This working copy of the Learning Plan has been designed to support your child's Learning Program.

Gathering Information

Gather information that will help you to decide your child's learning program.

As you think about program choices, you will need to consider:

- How does my child learn most successfully?
- Does my child have special needs or aptitudes that will influence my choice of learning environments?
- Does my child have special needs or aptitudes in different subject areas, i.e. math, reading, science, etc?
- How do you plan on assessing your child's progress?
- What are my child's possible future career pathways or preferences? Will university entrance credentials or specific requirements for a trade or certification process be needed?

What choices are available to me as a Homeschooling parent?

For further information on Homeschooling general outcomes and Alberta Education outcomes [click here](#).

Learning Plan

Beginning your child's learning plan can be daunting and for some, even overwhelming. Through the following process we will help to simplify and clarify the process so that the plan reflects what you and your child want to accomplish.

Getting Started:

To begin your plan, consider what you and your child want to learn this year. What do you want her/him to be able to achieve?

Think Big Picture

Before looking at learner outcomes as outlined by Alberta Education or Homeschooling guidelines, consider what you want, what your child wants to learn and to be able to do.

Ask Questions of Yourself

Ask yourself questions like:

- Why would I want my child to learn Social Studies or Math, or Science?
- What do I want them to learn in each area?
- What are the over arching principles or enduring understandings?
- How will these topics benefit my child?

Your Answers

Your answers might be something like the following:

- In Social Studies - I want my child to learn to be a productive citizen, or I want my child to understand diversity, or appreciate the freedoms of his/her country.
- In Math – I want my child to become a problem solver, or I want my child to see patterns and order in the world
- In Science – I want my child to recognize the complexities of this world, or I want my child to learn to think constructively and to be part of the solutions to world concerns.

You have started with very broad questions and have answered with very broad answers. Now narrow the questions and answers until you come to a level you believe suits your child's abilities (see illustration below)

Q: Why do I want to my child to learn Social Studies?

A: I want my child to be a productive citizen.

Q: What does he/she need to know and do to be a good citizen?

A: He/she needs to know about his country.

Q: For his/her age level where should I start?

A: My child is in grade one, and can understand about his community.

Q: What specific things will help him understand his responsibility in the community?

A: He can pick up garbage, cross the street at cross-walks, etc.

Compare to Learning Outcomes

At this point you have a good idea of what it is you want to accomplish this year. Now is a good time to check out Alberta Education Learner Outcomes or Homeschooling general outcomes to find out specifics. Compare them to what you have planned for your child. Make necessary adjustments.

Read an overview of Home Schooling from Alberta Education, by going to the following link: [Click Here](#)

Homeschooling parents are NOT required to follow the Alberta Programs of Study and may identify learning outcomes and programs from alternative sources or approaches.

How to write an organized plan

Learner Outcomes	Method of Teaching	Activities	Assessment	Resources

This chart format is only one way to organize your planning. You may opt to choose a system of planning that is better suited to your style so choose a design that reflects your understanding but includes each of the sections.

Learner Outcomes

Learner outcomes are what your child will be able to understand or to do. Always begin with what you want your child to have accomplished at the completion of a particular unit of learning.

- Start with the overarching or big idea(s). What is the section of learning about?
- From there, identify the specifics that your child will learn in order to understand the big idea. For example, "My child will be able to..."

Learner Outcomes		Method of Teaching	Activities	Assessment	Resources
Over-arching Idea	Rights and Freedoms				
<i>My child will be able to outline the steps that were required to gain the right to vote for all citizens</i>					

Method of Teaching

Now that you have identified what your child will be able to do at the end of the unit:

- You will need to formulate how you will go about teaching/facilitating the learning of this concept. What would be the best method? It might be an experiment, or you might start off with a question your child has to solve. You might decide to do some reading and research, or attend a lecture.
- Keep in mind what you are trying to accomplish and then come up with a method that will lead in the direction to achieve your outcome. Always refer back to your outcome as you plan how you will teach. This will keep you on track and ensure you are true to your objectives. There are hundreds of methods and approaches to teaching any one given topic so use your imagination.

Learner Outcomes		Method of Teaching	Activities	Assessment	Resources
Over- arching Idea	Rights and Freedoms				
My child will be able to outline the steps that were required to gain the right to vote for all citizens.		<p><i>Brainstorm a list of rights and freedoms that we enjoy today.</i></p> <p><i>Make informed guesses as to what rights and freedoms were available in the late part the 1800s and the early part of the 1900s. (use photo gallery from website to make predictions)</i></p> <p><i>Gather information from website:</i> www.abheritage.ca/famous5/context/index.html www.edukits.ca/famous/students.html</p>			

Activities

- You have an objective clearly in mind
- You have determined how best to teach and/or facilitate the learning and understanding of this objective
- Now you need to give your child the opportunity to interact with the material in a fashion that will help him/her to assimilate and apply the learning.

Research tells us (see Understanding by Design by Wiggins and McTighe and/or A Framework for Student Assessment second ed. by Alberta Assessment Consortium) that when planning is done with the objective in mind first, and then activities are planned to support that objective, there is a deeper learning experience and a greater opportunity for the brain to learn. Finding a fun activity first and then trying to slot it into some kind of purpose or objective leaves us with little correlation to understanding.

Learner Outcomes		Method of Teaching	Activities	Assessment	Resources
Over- arching Idea	Rights and Freedoms				
My child will be able to outline the steps that were required to gain the right to vote for all citizens.		Brainstorm a list of rights and freedoms that we enjoy today. Make informed guesses as to what rights and freedoms were available in the late part the 1800s and the early part of the 1900s. (use photo gallery from website to make predictions) Gather information from website: www.abheritage.ca/famous5/context/index.html www.edukits.ca/famous/students.html	<i>Create a vignette about one of the Famous Five women</i> <i>Do some research about infringements on human rights that exist today. Suppose that you are like one of the Famous Five and are willing to stand up for those rights. Act out what you would do and say on the topic.</i>		

Assessment

Assessment is how we know if learning has or is taking place. We can look at assessment through 3 lenses: (see

<http://www.wncp.ca/assessment/rethink.pdf>)

- Assessment **for** learning – this kind of assessment helps you as the parent to streamline the instruction to the style and learning strategies that your child employs and to determine when, how and whether your child is applying what he is learning. If your method of teaching is to lecture and you find that your child looks puzzled or confused you might try using visual or tactile prompts to increase learning. This is one example of assessment for learning.
- Assessment **as** learning – this kind of assessment happens when students regulate their own learning processes and take cues from the learning to make adjustments and adaptations in their understanding. You may see this happening when your child tries various strategies to solve a problem until he/she finds one that works for him/her. You can help your child by guiding him/her in their abilities to reflect on his/her learning
- Assessment **of** learning – this kind of assessment is used to confirm what your child knows, i.e. tests, assignments, projects, etc.

Learner Outcomes		Method of Teaching	Activities	Assessment	Resources
Over- arching Idea	Rights and Freedoms				
My child will be able to outline the steps that were required to gain the right to vote for all citizens.		Brainstorm a list of rights and freedoms that we enjoy today. Make informed guesses as to what rights and freedoms were available in the late part the 1800s and the early part of the 1900s. (use photo gallery from website to make predictions) Gather information from website: www.abheritage.ca/famous5/context/index.html www.edukits.ca/famous/students.html	Create a vignette about one of the Famous Five women Do some research about infringements on human rights that exist today. Suppose that you are like one of the Famous Five and are willing to stand up for those rights. Act out what you would do and say on the topic.	<i>Fill in a cause and effect chart, identifying the issues and solutions around rights and freedoms issues.</i>	

For specifics on the use of rubrics and different types of assessments [click here](#)

Resources

Where will you find background information, supplements, supports, etc?
These can include such things as:

- Websites
- Books and encyclopedias
- Field trips
- Personal contacts
- Kits and crates
- Libraries
- Museums
- Etc.

Some objectives will lend themselves to a variety of resources and others will be more limited but be sure to do your homework and choose wisely.

Learner Outcomes		Method of Teaching	Activities	Assessment	Resources
Over-arching Idea	Rights and Freedoms				
My child will be able to outline the steps that were required to gain the right to vote for all citizens.		Brainstorm a list of rights and freedoms that we enjoy today. Make informed guesses as to what rights and freedoms were available in the late part the 1800s and the early part of the 1900s. (use photo gallery from website to make predictions) Gather information from website: www.abheritage.ca/famous5/context/index.html www.edukits.ca/famous/students.html	Create a vignette about one of the Famous Five women Do some research about infringements on human rights that exist today. Suppose that you are like one of the Famous Five and are willing to stand up for those rights. Act out what you would do and say on the topic.	Fill in a cause and effect chart, identifying the issues and solutions around rights and freedoms issues.	<i>Famous Five Website</i> www.abheritage.ca/famous5/context/index.html <i>Statues downtown</i> <i>Internet site on human rights issues.</i>

The Learning Plan that is provided to your facilitator need not be as specific as the working learning plan you will use each day. A more specific plan will

give you guidance and help you prepare for the work you will be doing each day. Your facilitator need only see a more general outline as we are aware that plans, interests and opportunities change throughout the year.

For more specifics on resources [click here](#)