

# QLD Homeschool Plan 2017-2018

## Grade 8-9

### **Reasons for Homeschooling**

B is a highly intelligent child. He has been attending private school for grades 5-8, taking part in the Honours and Gifted and Talented extension programs. B did very well at Primary School, and since entering High School has grown and matured considerably, however his enjoyment of learning and motivation have declined considerably. He frequently expresses frustration and boredom with his lessons, but the school is unable to give him individualized learning. We are also dissatisfied with the school culture and feel the teaching staff are hampered by the reporting requirements of the school and the National Curriculum. We believe that he will regain his love of learning when given the freedom to explore his own interests, coupled with one-on-one instruction from his parents.

### **Our Homeschooling Environment**

While B has a very high IQ, he also has some sensitivities which make mainstream schooling uncomfortable for him. He does not like to be touched or crowded and does not handle noisy environments well. We believe he will flourish in the comfortable, familiar environment of his home.

B has his own bedroom where he can spend time reading, playing, using his iPad and relaxing, and has his own desk in our office area where his laptop is setup. We will do much of our work at our dining room table which is in our well-lit, well-ventilated kitchen/dining area.

B has a love of books and we have a large bookshelf filled with many different types of books including fiction, non-fiction and reference. We especially love the books from Dorling Kindersley and B spends many hours absorbed in these.

We have our own yard and B can play on both grassed and concreted areas. He has a bike and can cycle in our local area to visit friends, shops etc.

### **Our Homeschool Style**

B is a very fast learner, and when interested can advance very quickly. He has many, varied interests and we are excited that he will now have the opportunity to explore them more deeply, and fill his days with meaningful learning.

We will teach B using an eclectic, natural learning style, using the outcomes of the Australian Curriculum as a guide. B will follow his own interests and we will use these topics to create integrated learning pathways.

B's younger brother C will also be homeschooled. They like to do everything together, and are quite similar boys in many ways, so their learning plans are very similar.

We have discussed with B his interests and future plans and have worked to align these with the Australian Curriculum.

## **Social Interaction**

B has a group of friends who live nearby from school, who he will continue to socialise with.

We will take part in many field trips and homeschool group activities, as well as access tutoring in group classes for subjects such as Drama, Coding and French.

B's brother will also be homeschooled and the two boys are very close and play together all the time.

B enjoys online gaming with school friends who live out of our local area, and will continue socialise in this way in his allowed 'gaming' time.

B is a member of Mensa and the Queensland Association for Gifted & Talented Children. These organisations both organize activities throughout the year, which we will join. There are also days run for gifted children by Gateways and Brainwaves which B can attend several times a year.

Additionally, we will access mentors from the local community and do volunteer work when B's interests lead him there.

## **Our Short Term Goals**

This year we intend for B to strengthen his foundation in math (especially comprehension of worded problems) to ensure he fully grasps increasingly harder material. He will continue with Year 9 level math and possibly go on to Year 10 work.

We would like B to begin to show deeper interest in, and understanding of, the underlying motivations of people, both in fiction and in real life.

We would like B to begin to understand and develop his own morals and opinions, based on full understanding of topics and situations.

We would like to start to give B the tools he will need in the future if he decides to go to University, so we will focus on understanding assignment instructions, how to research and essay writing, as well as ensuring he knows how to approach people to get clarification on things he does not understand.

## **Our Long Term Goals**

B has requested that we teach him life skills as well as traditional school subjects, so we will be doing many practical lessons such as learning how to cook meals and how to navigate public transport.

B has usually enjoyed easy understanding and success in his learning, and has not had a lot of experience with challenging work. When he finds a concept or task

difficult he often gets frustrated and angry, and gives up. One of our primary long-term goals is to teach him ways to cope with these feelings in a more constructive way, and to work through difficult tasks without melting down.

B is also quite introverted, he does not like interacting with people he does not know very well. As such, another of our goals is to help him learn how to interact with people in the community without fear, and to feel confident in knowing himself and his opinions.

## **Assessment**

We will monitor and assess B's learning progress in Math, English and Science by using the resources from the Assessment Bank on the Queensland Curriculum and Assessment Authority website and sample tests from the Acara website as part of our curriculum.

For Humanities & Social Sciences, The Arts and HPE we will use work samples from the beginning and the end of the year to assess and monitor his learning progress.

For all subjects, we also assess and monitor B's learning progress using our own observations and notes made throughout the year. I will record learning and activities daily and will take photos frequently.

All samples will offer feedback to B, and be dated.

## **Resources**

I have mentioned some of the types of resource we will use in each section, and include a more comprehensive list of the resources we will use at the end of this document.

## **English**

B loves reading, has a fairly advanced vocabulary, excellent spelling and good command of grammar. We will continue to expand his vocabulary and understanding by taking note of unfamiliar words as we come across them, and looking up their meanings, and ensuring correct grammar is used at all times.

We would like B to show deeper understanding of concepts and critical thinking in his writing and will work with him to develop these skills. We will discuss the reliability of various sources of information, and how language can influence the chosen audience, and how the chosen audience can influence the style of the writing.

We will work with B to study a selection of writing styles, including fiction, non-fiction, articles and poetry. We will introduce biographies in his areas of interest, such as Anzac Heroes, by Ivancic & Gill, and will do book/movie comparisons several times during the year. We will complete a book/movie review of Tomorrow, When the War Began, by John Marsden, and will write a news article from the point of view of both the Australians and the Invaders, as well as a persuasive text on an ethical area from

within the novel. We will read and analyse the poem *Cargoes*, by John Mansfield and construct our own poem in a similar style.

English will be woven throughout all areas of our home school curriculum and B will be learning through reading for much of his time. B will learn to recognize various text structures and language modes, and will be encouraged to write in many different styles.

We will be encouraging B to continue with public speaking and debating, and will be helping him to write more persuasive and compelling content.

We will use resources such as our local public libraries, our own ever-growing collection of books, online news sites, movies and documentaries.

## **Mathematics**

B has been studying accelerated mathematics at Grade 9 level at school, but has shown weakness in problem solving. Our goal is to provide a firm base of knowledge in problem solving so he can continue to advance.

We will follow the content set by the Australian Curriculum for Year 9, including simple and compound interest, study of the Cartesian plane, Pythagoras' Theorem, probabilities with tree-diagrams and arrays, stem-and-leaf plots and histograms focusing on understanding and interpreting results

B has shown an interest in learning trigonometry initially and is fascinated by mathematical concepts such as Pi and the Golden Ratio. We will allow him to progress through the Khan Academy High School programs at his own pace, starting with trigonometry. We will also provide resources such as books and online courses for learning more about Pi and the Golden Ratio.

B is very interested in designing a Roman Villa, so we will assist him to explore this interest by providing him with graph paper and resources on Ancient Rome. He can then build his creation in Minecraft or out of Lego if he wants.

We intend to ensure B continues to advance in mathematics, while incorporating his other interests such as history and technology. We can see many opportunities for this and will use resources such as books, Khan Academy, Mathletics, books, Minecraft, Lego, board and card games and real-life situations such as planning shopping or excursions, saving for a goal and planning and starting a small business.

## **Science**

B has an innate interest in science and has had many specific areas of interest over the years. He consumes science documentaries and reference books at a great rate and currently is deeply interested in elements and the Periodic Table. We will encourage him to formulate his own theories, test his ideas and critically analyse his outcomes, and consider modifications for future tests and outcomes, analyse the data and outcomes of others experiments, and communicate his data appropriately for his audience.

We will follow the content set by the Australian Curriculum Year 8 and Year 9, including study of the particle model, energy transformations and transfers, as well as structure and function at cell level, biological systems, interdependencies & externalities, geological features & processes and atomic energy.

We will foster B's interest in science through access to resources, field trips to places like museums and areas with natural features which align with his interests such as Inverell for sapphire fossicking.

B enjoys cooking and we will incorporate chemistry into our kitchen skills as well as using our chemistry set to create and replicate experiments from books and the internet.

We will study the natural environment as we travel through it and will discuss land formation, erosion, flora and fauna both at Australia and throughout the world.

We will use resources such as our local public libraries, our own books, online websites such as NASA, the International Space Station and Google Earth, science-fiction movies, documentaries by scientists such as Bill Nye, Brian Cox and Neil DeGrasse Tyson, visits to museums and natural environments and online courses such as Khan Academy and Coursera.

## **Humanities and Social Sciences**

B has a very strong interest in world events, especially those relating to wars and ancient cultures. He has also expressed the desire to learn more about the laws, religions and cultures of other countries, and how they differ from Australia. B is very interested in different types of political systems and various leaders throughout history.

B currently has a very egocentric world view, so we would like to help him understand his place in the world. We would also like to help him understand ethics and sustainability, and what the world might look like in the future.

We will provide resources such as biographies, historical documentaries, Horrible Histories books & TV episodes, museums, Short & Curly podcasts, local public libraries, our own collection of books, online courses such as Khan Academy, research online, and statistical and census data from various times and countries.

## **The Arts**

B has not shown much interest in The Arts to date, although his school reports show his teachers have been happy with his abilities. He has previously shown an interest in learning to play piano, so we will provide him with a keyboard and online courses/apps to assist with this if he wants to.

B is starting to show an interest in listening to music, and watching YouTube compilations of video games set to different songs. He may like to try creating some of these himself. He also likes to create music on Garage Band and similar apps.

We will encourage B to create his own artwork at home using a variety of resources, for example clay, painting, carving talc stone, textiles, natural materials and photography.

We have software for creating and editing movies and B has previously shown an interest in creating stop-motion movies with Lego. We will encourage this by watching other people's Lego and Claymation movies on YouTube, and ensuring he always has access to the equipment and resources required.

We will visit GOMA and local art galleries and will discuss the different styles and techniques, as well as try to get an impression of what the artist is trying to convey. We will look at many artistic styles and discuss life in different time periods and cultures and how it may influence styles.

B's father is a carpenter and B has requested he be taught how to use tools and create woodwork projects. He has also shown interest in learning how to solder, and he loves to make and paint plastic scale models of tanks and planes. We will continue to provide new models at his request, and will look into purchasing an air gun so he can get the paint effect he wants. He watches YouTube videos about how to paint models and learns from these.

B also has access to many resources through his grandfather who is a retired engineer, his grandmother who creates papercraft and a family friend who is an artist. When he has the desire, he can access all of these things.

We will use resources such as technology, art supplies and books from our home collection, model kits, online courses, power tools from home, and possibly access homeschool or after school art groups.

## **HPE**

B is not a very athletic child, his sensory issues prevent him from enjoying team sports and he does not have a competitive nature. He has previously achieved an Orange Belt in Tae Kwando and if he wants to he can continue these lessons. He has also had private tennis lessons for around 12 months and may want to continue this.

We have a dog and an important part of every day is to take him to the beach for a walk, where B runs up and down the sand dunes playing with the dog.

We also have a treadmill at home and B often runs on this while watching YouTube on his iPad.

It is important that B continues to be active every day, and that he understands how to maintain a healthy lifestyle.

B has expressed an interest in learning how to look after himself, including things like doing laundry, planning meals and cooking. He will learn these things through experiencing them as part of daily life.

B likes to watch documentaries, including those on health, so we will continue to make these available on Netflix and as a family will watch and discuss them. As part of this we will also learn about where food comes from, what sort of foods are better

and worse for us, and about worldwide sustainability. We will also incorporate science by learning about calories and energy, and by growing our own vegetables in the garden.

B wants to know about how to get a job, how to plan for future study, how to write a resume and other early adult skills, so we will have many discussions around this and will look at examples on the internet and talk to our wider community about their experiences.

We have very open communication style with B, and he is encouraged to ask questions about things he doesn't know. He has already had a couple of years of 'Sex Ed' at school, but we continue to have discussions around this and will provide books and other reference material if he wants more information.

It is important to us that B continue to meet and interact with many different people to improve his social skills. We will ensure he maintains regular contact with his school friends and will also join with the local homeschooling community on a regular basis to build new friendships.

## **Languages**

B shows great aptitude for languages and would like to continue with both French and Chinese. We will provide access to online learning for these through Language Perfect, and through tutoring if he requests it.

## **Resources**

There are many others we may access, including those on the attached HEU Resource List, but these are some that I have considered and found valuable so far:

How Stuff Works website  
NASA website  
International Space Station website  
TryScience website  
The Exploratorium website  
Science Toys website  
Bill Nye the Science Guy shows & website  
Science News for Kids website  
BrainPOP website  
Crash Course YouTube Channel  
Extreme Science website  
Human Body app by TinyBop  
David Attenborough documentaries  
Dr Brian Cox documentaries  
Neil DeGrasse Tyson documentaries  
Horrible Histories series  
Horrible Geography series  
Coursera courses  
Language Perfect  
Khan Academy  
Garage Band  
Mathletics

Short & Curly podcast  
Year by Year – and many other DK books  
Anzac Heroes (Ivancic & Gill)  
Tomorrow series (John Marsden)  
Maze Runner series  
Hunger Games series  
Percy Jackson series  
Heroes of Olympus series  
Magnus Chase series  
The Lord of The Rings series  
13 Reasons Why series  
That Sugar Film  
Michael Mosley documentaries  
Super Size Me Documentary  
Hungry for Change Documentary  
Fed Up Documentary  
Sugar Coated Documentary  
The Chemical Maze Book  
Heston Blumenthal Books  
foodtimeline.org  
Ted Talks  
Scishow Kids website  
FrenchLearner.com  
Open2Study  
V-Sauce YouTube Channel  
Webucator.com