



RIMBEY CHRISTIAN SCHOOL

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Equipping Students to Participate in God's Kingdom

Proposed Home Education Student Learning Plan 2018-19

Student's Legal Name: _____ Grade: _____

1st Home Visit: _____ 2nd Home Visit: _____
(Approximate Date) (Approximate Date)

RCS can make a variety of standardized tests available for your student. Please indicate which test(s) you would like to incorporate into your proposed program.

- | Yes | Possibly | |
|-----|----------|--|
| ___ | ___ | Canadian Achievement Test (Most suitable for Grades 1-9) |
| ___ | ___ | Student Learning Assessment (Beginning of Grade 3) |
| ___ | ___ | Provincial Achievement Test (End of Grade 6 and 9) |
| ___ | ___ | Diploma Exams (End of many Grade 12 courses) |

Parent/Guardian Name(s): _____ Date: _____

RCS Teacher Facilitator's Name: _____

Has the child ever received Special Education Services, been identified as having learning needs and/or had an Individualized Program Plan (IPP)? Yes No

Please proceed to the next pages to complete your proposed student learning plan.

Note: The cells in the table below will expand as you type data.

Subject	Materials/Resources/Activities	Learning Outcomes
Language Arts		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as indicated on the learning outcomes sheet, Alberta Regulation 145/2006
Mathematics		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as indicated on the learning outcomes sheet, Alberta Regulation 145/2006
Science		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as indicated on the learning outcomes sheet, Alberta Regulation 145/2006
Social Studies		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as indicated on the learning outcomes sheet, Alberta Regulation 145/2006

Subject	Materials/Resources/Activities	Learning Outcomes
Physical Education and Health		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as per Alberta Regulation 145/2006
Art		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as per Alberta Regulation 145/2006
Music		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as per Alberta Regulation 145/2006
Drama		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as per Alberta Regulation 145/2006
Second Language		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as per Alberta Regulation 145/2006
Religious Studies		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as per Alberta Regulation 145/2006
Computers		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as per Alberta Regulation 145/2006
Other		<input type="checkbox"/> as per Scope & Sequence (learning outcomes covered by chosen curriculum) <input type="checkbox"/> as per Alberta Regulation 145/2006

Instructional Methods

- | | |
|--|---|
| <input type="checkbox"/> co-operative learning | <input type="checkbox"/> online research |
| <input type="checkbox"/> discovery learning | <input type="checkbox"/> text-based |
| <input type="checkbox"/> discussion | <input type="checkbox"/> reading and responding |
| <input type="checkbox"/> presentation | <input type="checkbox"/> field trips |
| <input type="checkbox"/> demonstration | <input type="checkbox"/> other: |
| <input type="checkbox"/> direct instruction | |
| <input type="checkbox"/> role playing | |

Assessment Methods

- | | |
|---|---|
| <input type="checkbox"/> observation | <input type="checkbox"/> portfolio review |
| <input type="checkbox"/> discussion | <input type="checkbox"/> demonstration |
| <input type="checkbox"/> daily marking | <input type="checkbox"/> other: |
| <input type="checkbox"/> quizzes/tests | |
| <input type="checkbox"/> writing samples | |
| <input type="checkbox"/> oral reading | |
| <input type="checkbox"/> comprehension/oral questioning | |

ALBERTA REGULATION 145/2006

School Act

HOME EDUCATION REGULATION

Schedule

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 endeavors and continually strive to improve, and
- t) have the desire and realize the need for life-long learning.