

HOME SCHOOLING



Mission: Educating Tomorrow's Citizens Today

Vision: The Calgary Board of Education is the dynamic learning community of choice.

Values: Students come first.
Learning is our central purpose.
Public education serves the common good.

Calgary Board of Education End Statements:

E-1: Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.

E-2: Each student will possess the knowledge, skills and attitude required for academic success and be effectively prepared for life, work and further learning.

E-3: Each student will be a responsible citizen by being an informed and involved member in his or her local, national and global communities.

E-4: Each student will acquire the skills, attitudes and knowledge to achieve personal highest potential.

E-5: Each student will possess the character to do what is right, act morally with wisdom, and balance individual concerns with the rights and needs of others.

Welcome to Homeschooling



At CBe-learn we are committed to providing and supporting **flexible, customized learning experiences for all children and families**. In this coming school year the CBe-learn is looking to work with families in homeschooling and blended learning programs to build upon foundations and opportunities for the future of the CBE Homeschooling Program.

To that end we will continue to provide:

- Dedicated classroom and meetings facilities offered to Homeschooling families to provide both learning and sharing opportunities throughout the school year.
- Access to certificated teachers who will support learning needs in both classroom and drop in settings.
- Parent's participation in the CBe-learn Council to direct future offerings by the CBE in the area of Homeschooling.
- The identification of learning needs, learning resources and providing access to learning specialists throughout the CBE and beyond will be key to building learner success.

We want to welcome all new and returning families and hope that you will find these ongoing developments useful in creating the type of learning environment that supports you in all your educational needs.

We invite you to take the time to browse the website www.calgaryhomeschooling.com since many of the links can be easily accessed through the online version of this document. You will be able to view many new program features and offerings for the 2008/2009 academic year!

Regards,

Cathy Faber

Director – Curriculum and Learning Technologies

Calgary Board of Education

www.calgaryhomeschooling.com

Home Education

Home schooling with the Calgary Board of Education provides and supports flexible, customized learning experiences for all children and families.

The Calgary Board of Education is committed to providing quality educational experiences for all families, through both homeschooling and blended learning programs.

To that end we look to new opportunities by providing:

- Support for families, in program planning, to help them to meet curricular goals that will prepare them for diploma exams or other specified outcomes.
- Course Challenges that will give them the necessary accreditation to apply for post secondary and career options.
- Career planning that targets career goals and the required steps to attain those goals.

PROGRAMS AT A GLANCE		
	<i>Parent Accountability</i>	<i>Teacher/Parent Accountability</i>
	Homeschooling	Blended
Definition	A Home Education Program that meets the requirements of the Home Education Regulation .	Blended Program means an educational program consisting of a school provided program where a teacher employed by a school board or accredited-funded private school is responsible for providing the planning, resource selection, instructional delivery, assessment and evaluation of student progress in selected courses that follow the Alberta Programs of Study.
Parent Role	Develops, administers, manages and evaluates the progress of the student, and maintains a record of their studies. The parent accepts 100% of the responsibility.	Dependent upon combination of programs chosen: Parent is responsible for 50% of the learning outcomes and develops, administers, manages and evaluates the progress of the student, and maintains a record of their studies.
Student Role	Fulfill planned expectations and complete studies consistently.	Fulfill planned expectations and complete studies consistently.
Teacher Role	As required, a minimum of two home visits per year.	Dependent upon combination of programs chosen: Teacher(s) is/are responsible for 50% of the curricular outcomes and develops, administers, manages and evaluates the progress of the student, and maintains a record of their studies.
Curriculum	Parent designed and planned.	Dependent upon combination of programs chosen: Teacher designed and planned. Parent designed and planned.

See Funding Manual –

<http://www.education.gov.ab.ca/funding/FundingManual/pdf/CompleteD.pdf>

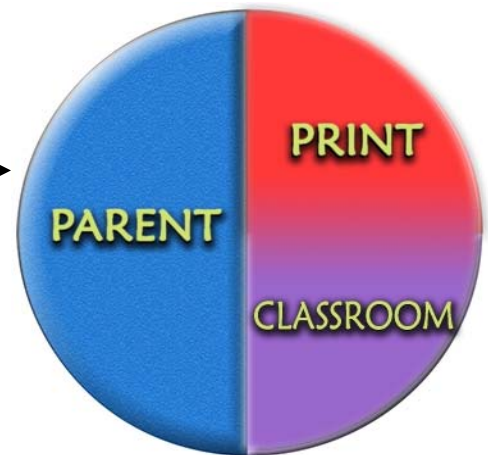
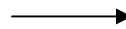
Traditional



Blended Program

Grades 1 – 6

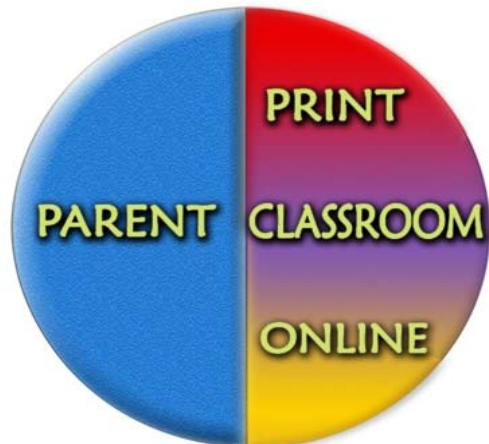
50% Parent
and 50% Teacher combination
of Print and/or Classroom



Blended Program

Grades 7 – 9

50% Parent
and 50% Teacher
combination of Print and/or
Classroom and/or Online



Traditional Homeschooling

Homeschooling is designed for families who wish to be responsible for offering a program of studies for their child by developing, administering, managing and evaluating the progress of the student, and maintaining a record of those studies for their children.

Requirements

- A parent who intends to provide a home education program for a student during a school year must notify the Calgary Board of Education and must continue to do so each year.
- A parent is required to offer a program that has been accepted by the Calgary Board of Education and align with the Calgary Board of Education Learning Plan.
- Families participate in evaluating the student's progress.
- The Calgary Board of Education ensures that the student is meeting designated outcomes and that assistance and advice from facilitators and counselors is provided, that records are provided and maintained, that the parents are made aware of the limitations of their choices, that the parents are aware of services and resources available.

Responsibilities and Roles

Parents are responsible for student learning.

The parent is responsible for curricular choice while ensuring that the program is consistent with the student learning outcomes listed in Alberta's current Home Education Regulation. Assessment is parent-directed according to the child's needs.

Calgary Board of Education is responsible for student evaluation.

Evaluation of the student's progress is done a minimum of twice a year where a certificated teacher evaluates the student and reviews the student portfolio. Please see [Home Education Information](#).

The Learning Plan for Homeschooling in the CBE

Developing a learning plan is not only a requirement of the Calgary Board of Education, but it becomes an essential tool for planning and developing quality learning. This brief, step by step guide has been developed to assist you in building a quality learning program for your child.

There are six steps to developing your learning plan with the CBE.
(See [Appendix 1](#) for full details)

Working Copy

Step 1

Gathering Information

Step 2

Learning Outcomes

Step 3

Assessment

Step 4

Resources

Step 5

Choosing a Program

Step 6

Submit your Home Education Learning Plan.

After working through this document, you will then be ready to submit either the 100% Parent Accountable Learning Plan or the Blended Program Learning Plan

[Home Education Learning Plan –
100% Parent Accountable Program](#)

[Home Education Learning Plan –
Blended Program](#)

CBE Facilitators / Teachers

Responsibilities

Facilitators are certified Alberta teachers employed by the Calgary Board of Education. Their responsibilities are:

- To facilitate student learning by providing assistance and advice to the parent
- To make recommendations to the parents on matters that will assist the student in attaining a higher level of achievement
- To advise the parents on the progress of the student, based on evaluations of the progress of the student and a review of the portfolio at the end of each school term
- To collaborate with parents on maintaining records of student progress for future reference
- To indicate the services and resources provided by the Calgary Board of Education that are available for use by the parent and student.

Teacher / Facilitator Contact

Home Education Facilitators can be contacted through our learning management system e-mail, which is password protected and allows secure communications between facilitators and students.

Parents will also have e-mail accounts through which they will be able to contact their child's facilitator.

Support Services

Calgary Board of Education provides the following services and resources for all programs:

- Fully Accredited course materials for the Alberta Programs of Study portion of blended (CBe-learn online or ADLC print packages)
- Parents choose type of assessment: Provincial Achievement Test (PAT) or Canadian Test of Basic Skills (CTBS) or Alternative Assessment for Traditional programming portions. The CBE assumes the responsibility to assess the student enrolled in the Alberta Programs of Study portion of the blended program of studies as per Alberta Education Regulations
- Access to individual program planning and assistance with well-trained facilitators
- One-on-one help with certified teachers
- Test writing centers for Alberta Programs of Study exams
- Flexible scheduling
- Special classes, workshops and activities hosted at CBE facilities including used curriculum fairs
- Career Counseling Services (7-9)
- Parent Workshops – topics chosen by Parent Advisory Council (PAC)
- Meeting facilities – groups under 15 person
- Resources purchased with supplemental funding need not be returned
- Reimbursement available between October 1 and May 31 if registered by September 30.
- Two “in-home” facilitator visits as per Alberta Government Education Regulations
- On-line tutorial assistance
- On-line library access
- D2L Technical Help Desk support
- On-line learning strategies assistance
- Guidance Counselor
- Reference Centre

- Student Mail: students can create/send/receive electronic data in the form of text, audiovisual materials, graphics, multimedia clips, presentations, photos, visual art and video
- Designated Facilities
- Access to teacher time for planned learning activities
- CBe-learn Resources and Program Access
- e-PD Teaching and Learning Online
- Newsletter
- Special/Social Activities hosted at CBE designated facilities
- Parent and Student workshops and seminars

Funding

All parents of students registered in the Homeschooling Program by September 30 will be eligible to receive supplemental funding, according to the Alberta Education Funding Manual to augment their learning, in addition to the many services available at CBe-learn. Supplemental Funding is monies provided to allow parents to access resources, services, facilities and supplies not directly provided by CBe-learn.

Supplemental funding is currently \$661.50

<http://www.education.gov.ab.ca/funding/FundingManual/pdf/CompleteD.pdf>

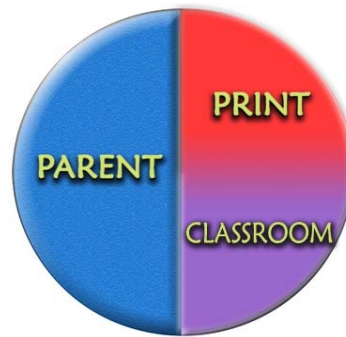
To Register

1. Gather together the following documentation:
 - a. a copy of a birth certificate for each child, and
 - b. copies of any IPP's or any recent special educational assessments pertinent to your child's educational needs.
2. Enroll by going on-line to
 - a. www.calgaryhomeschooling.com then
 - b. click on the link "Building a Home Education Learning Plan".

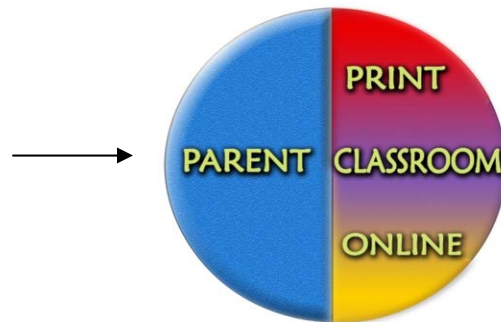
Blended Program

Elementary and Junior High Blended Program

Grades 1 – 6
50% Parent
and 50% Teacher combination
of print and/or classroom →



Grades 7 – 9
50% Parent
and 50% Teacher
combination of print and/or
classroom and/or online →



'A Blended Program' means an educational program consisting of two distinct parts:

Part 1: A school provided program where a **teacher** employed by a school board or accredited-funded private school **is responsible for providing for the planning, resource selection, instructional delivery, assessment and evaluation of student progress in selected courses that follow the Alberta Programs of Study; and**

Part 2: A Home Education Program that meets the requirements of the **Home Education Regulation**.

'Funded Blended Program' in the Home Education Program means: "a blended program where a teacher employed by a school board or an accredited private school, is responsible for the delivery and evaluation of courses amounting to at least 50% of the student's program in grades 1-9 and at least 20% of the student's program in grades 10-12."

-<http://www.education.gov.ab.ca/funding/FundingManual/pdf/CompleteD.pdf>

Responsibilities and Roles

This program is a combination of parent and teacher directed learning.

The blended program **requires certificated teachers to be responsible for that portion of the student's education program.** The teacher's responsibility is to develop, administer, manage and evaluate the progress of the student and for maintaining the student record.

Support Services

Calgary Board of Education provides the following services and resources for all programs:

- Fully Accredited course materials for the Alberta Program of Studies portion of blended (CBe-learn online or ADLC print packages)
- Parents choose type of assessment: Provincial Achievement Test (PAT) or Canadian Test of Basic Skills (CTBS) or Alternative Assessment for Homeschooling programming. The CBE assumes the responsibility to assess the student enrolled in the Alberta Programs of Study within the blended program.
- Access to individual program planning and assistance with well-trained facilitators
- One-on-one help with certified teachers
- Test writing centers for Alberta Programs of Study exams
- Flexible scheduling
- Special classes, workshops and activities hosted at CBE facilities including used curriculum fairs
- Career Counseling Services (7-9)

- Parent Workshops – topics chosen by Parent Advisory Council (PAC)
- Meeting facilities – groups under 15 person
- Resources purchased with supplemental funding need not be returned
- Reimbursement available between October 1 and May 31 if registered by September 30.
- Two “in-home” facilitator visits as per Alberta Government Education Regulations
- On-line tutorial assistance
- On-line library access
- D2L Technical Help Desk support
- On-line learning strategies assistance
- Guidance Counselor
- Reference Centre
- Student Mail: students can create/send/receive electronic data in the form of text, audiovisual materials, graphics, multimedia clips, presentations, photos, visual art and video.
- Designated Facilities
- Access to teacher time for planned learning activities
- CBe-learn Resources and Program Access
- e-PD Teaching and Learning Online
- Newsletter
- Special/Social Activities hosted at CBE designated facilities
- Parent and Student workshops and seminars

Parent Advisory Council (PAC)

School Councils are provincially mandated advisory bodies that play a significant role in creating and guiding individual school communities.

The CBe-learn School Council meets the second Wednesday of every month from 6:30 pm - 8:00 pm in the Computer Lab at Manning Centre.

Parents of any CBe-learn students are welcome to attend.

The role of the School Council is to:

- Advise the principal and the board respecting any matter relating to the school
- Consult with the principal so that the principal may ensure that students in the programs have the opportunity to meet the standards of education set by the Minister
- Consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent
- Provide input for parents in the development of the mission of the school and in the attainment of that mission
- Promote and support educational activities of the school and the school community
- Support the creation of a sense of community and spirit of cooperation among teachers, students, parents and the community at large; serve as a liaison between the parents and the school
- Promote parent understanding of the education system and teaching and learning processes

Funding

All parents of students registered in the Blended Program will receive funding if at least 50% of the program addresses their learning plan outcomes for grades 1-9. For grades 10-12, blended funding is determined within a 80/20 split. All blended funding is up to a **maximum of \$960.00.**

<http://www.education.gov.ab.ca/funding/FundingManual/pdf/CompleteD.pdf>

Registration

1. Gather together the following documentation:
 - a. copy of a birth certificate for each child, and

- b. copies of any IPP's or any recent special educational assessments pertinent to your child's educational needs.
2. Enroll by going on-line to
 - a. www.calgaryhomeschooling.com then
 - b. click on the link "Building a Home Education Learning Plan".



Windsor Park Centre

Located at 5505 – 4A Street S.W., T2V 0Z7 Windsor Park provides the families with the following:

- Four spacious activity/classrooms (one equipped with computers and wireless accessible)
- Separate entrance for Homeschooling families
- Large hall space for display of projects/student work
- Lunchtime supervision
 - Students need to make sure hands are clean before eating
 - Students are to eat what they bring for lunch and take leftovers home
 - Students do not share or trade food (to avoid causing allergic reaction for another student)
 - Students are to clean up after themselves and be willing to help others
 - Students need to finish eating before engaging in other activities



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- Top of the line playground facilities
 - Students are to be considerate of each other, staff and other adults (be it on the playground or within the building)
 - To demonstrate proper respect and care of articles belonging to self, school and others
 - To display appropriate positive and polite behaviour in gatherings
 - To move in the hallways in an orderly fashion which is quiet and non-disruptive to others
 - Students are to play safely on the playground: no climbing up the slide, always hold on to the railing when students are on the upper level, no running into one another, watch out for each other.
 - Students signed out for the playground time need to stay with the group and not go back in whenever they feel like leaving.
 - Activities such as tobogganing, tubing, crazy carpeting and sledding are not permitted on School Board properties related to non-time activities.
- Space and opportunities for online and print based students to meet and work (teacher support available)
- Activities and classes (teacher-directed) for grades 1-6 and 7-9 please see [program schedule](#)
- Library access
- Accessible parking



Important Dates:

- School Year begins September 17 through to June 5
- Halloween Party – October 31
- Christmas Party – December 6
- Year-End Party – First Week of June

2008 - 2009

**Calgary Board of Education Home Education
Windsor Park Center**

The Calgary Board of Education Home Education Windsor Park Center is accessible to all Calgary Board of Education Home Schooling families. It is located in the south wing of Windsor Park Elementary School at 5505 - 4A Street SW. T2V 0Z7 Windsor Park Center has a variety of services to offer including:

- ❑ Curricular activities for grades 1 through 9 including education Kits, guest presenters and field trips
- ❑ Extracurricular activities including music, drama, physical activities and technological workshops
- ❑ Alberta certified teachers plus access to counselors
- ❑ Access to professional resources
- ❑ Four classrooms including a full computer lab and a parent lounge

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Due to supply and demand of resources, our schedule is adaptable and flexible.

Here are just some examples of educational activities that are planned for the coming year!

- ★ Educational Kits
- ★ 2 Field Trips a month
- ★ Interest based activities (music, drama, technology, etc.)
- ★ Guest Presenters

2008/2009 Windsor Park General Weekly Schedule				
Time	Tuesday	Wednesday	Thursday	Friday
	<i>Extended Core/ Drop-in (Trad & Blended)</i>	<i>Core Classes (Blended)</i>	<i>Core Classes (Blended)</i>	<i>Field Trips, Collaborative Program Planning Meetings</i>
10 – 12	Div I: Thematics* Div II: LA / Social Div III: Math / Science (Every Other Week)	Div I: Thematics* Div II: LA Div III: Math	Div I: Thematics* Div II: Social Div III: Science	Field Trips <i>Alternate weeks</i> Collaborative Program Planning Meetings: last Friday morning of each month parents and teachers
1 – 3	Div I: Thematics* Div II: Math / Science Div III: LA / Social (Every Other Week)	Div I: Thematics* Div II: Math Div III: LA	Div I: Thematics* Div II: Science Div III: Social	

Division I: Grades 1 – 3

Division II: Grades 4 – 6

Division III: Grades 7 –9

For a description of Thematics, please see [frequently asked questions](#).

* **Division I:** students can attend **either** Wednesday **or** Thursday for Thematics and every alternate Tuesday.

Division II and III: Parents may register learners for individual units or for full programs- totaling 50% of the blended program requirements.

Schedules for specific units will be released in September.

Frequently Asked Questions

What does Thematics mean?

Thematics is a way of teaching math, science, social studies and language arts in an integrative fashion. Each topic is taught as a theme that is inclusive of all four subjects rather than as separate subjects.

For example, in social studies we may be studying pioneers and learning about the shelters they live in. In science we will learn how to build these shelters using

different materials. In math we will measure the amount of material needed and in language arts, we may write a story about the pioneers and their shelters. In a Thematics course, we would teach this as one topic by talking about the pioneers and their shelters, writing a story about them and then building the shelters using specified dimensions and materials.

When is my child required to be at the center if he/she is registered in teacher accountable classroom programs?

Your child is required to be at the center for all of the classes that they are blended in, which may include field trips that are specific to that specific class.

Can my child come to the classes if they are not blended in the class being offered?

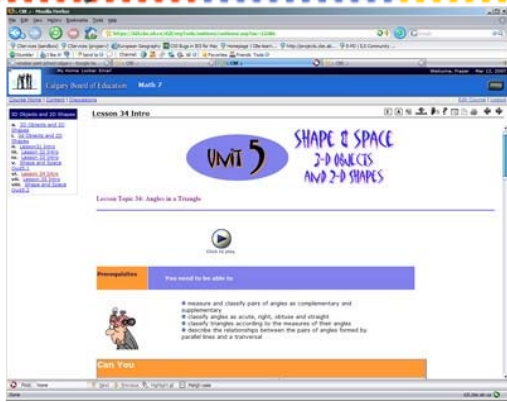
All families are welcome to the drop-in classes on Tuesdays as well as the general fieldtrips. As space is limited you must pre-register on our online community website. Access to this website will be granted to families once the school year begins. Only students who are registered in the blended classes on Wednesday and Thursday may attend these courses.

How will my child be assessed in teacher accountable classroom programs?

You child will be assessed in a variety of informal and formal ways. A final assessment will be completed at year end and placed in the student's file. Parents are welcome to inquire about the progress of their child at anytime during the year.

Online

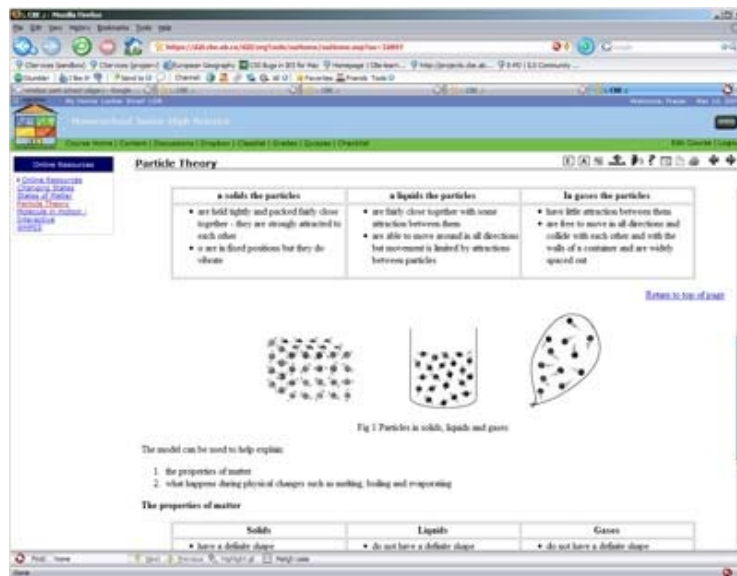




- In the Online Program, students from Grades 7 –12 use on-line based (computer) programs that have been designed and developed, according to the [Alberta curriculum](#), by [CBe-learn](#) teachers and staff.
- CBe-learn offers a full complement of junior high courses to facilitate full-time or part-time studies. Here is a list of the junior high courses that you can choose to take on-line:
- Option Courses include:
 - [Outdoor Education](#)
 - [First Aid/Babysitting Certification](#)
 - [Computer Applications](#)
 - [Community Service Option](#)
 - [Foods](#)
 - [French](#)
 - [Leadership](#)
 - [Music](#)
 - [Enterprise and Innovation](#)
- Core Courses include:
 - [English Language Arts 7](#)
 - [English Language Arts 8](#)
 - [English Language Arts 9](#)
 - [Social Studies 7](#)
 - [Social Studies 8](#)
 - [Social Studies 9](#)
 - [Science 7](#)
 - [Science 8](#)
 - [Science 9](#)
 - [Math 7](#)
 - [Math 8](#)
 - [Math 9](#)

[Lifeskills 7](#)
[Lifeskills 8](#)
[Lifeskills 9](#)
[Physical Education](#)

- Course content materials are delivered via the Internet through a secure learning management system that allows students continuous access.
- Interactive materials encourage student connection to materials and concepts.
- Immediate feedback on self-marking quizzes and self-tests allow for instant self-evaluation to enhance student progress.
- Student assignments and activities are sent to teachers via the learning management system (D2L) where they are evaluated, given feedback and graded.



Particle Theory

Solids	Liquids	Gases
<ul style="list-style-type: none"> are held tightly and packed fairly close together - they are strongly attracted to each other are in fixed positions but they do vibrate 	<ul style="list-style-type: none"> are fairly close together with some attraction between them are able to move around in all directions but movement is limited by attractions between particles 	<ul style="list-style-type: none"> have little attraction between them are free to move in all directions and collide with each other and with the walls of a container and so widely spread out

Fig 1 Particles in solids, liquids and gases

The model can be used to help explain:

- the properties of matter
- what happens during physical changes such as melting, boiling and evaporating

The properties of matter

Solids	Liquids	Gases
• have a definite shape	• do not have a definite shape	• do not have a definite shape

Print Based Program for Homeschooled/Blended Students



Responsibilities and Roles

Teachers are responsible for student learning.

[Print Based](#) Program - [Alberta Distance Learning Centre \(ADLC\)](#)

Students from Grades 1-12 use the print materials of the ADLC. The ADLC materials follow the Alberta Programs of Study.

Students send their assignments into the ADLC for grading, and all corrected assignments are returned to the address provided on the lesson record form of the student.

Parent responsibility:

Home Education students require guidance and supervision in order to receive efficient and effective instruction. It is expected that the parent/guardian of the student studying at home will serve as a positive and supportive partner in the education process.

- Assist the student in the selection of the appropriate courses in the registration process
- Ensure that the student has all the necessary supplies to complete the courses successfully
- Be the contact person with the staff at the (ADLC)
- Ensure that the student has a suitable study area in which to work
- Supervise the correction of self-assessment exercises
- Correct the student answers to the activities in the modular courses by using the suggested answers in the Student Support Guide or answer keys where applicable.
- Review the corrected lessons and assignment booklets with the student when they are received from the ADLC
- Monitor the student's progress and achievement
- Assist in the scheduling of midterm and final exams

ADLC has an intensive contact program to make sure that home Education students are succeeding. Teachers contact elementary and junior high students up to three times a year by phone. Full-time high school Home Education students are also “tracked” and a counseling program via telephone encourages them to stay focused and determine a workable schedule so that the work can be completed on time.

The CBe-learn Student Advisor liaises with ADLC teachers/staff in regard to concerns on students’ course performance and follows-up with students as deemed necessary. CBe-learn Counsellors determine appropriate course selection, help foster awareness of effective strategies for parents, and help guide students in their personal map to gain their High School diploma. Counsellors also trouble shoot around attendance issues.

Students and parents may phone the ADLC office (8:00 am – to 4:30 pm) Monday – Friday toll free 1-866-774-5333.

Curriculum

All ADLC courses registered through the Calgary Board of Education are teacher accountable and follow the Alberta curriculum. All courses taken from ADLC are accepted as if students had taken the courses in a regular school.

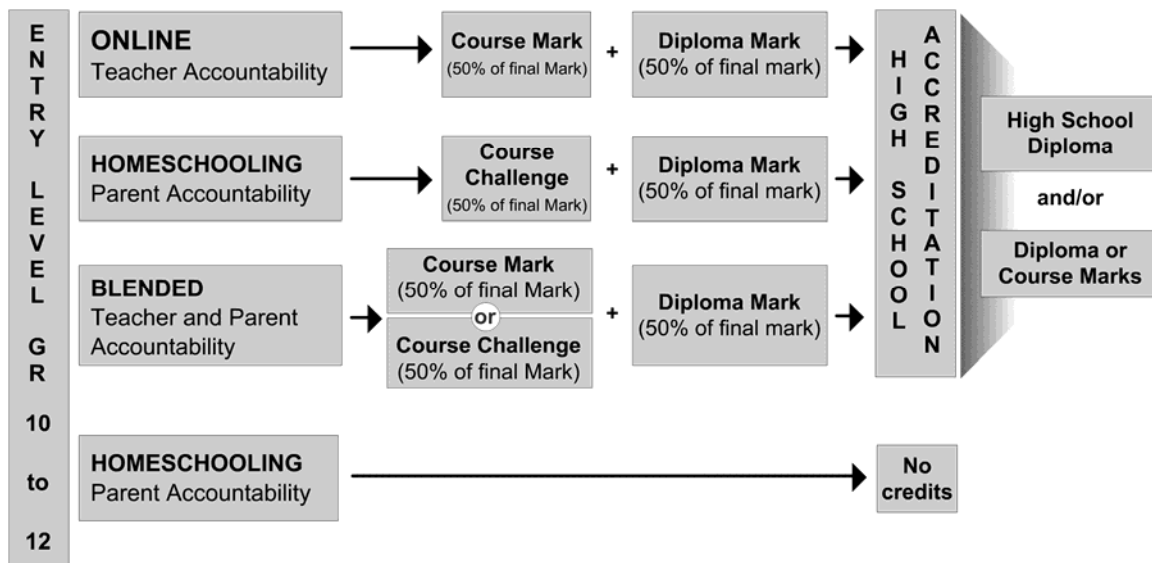
Eligibility

- Students in Grades 1-9 and students who are less than 20 years of age on September 1 in the school year in which he/she would like to register.



High School

Mapping Choices for High School Completion



Teacher Lead Activities

Automatically have a course mark built in and prepare the students for a diploma exam. Both parts are required for a final transcript course completion mark.

Parent Lead Activities

Are not eligible for a course mark and therefore disqualify the student to write a diploma exam, **but** when a parent and student work together to prepare the student for a [Course Challenge](#) they can then, upon successful completion of the Challenge, be eligible for a mark assigned by the supervising school board and, in so doing, become eligible to take the diploma exam.

Blended activities

Combine the teacher led and parent led activities that ultimately culminate to accreditation. We see in the chart above 50% course mark + 50% diploma mark as the teacher led portion and 50% course challenge + 50% diploma mark for the parent led portion.

Students wishing to apply for post secondary education or career opportunities will need to consider the following:

- Attaining a high school diploma (100 specified credits)
- Attaining a grade 12 level course mark by:
 - Taking a teacher led course which results in a course mark
 - Fulfilling the requirements of a "Course Challenge"
- Attaining a diploma mark for those grade 12 level courses that require them.

Note: It is important to check the specific requirements of each of the institutions to which the student may be applying, as the specifications for admittance will vary. Some institutions may not require a high school diploma, but will require core course marks, which are made up of the course mark plus the diploma mark.

Those students who wish to challenge the grade 12 level course mark, and are successful, will be given credits (not a course mark) for both the grade 10 and 11 levels, as well, of the same course sequence.

Course 'Challenge' Requirements

Students opting to 'challenge' a grade 12 level course will have to complete a specific 'Challenge' for each course. Each Challenge will include the following:

- An interview and/or portfolio of specified work that gives evidence of student curricular knowledge and highlights understanding of the course objectives and outcomes
- Project based on curricular outcomes
- 2 – 4 hour exam based on curriculum outcomes



Found in the Challenge instructions will be specific directions, timelines and support material that will help to make the process clear and easy to follow.

One 'Challenge' per course per calendar year will be allowed.

Students may challenge a grade 12 level course at any high school grade level. (This means that any student who feels that he/she meets the curricular understanding of the specified course regardless of his age or grade level may challenge that specific course.)

Please carefully check the requirements for course challenge in the Guide to Education –

<http://www.education.gov.ab.ca/educationguide/guide.asp?id=0810>

Grades at a glance

For grades at a glance please contact [Alberta Education](#)

(Curriculum summaries at a glance are produced by Alberta Education)





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 websitse:</i> http://www.abheritage.ca/famous5/context/index.html http://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.

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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.

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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.

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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](#)