

Writing a Home Education Plan

Flying With Phoenix



Grade 1 to Grade 12

Phoenix Education Foundation



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About the Home Ed Plan

Your home education plan is required by Alberta Education and is one of the most important steps in your Home Education journey. Your Education Plan **MUST** be reviewed and approved by your Learning Coach.

Your home education plan needs to address:

1. **What will you teach?** Describe the learning outcomes.
2. **How will you teach this?** Identify the resource materials, instructional method, and activities to be used for instruction. Describe how these will work together to enable the student to achieve the learning outcomes.
3. **How will you know what they have learned?** Describe the methods, nature and frequency of the evaluation to be used to assess the student's progress.

HINT: *Curriculum* is a set of outcomes. *Resources* are books, classes, videos, etc.

Your home education program outcomes can follow Alberta Education's Programs of Study (APS) **OR** you can choose to design or follow another curriculum! If you choose your own outcomes, they must meet the outcomes described in the Schedule of Learning Outcomes that do not follow the APS. These outcomes are listed in the appendix of the Home Education Regulations and supplied in this guidebook.

We also have two Ed Plan templates for you to use; one that follow the APS, and one that follows the Schedule of Learning Outcomes that do not follow the APS.

Creating a detailed plan that includes what resources you will use, how you will use them, what outcomes the activities address, how much time will you allot to each of your child's planned learning activities and how you will know that they are learning are essential parts of a good plan. Ongoing evaluation of both your activities and your student's progress will help you modify activities and learning resources based on your student's progress.

Fellow parents and your Learning Coach can offer advice, suggest activity options and provide information about important educational issues that may affect your home education program.

Just like your student, education plans change. They are living documents and can be changed!

What will you Teach?

Area of Study – Broad Strands/Areas

- a. Must Include: LA, Math, Science, Social
- b. Might want to be more specific:
 - i. Geography, world history, physics, art appreciation, theatre studies, personal hygiene, democracy
 - ii. Rocks and Minerals, Creating Color, Calgary in the Past

Goals / Learner Outcomes / Objectives

Goals and outcomes may be aligned with the Alberta Program of Studies, or they may be aligned with the *Learning Outcomes for Students Receiving Home Education Programs That Do Not Follow the Alberta Programs of Study*

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

You can often reference the table of contents in a resource that you have chosen. Resources will often list strands, scope and sequence, and/or specific skills that will be addressed in each chapter or unit. For example:

From *SNAP Math 7*:

- *Chapter 1: Operations with Decimal Numbers*
 - o *When you are finished this unit you will be able to...*
 - *Solve a given problem involving addition and subtraction of decimal numbers*
 - *Check the reasonableness of solutions using estimation*

From *Alberta Aligned Science 3*:

- *Topic A – Rocks and Minerals*
 - o *Learning Intentions:*
 - *Students will learn about different rock types and discover the types of rocks where they live*
 - *Students will learn about the presence of carbonates and how rocks become eroded*
 - *Students will learn about the four components of soil and explore them using their senses.*

If you are not pulling outcomes from a resource, identify the specifics that your child will learn in order to understand the big idea. For example, “My child will....”

- **explore** ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
- **identify** the main idea or topic and supporting details in simple narrative and expository passages
- **attend** to and **use** knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading
- **describe** the main characters in terms of who they are, their actions in the story and their relations with other characters
- **describe** ways in which rocks break down to become soil, and demonstrate one or more of these ways; e.g., by shaking a group of small, soft rocks in a jar of water
- **demonstrate** awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space
- **recognize** and respect how the needs of others may be different from their own
- **appreciate** how their actions might affect other people and how the actions of others might affect them
- **represent** and **describe** numbers to 20, concretely, pictorially and symbolically
- **demonstrate** if a number (up to 100) is even or odd

Schedule of Outcomes

These learning outcomes are contained in the Home Education Regulations and list the minimum requirements for a basic education and your Education Plan.

Learning Outcomes for Students Receiving Home Education Programs That Do Not Follow the Alberta Programs of Study

1. A basic education must provide students with a solid core program including language arts, mathematics, science and social studies.
2. Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:
 - (a) read for information, understanding and enjoyment,
 - (b) write and speak clearly, accurately and appropriately for the context,
 - (c) use mathematics to solve problems in business, science and daily life situations,
 - (d) understand the physical world, ecology and the diversity of life,
 - (e) understand the scientific method, the nature of science and technology and their application to daily life,
 - (f) know the history and geography of Canada and have a general understanding of world history and geography,
 - (g) understand Canada's political, social and economic systems within a global context,
 - (h) respect the cultural diversity, the religious diversity and the common values of Canada,
 - (i) demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals,
 - (j) recognize the importance of personal well-being and appreciate how family and others contribute to that well-being,
 - (k) know the basic requirements of an active, healthful lifestyle,
 - (l) understand and appreciate literature, the arts and the creative process,
 - (m) research an issue thoroughly and evaluate the credibility and reliability of information sources,
 - (n) demonstrate critical and creative thinking skills in problem solving and decision making,
 - (o) demonstrate competence in using information technologies,
 - (p) know how to work independently and as part of a team,
 - (q) manage time and other resources needed to complete a task,
 - (r) demonstrate initiative, leadership, flexibility and persistence,
 - (s) evaluate their own endeavours and continually strive to improve, and
 - (t) have the desire and realize the need for life-long learning.

How will you Teach?

Instructional Activities

Try to start these activities with a verb; what is your student **doing**. For example;

- **List** the provinces of Canada
- **Define** new vocabulary from the story
- **Spell** words accurately
- **Identify** the types of triangles
- **Label** the parts of the digestive system
- **Complete** a family tree with details about relationships
- **Design** a questionnaire
- **Write** or gives a critique of a piece of art or music using elements of design
- **Solve** a problem and displays the solution using models, graphs and/or diagrams
- **Describe** colors in a variety of paintings.
- **Arrange** photographs to illustrate a theme
- **Calculate** the solution to a math problem
- **Construct** a model of the skeletal system
- **Create** a diorama to demonstrate learning
- **Add** information to a timeline
- **Manage** a lemonade stand
- **Brainstorm** a list
- **Memorize** multiplication facts up to 5 x 10

Resources

Resources can be paper, or print based, on-line. They can be experiences or activities, like field trips, gym or art classes. They can be delivered by a parent, a relative, a teacher, a community member, a coach....

Examples include:

- *electronic resources*: internet, computer, iPad, camera, lab equipment
- *community-based resources*: group or private lessons, home-school days, Phoenix Community Activities, Phoenix field trips, recreation center or museum passes, library pass
- *Digital resources*: subscriptions, software, language programs, Alberta Distance Learning resources.
- *Material supplies*: e.g. math objects, games and puzzles, art supplies; food and cooking supplies, lab materials, construction materials, gardening materials, etc.
- *Print resources*: textbooks, workbooks, curriculum packages
- *Tutors/Instructors*: Online or face to face tutorials or lessons, community experts or volunteering/service project opportunities

Items that you wish to claim for reimbursement MUST be listed on your Ed plan.

Some of our favorite resources and places to shop in Calgary include:

Home Education Resources Providers	Online Resources	Local venues with Homeschool Days/Homeschool Programs	Other Great Venues
Canadian Home Education Resources	IXL	Flip Factory	Calgary Zoo
On the Mark Press	Raz-Kids/Reading A-Z	Heritage Park	Glenbow Museum
The Critical Thinking Company	Reading Eggs / Reading Eggspress	Roots 2 Stem	Bow Habitat
Evan Moor	Khan Academy	Young Rembrandts	Inglewood Bird Sanctuary
Scholar's Choice	TED Ed	YMCA	Reader Rock Garden
Scholastic	Brain POP	Vivo	Ralph Klein Park
Nelson	HowtoSmile.org	South Fish Creek Park Recreation Centre	Spruce Meadows
Thames and Kosmos		4 Cats Art Studio	Lougheed House
Teachers Pay Teachers		Telus Spark	

How will you know they are learning?

Assessment

Assessment is how we know if learning has or is taking place. Your plan for assessment should include BOTH; **types** of assessment and **frequency** of assessment.

We can look at assessment through 3 lenses:

- **Assessment for** learning – this kind of assessment helps you 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.

Types and Frequency of Assessment

The type and frequency of assessment you will choose depends on the activity, the skill you are teaching and the student's capabilities and learning style.

Frequency measures are usually; daily, weekly, bi-weekly, monthly, or unit study/project based.

TYPES OF ASSESSMENT

Source	Strategy	What It Measures
Observations	Anecdotal records / Conferences	immediate evaluation and feedback of learning, focus on specific learner expectations, social skills and behaviors, teamwork, interactions, knowledge into context, levels of understanding, relationships, attitude, oral language skills, listening skills, ability to synthesize, cooperation, leadership skills, tolerance, respect
Learning Logs	Reflective journals / Personal response journals / Dialogue journals	understanding, written ability, conventions, organization, pre and post comparisons, feedback to teachers, personal connections, social skills, connection to concepts in literature, understanding of story elements, internalization of literature, personal experience, goal setting, understanding process, affective mode, background knowledge
Performance Tasks	Simulations / Demonstrations / Labs / Video productions / Presentations - drama/music/dance / Computer-based software	creativity, understanding, end product, public speaking and performing, group work, organization skills, application of skills to new situations, reasoning skills, analysis, real-life application, process, procedures, ability to handle equipment
Projects	Models / Experiments/ Work samples / Investigations / Surveys / Scrapbooks	knowledge, application, motor skills, planning and research skills, demonstration, organization, process, procedures, formulating and testing hypotheses, perseverance, ability to gather and process information to create meaning, cooperation
Tests	Multiple choice / True/false Short answer / Paper and pencil / Matching / Extended response	pre and post test of knowledge, content mastery, ability to make inferences, recall, recognition, memorization, content, problem-solving abilities
Written Language	Lab reports / Essays / Research papers / Script / Brochure / Word puzzles / Articles / Stories / Proposals	logical organization, ability to make hypotheses, comprehension, ability to follow directions, writing skills, use of logic, interpersonal relations, expression, vocabulary, style, understanding different writing structures/genres, research skills, evaluation, initiative
Oral Language	Retelling / Debate / Story boards / Interviewing / Poetry reading / Questions/responses / Audiotapes / Teaching a lesson / Games	comprehension, ability to synthesize and paraphrase, speaking and listening skills, substantiation of positions, development of counter argument, reasoning, assessment of background knowledge, perspective, organization, decision-making skills, personal information, attitude, ability to analyze, memorization, interpretation, composure, confidence, enunciation, articulation
Visual Communication	Story boards / Illustrations / Design / Advertisements / Photographs / Videotapes / Dioramas / Collages / Maps	assessment of background knowledge, comprehension, organization, creativity, growth and maturity level, depth of conceptualization, application, ability to synthesize, process, application of knowledge and skills, equipment use, decision-making abilities