Writing your own Program of Study – Stage 3

Helping homeschooling families to write their program of study in each of the key learning areas with stage statements

contents:

1. overview page – How to Prepare and present this material
2. Writing your own philosophy of education
3. Each KLA has these following components:
   1. stage statements,
   2. Your foundation statement,
   3. methodology,
   4. resources,
   5. Ways to record learning
   6. Ways to record progress

2015

Writing your Program of Study using Stage Statements

# Overview

To help you prepare your program of study in each of the Key Learning Areas (KLAs) – we have attached this outline to help you in your own presentation. To prepare your program of study for your family’s homeschooling life, we would firstly encourage you to set personal / family goals.

Once you have considered your goals, you should be able to continue and complete the outline of this Program of Study, which will become an important statement for your family as to where you are headed, what goals you set out to achieve, materials you may use and the methodology you will choose to complete your goals.

This program is written according to Stage Statements. It is a far more detailed program and you will need to create a different program for each child / stage you need. Alternately you can use the Program of Study using Objectives for all of your children.

# How do I prepare the Program of Study?

This program of study has been divided into the 6 Key Learning Areas (of Primary School) as defined by the Board of Studies.

Beneath each Key Learning Area, you may choose to include the following items. Remember to prepare this foremost for your unique family, and not just for the governmental authorities. Most of these components will not need to be updated, except for changes you will make – specifically the resources used. However, if your goals or methodology changes, you can add, delete, remove and update accordingly.

## STAGE STATEMENTS:

The first page under each Key Learning Area – is the Stage Statements Page. These stage statements have been taken from the NSW BOS Syllabus and should be kept in your program and can be used as a guideline or overview. It is good to place this as the first page behind each KLA. Having read the statements, keep this framework in mind as you prepare the rest of your document.

## YOUR FOUNDATION STATEMENT

This is a statement which you may (or may not) decide to create as you family’s vision and goal statement in teaching this subject. An example is listed under each Key Learning Area. You will need to replace this example with your own statement and what the big picture goals of teaching this subject to your children may be. This statement may be valid for their entire schooling – it is not specifically for the content of this year or for 2 years – it describes more of what your purposes are.

## METHODOLOGY

This describes the way in which you plan to teach this subject. This may change over the years and you may find it helpful to look at the Skills and Strategy Ideas Page in the Appendix for new methods to use as your children develop their skills. This is a practical section – showing what it would look like in your home – reading books, visiting the library, following interests, learning an instrument, real life learning experiences, writing in a notebook etc; You do not need to write everything you plan to do, but this is an overview of the methods you intend to use over the years. These methods are the general way in which you will fulfil your own plan.

## RESOURCES

This is the place where you would add the particular resources you will use to teach this subject and the specific content for the years of the program. It will vary over the years, according to what you have at home, resources you purchase, the interests that arise, the children’s level of ability and focus and so on.

## WAYS TO RECORD LEARNING

This is a way to record what is being learned;

You will need to keep some record of the learning activities of the family; It can be a teacher diary or each child can keep a record of what they do; It can also be a simple list of what was done in your day; You can use photos or scrapbooks to show the daily learning that takes place in the life of your home. You will need to be able to show some work examples. This does not need to be kept separately in a folder – it can just be the work they have done in books/ computer powerpoints / artwork / projects / skills etc

## WAYS TO RECORD PROGRESS

This is a statement explaining how you will take note of your child’s progress. To record progress of your child’s work and ability, you may (or may not) choose to use the diary as a way to add comments on what they enjoyed, what they need work on, etc. You can add results of tests if that is a part of what you do; You may also choose to add journal comments on learning that has taken place at home every month/ bi-monthly / half yearly / yearly. If **you’re able** to comment on the learning experiences from year to year, place it in a scrapbook, journal, blog or diary, it will be a lovely family memory.

*If the way you will do this will be similar across the subject areas, (observation, adding comments to diary, work samples, journaling…), you may choose to add this to your Philosophy of Education instead. Otherwise, leave it generic and attach it underneath each KLA.*

*If you want to have one broad statement to use in your Philosophy of Education to describe the ways you may record progress and achievement – here is an example:*

*Since we are working so closely with our children on a daily basis, we are very aware of the difficulties – their strengths and weaknesses, and can easily move them ahead or work on a certain skill if necessary. We can see their progress in a concrete way from their work samples and comparing what they did at the beginning of the year and what they were able to do at the end of the year. We will take mental notes and may take written notes of their achievements and struggles.*

Although, the first reason to write what you are doing should be for your family’s sake, this program of study will also be a useful document to show the Board of Studies when you need to register.

I have now added a Comments on Learning Activities Section following each KLA – which you may choose to use to record learning progress and a place to add in comments against the Stage Statements. This is not for weekly recording, but could perhaps be done once or twice a year. If you want to use this comment form, I would suggest you just use one form for the family as they are in the stage – and use your children’s initials when commenting on a particular child. (Keep it simple and write it for your family!)

# How do I display the Program of Study?

For the purpose of registration, you may like to use this format and display the pages in a plastic binder. This is not how you MUST prepare your program of study. It is a suggestion and a way in which you can describe what homeschooling means to you and the methods you will employ within your family. I have used this format so that individual families can show that home education is different for each family and so the reasons, methods, resources and experiences will be different. I hope that you find it a flexible document which helps you think through home education and allows you to express it in your own way.

1. **Your Philosophy of Education** (see the page below on how to write your own Philosophy of Education)
2. **Key Learning Area**s – Each Stage is divided into the Key Learning Areas and contains these pages:
   1. Stage Statements from BOS syllabus.
   2. Foundation Statements,
   3. Methodology,
   4. Resource list
   5. Ways to record learning.
   6. Ways to record progress (or add this to your educational philosophy instead)
3. **Skills and Strategies Appendix** - This is a separate document which you can refer to in your educational philosophy or in your statements as needed.

Our Philosophy of Education

Some Ideas to put into a Philosophy of Education:

Reasons why you choose to home educate your family:

* Keep your words positive and affirming and avoid negative or accusatory comment on any other form of education.
* Write your big aims, objectives and desired outcomes –

For example:

* + *To strengthen and equip your children to be successful in all areas of life – socially, academically, spiritually*
  + *To develop a love of learning*
  + *To enable children to pursue their own interests and develop their strengths;*
* If you have had a bad experience you could say “It (whatever it is) didn’t work out for us.” or “We are going see if my child is better suited to homeschooling.”

Educational Approach

Write a way in which you may approach the learning in your home, what it might look like in practice ( a typical day??) and reasons why this may suit your family;

* For example:
  + Unit studies across curriculum subjects
  + Delight Directed learning
  + Natural learning
  + Self-directed studies
  + Charlotte Mason Approach
  + Living Books approach
  + Use of Textbooks as appropriate
  + Classical Approach

Add books you may be reading which help to develop your educational approach.

Express how various parts of your home will be a rich, learning environment (art supplies available, garden beds for vegetables, garage for projects, science corner, reading areas etc) and how normal daily activities will be included as part of their learning. (chores, gardening, cooking, developing helpful systems etc)

You also may wish to include parts of the program of study which will be similar in each KLA. For example, you may find that it is better to include a simple outline of how you will take note of your child’s progress in your educational approach statement – rather than including this under each KLA.

An example may be:

*WAYS TO RECORD PROGRESS: Since we are working so closely with our children on a daily basis, we are very aware of the difficulties – their strengths and weaknesses, and can easily move them ahead or work on a certain skill if necessary. We can see their progress in a concrete way from their work samples and comparing what they did at the beginning of the year and what they were able to do at the end of the year. We will observe our children and take mental note and may take written notes of their achievements.*

## Employ a quote

Read good books and make a collection of relevant quotes that you find helpful for yourself or for telling others (and then remember where they are!)

“*Education is not the filling of a bucket but the lighting of a fire”.* W.B.Yeats

*“Self-education is the only possible education; the rest is mere veneer laid on the surface of a child's nature.”* Charlotte Mason

More good quotes to be found here: http://www.goodreads.com/quotes/tag/homeschooling

Social Interactions

Express the ways in which your children will interact with a broad cross-section of the community during the family’s normal daily and weekly activities.

For example:

*Our family relates to, and are enriched by, a broad cross-section of the community including, but not only, our neighbours and other homeschooling families.. The social interactions of our children during the family’s normal daily and weekly activities are rich in variety and interest such as….*

## Education Act 1990 (NSW Legislation)

It is good to mention these parts of the Act to show that we are aware of the legality of Home education and that education is recognized as being primarily the responsibility of the child’s parents:

**Part 2** **Objects of Act**

**4**   **Principles on which this Act is based**

In enacting this Act, Parliament has had regard to the following principles:

(a)  every child has the right to receive an education,

(b)  the education of a child is primarily the responsibility of the child’s parents,

**5**   **Principal objects of this Act**

The principal objects of this Act are as follows:

(d)  to allow children to be educated at home,

Stage 3

Key Learning Areas

# Language Arts:

* 1. stage statements,
  2. foundation statement,
  3. methodology,
  4. resources,
  5. Ways to record learning
  6. Ways to record progress

# Math

1. stage statements,
2. foundation statement,
3. methodology,
4. resources,
5. Ways to record learning
6. Ways to record progress

# Science

1. stage statements,
2. foundation statement,
3. methodology,
4. resources,
5. Ways to record learning
6. Ways to record progress

# HSIE

1. stage statements,
2. foundation statement,
3. methodology,
4. resources,
5. Ways to record learning
6. Ways to record progress

# PDHPE

1. stage statements,
2. foundation statement,
3. methodology,
4. resources,
5. Ways to record learning
6. Ways to record progress

# Creative Arts

1. stage statements,
2. foundation statement,
3. methodology,
4. resources,
5. Ways to record learning
6. Ways to record progress

English Stage 3 Stage Statements:

By the end of Stage 3 students communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. They work productively and independently in pairs or groups to deliver effective presentations using various skills and strategies. Students collaborate with others to share and evaluate ideas and opinions and to develop different points of view. They express well-developed and well-organised ideas about literary texts and respond constructively to different opinions. They demonstrate active listening behaviours in order to gather specific information and ideas, recognising and exploring how spoken and written language differ and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.

Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. They identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. Students compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. Students identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual, media and multimodal texts.

Students create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts for a wide range of purposes and audiences. They deal with complex topics, issues and language features. Students select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They make considered choices in written texts from an expanding vocabulary and from growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices. Students write well-structured sentences and paragraphs on particular aspects of the topic, clarifying and explaining how choices of language and literary features were designed to influence the meaning communicated in their texts. They spell most common words accurately and use a variety of strategies to spell less common words. They develop a fluent writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions of writing.

Language Arts / English

Foundation Statement

This is a broad statement explaining why this will be taught in your home – the purpose/vision of this subject.

For example:

We teach our children to read so they may enjoy literature, read widely, read for pleasure and research. We teach reading so we may grow in knowledge and understanding; so we may learn from others who have walked before us;

We teach our children to write so that they can interact with others- near and far. The world has become so close through the internet, and to avoid mis-understanding, we must write clearly; We want our children to be able to persuade; to encourage; to respond to news and editorials; to critically analyze information; to add information; to lead and guide others.

We teach our children to listen so that they may develop the skill of communication. By listening well, we can better understand what is being said; We can profit from someone else’s knowledge; We can gain understanding; We can learn to be careful listeners and be discerning.

In speaking, we teach our children to engage with others. We use speech to clarify our thoughts; to persuade; to encourage; to debate; to give answers and clearly expound our own beliefs, views and opinions; to enjoy good communications and to interact with a wide range of people of differing ages, cultures and walks of life.

Methodology in our Home

This is a statement explaining how you will teach this in your home – the types of strategies and activities, the practical expression of what it would look like.

For example:

*These are some of the methods we will use to teach language arts in our home:*

*Read to the children from a variety of literature including fiction and non-fiction, as well as poetry, quality prose and the Scriptures. Discuss some of the literature readings in more depth according to literary qualities such as – character, plot, themes, setting*

*Encourage personal reading from our own library and from the public library.*

*Attend dramatic performances, plays and musicals to promote a variety of literary expression.*

*Encourage our children to express themselves through narration and written expression, either with a retelling of factual events, narration of literature they have listened to, or writing their own stories based on experience or imagination to a variety of audiences (home, extended family, groups, church, nursing home etc.)*

*Teach our children to use a dictionary at the level of their ability.*

*Encourage a variety of communication methods including letter writing and emails.*

*Teach the elements of handwriting that encourage neatness and legibility, including posture.*

*Give the opportunity to use a computer keyboard, and do a typing course at the level of their ability.*

*Expose the children to foreign languages through our own use of foreign words, possible lessons in another language and through interaction with others who speak a foreign language;*

*Extend and practise their word use and spelling by playing games such as Scrabble, Upwords, Boggle, Mad Gab, Hangman, Taboo, Random writing, crosswords, wordsearch, wordfit, Rummy Roots and other word games.*

Resources:

These will change depending on the year level, topics of interest, what you have in the home, programs you use:

For example:

*Easy readers from home and local libraries*

*Phonics – Teaching Reading programs*

*Reference books, 'living books', and other books from our library and the local library.*

*Family, friends, acquaintances*

*Computer and Internet*

*Writing in context of subject areas – narrations, stories, copywork;*

*Use of Reference books to develop writing forms, correct grammar, punctuation etc – such as Write Source Books appropriate to age level;*

Ways to Record Learning:

This is a way to record what is being learned; You need to keep a diary of the learning activities of the family; It can be a teacher diary or each child can keep a record of what they do; You also need to have sample of what they have done; This does not need to be kept separate, but just accessible to demonstrate learning.

*Example of what to write:*

*A selection of the children’s dated work will be kept.*

*- A diary may be kept of significant learning activities completed by each child.*

*- Dated samples of story writing, narrations, and other English related activities will be kept, either on the computer or in each child’s folder.*

*- Each child may keep their own dated log of learning activities, either daily or weekly.*

Ways to Record Achievement and Progress

*Example:*

*A combination of approaches will be used to record the achievement and progress of the children in their education.*

*- We will observe and record the children’s achievements as they occur - for instance, language development, oral narrations, letter writing etc*

*- We will map the progress of the children by collecting samples of their work over a period of time;*

*-Written work may be displayed across the subject areas such as Personal Journals, Story Writing Books, History and Science Notebooks, Writing Copybooks – Writing Treasures, Bible Memorization books,*

*- We will assess the children’s progress over a period of time through observation and take mental notes and we may give an overview statement outlining achievement, progress and areas of need.*

*- We may add comments about learning activities we have done which meet the Objectives of the syllabus twice each year.*

English – Comments on Learning Activities

|  |  |
| --- | --- |
| **Stage 3 Statements** | **Comments / Date** |
| By the end of Stage 3 students communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. They work productively and independently in pairs or groups to deliver effective presentations using various skills and strategies. Students collaborate with others to share and evaluate ideas and opinions and to develop different points of view. They express well-developed and well-organised ideas about literary texts and respond constructively to different opinions. They demonstrate active listening behaviours in order to gather specific information and ideas, recognising and exploring how spoken and written language differ and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.  Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. They identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. Students compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. Students identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual, media and multimodal texts.  Students create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts for a wide range of purposes and audiences. They deal with complex topics, issues and language features. Students select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They make considered choices in written texts from an expanding vocabulary and from growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices. Students write well-structured sentences and paragraphs on particular aspects of the topic, clarifying and explaining how choices of language and literary features were designed to influence the meaning communicated in their texts. They spell most common words accurately and use a variety of strategies to spell less common words. They develop a fluent writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions of writing. |  |

Maths Stage 3 Stage Statements:

By the end of Stage 3, students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies to demonstrate fluency in mathematical techniques. They use mathematical terminology and some conventions, and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.

Students select and apply appropriate mental, written or calculator strategies for the four operations and check the reasonableness of answers using estimation. They solve word problems and apply the order of operations to number sentences where required. Students identify factors and multiples and recognise the properties of prime, composite, square and triangular numbers. They connect fractions, decimals and percentages as different representations of the same value. Students compare, order and perform calculations with simple fractions, decimals and percentages and apply the four operations to money in real-life situations. Students record, describe and continue geometric and number patterns, and they find missing numbers in number sentences. They locate an ordered pair in any one of the four quadrants on the Cartesian plane.

Students select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass. They make connections between capacity and volume, and solve problems involving length and area. Students use 24-hour time in real-life situations, construct and interpret timelines and use timetables. They convert between units of length, units of capacity and units of mass. They construct and classify three-dimensional objects and two-dimensional shapes, and compare and describe their features, including line and rotational symmetries. Students measure and construct angles, and find unknown angles in diagrams using known angle results. They use a grid-reference system to locate landmarks and describe routes using landmarks and directional language.

Students use appropriate data collection methods to interpret and analyse sets of data and construct a range of data displays. They assign probabilities as fractions, decimals or percentages in simple chance experiments.

Mathematics

Foundation Statement

This is a broad statement explaining why this will be taught in your home – the purpose/vision of this subject.

For example:

*Personalize your statement here…*

Methodology in our Home

This is a statement explaining how you will teach this in your home – the types of activities, the practical expression of what it would look like.

For example:

*Maths will be taught through everyday experiences and in a hands-on approach. We will use living books, concrete examples, day to day experiences developing number, space and measurement*

*We will encourage the children to learn about the world round them through real life including cooking, shopping, playing with sand and water, counting and so on.*

*Everyday measuring tools, including kitchen and bathroom scales and implements, rain gauge, thermometer, timepieces, rulers and tape measures, calendars will be used and applied in a natural context.*

*We will use and teach abstract concepts when the children are developmentally ready and work through an appropriate workbook to reinforce thinking skills learned and to give the opportunity to do repetitive maths exercises when necessary.*

Resources:

These will change depending on the year level, topics of interest, what you have in the home, programs you use:

For example:

*Everyday measuring tools*

*Life of Fred Mathematics*

*Base Ten Blocks (MAB)*

*Resources and education materials from the International Year of Astronomy website.*

*Computer*

*Calculator*

*Construction toys including Lego, Duplo, wooden blocks, and craft materials*

Ways to Record Learning:

This is a way to record what is being learned; You need to keep a diary of the learning activities of the family; It can be a teacher diary or each child can keep a record of what they do; You also need to have sample of what they have done; This does not need to be kept separate, but just accessible to demonstrate learning.

Example of what to write:

*A diary may be kept of significant learning activities completed by each child.*

*- Dated work throughout the maths workbooks.*

*- Each child may keep their own dated log of learning activities, either daily or weekly.*

*- Photographs may be taken of various learning activities or constructions.*

Ways to Record Achievement and Progress

Example:

*A combination of approaches will be used to record the achievement and progress of the children in their education.*

*- We will observe and may record the children’s achievements in number, space and measurement as they occur.*

*- We will map the progress of the children by collecting samples of their work over a period of time - including dated workbooks*

*- We will set tasks that incorporate the children applying their understanding and skills outlined in the objectives and learning activities.*

*- We will assess the children’s progress over a period of time and may give an overview statement outlining achievement, progress and areas of need.*

*- We may add comments about learning activities we have done which meet the Objectives of the syllabus twice each year.*

Maths – Comments on Learning Activities and Progress

|  |  |
| --- | --- |
| **Math Stage 3 Stage Statements** | **Comments / Date** |
| By the end of Stage 3, students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies to demonstrate fluency in mathematical techniques. They use mathematical terminology and some conventions, and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.  Students select and apply appropriate mental, written or calculator strategies for the four operations and check the reasonableness of answers using estimation. They solve word problems and apply the order of operations to number sentences where required. Students identify factors and multiples and recognise the properties of prime, composite, square and triangular numbers. They connect fractions, decimals and percentages as different representations of the same value. Students compare, order and perform calculations with simple fractions, decimals and percentages and apply the four operations to money in real-life situations. Students record, describe and continue geometric and number patterns, and they find missing numbers in number sentences. They locate an ordered pair in any one of the four quadrants on the Cartesian plane.  Students select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass. They make connections between capacity and volume, and solve problems involving length and area. Students use 24-hour time in real-life situations, construct and interpret timelines and use timetables. They convert between units of length, units of capacity and units of mass. They construct and classify three-dimensional objects and two-dimensional shapes, and compare and describe their features, including line and rotational symmetries. Students measure and construct angles, and find unknown angles in diagrams using known angle results. They use a grid-reference system to locate landmarks and describe routes using landmarks and directional language.  Students use appropriate data collection methods to interpret and analyse sets of data and construct a range of data displays. They assign probabilities as fractions, decimals or percentages in simple chance experiments. |  |

Science Stage 3 Stage Statements:

By the end of Stage 3 students show informed attitudes to issues related to the current and future use and influence of science and technology. They are interested and willing to engage in local, national and global issues that are relevant to their lives and the maintenance of a sustainable future. They are able to discuss how science and technology directly affect people's lives and are used to solve problems.

Students initiate, use and apply the processes of Working Scientifically and Working Technologically with a greater level of independence. They are more self-reliant in undertaking a range of scientific investigations and design projects, and in collaboratively completing the tasks. Students select and safely use a variety of equipment, materials and resources identifying potential risks. They identify where improvements to their methods, techniques or research could enhance the quality of the information gathered. Students use a range of representations to present, document and communicate methods, findings and ideas, including tables, graphs, diagrams and multi-modal texts, using digital technologies where relevant.

When Working Scientifically, students follow instructions, pose questions for investigations, predict likely outcomes and demonstrate honesty and accuracy in collecting, recording and analysing data and information. In planning and conducting fair tests they are able to identify variables to be changed and measured, and check results by repeating observations and measurements. They construct tables and graphs to organise data and identify patterns. They use evidence to draw conclusions and develop explanations.

When Working Technologically, students plan and implement a design process to meet the needs and wants of users/audiences. They explore and define the design task, establishing design criteria and considering constraints when planning the process. Students select and apply appropriate methods to develop and generate ideas and apply established criteria to evaluate and modify them. They develop plans, specifications and production sequences to produce solutions for built environments, information and products. They evaluate their solutions using self and peer assessment, and identify the strengths and limitations of the process used.

As students continue to observe and investigate aspects of the Natural Environment, they explain how natural events cause rapid changes to the Earth's surface. They describe key features of the solar system and the contribution of people from a range of cultures over time to the advancement of science. Students explain everyday phenomena associated with the transfer of light and requirements for the transfer and transformation of electricity. They identify how energy from a variety of sources can be used to generate electricity and how science knowledge is used to inform personal and community decisions. Students describe how features of living things help them to survive in their environment and how the growth and survival of living things is affected by changes in the physical conditions of their environment.

Students identify the observable properties of solids, liquids and gases. They compare and classify different types of observable changes to materials, considering how their properties determine their use.

Within the Made Environment students explain how production systems are used to manufacture products. They explore changes that have occurred in the design of products over time and the social and environmental factors that influence the design of products. Students investigate how systems in built environments are designed to meet the needs of people, in response to social and environmental influences. They explain how systems can be used to transfer information and support communication, and how social influences impact on the design of a range of emerging information products.

Science

Foundation Statement

This is a broad statement explaining why this will be taught in your home – the purpose/vision of this subject.

For example:

*As we teach Science, we will break it into its units and topics and we want our children to enjoy investigating things around them, researching, experimenting and discovering …..*

*Personalize your statement here…*

# Methodology in our Home

This is a statement explaining how you will teach this in your home – the types of activities, the practical expression of what it would look like.

For example:

*To study Science includes observation of nature around us, (sketch, look up field guides, research plants and animals); applying our knowledge in practical ways such as raising animals and planting and tending a vegetable patch; recording findings and information in Science notebooks by sketching and writing; reading and researching from a variety, age appropriate science resources, including interest/ topical books from the library, home school science textbooks; Viewing appropriate TV shows, documentaries and videos; Giving kids science experiments to do and find out science truths.*

Resources:

These will change depending on the year level, topics of interest, what you have in the home, programs you use:

For example:

*Reference books, 'living books', and other books from our library and the local library.*

*Resources and education materials from the International Year of Astronomy website.*

*Science Kits*

*Internet*

*Television where appropriate*

*The world around us*

*Apologia Science Curriculum – for different ages (both independent study and family study)*

*Supercharged Science – Website, Experiments, DVDs, Lesson Notes, Tele-classes and email a professor*

*Chemistry Kit – Chem3000*

*Can you feel the force? DK Physics book by Richard Hammond*

*Other DK Science Books*

Ways to Record Learning:

This is a way to record what is being learned; You need to keep a diary of the learning activities of the family; It can be a teacher diary or each child can keep a record of what they do; You also need to have sample of what they have done; This does not need to be kept separate, but just accessible to demonstrate learning.

Example of what to write:

*A diary of significant learning activities completed by each child.*

*Dated samples narrations, writing and projects will be kept*

*Each child may keep their own dated log of learning activities, either daily or weekly.*

*Photographs may be taken of specific learning activities or projects*

Ways to Record Achievement and Progress

This is a way to record the children’s achievement and progress through the years;

Example:

*A combination of approaches will be used to record the achievement and progress of the children in their education.*

*- We will observe and may record the children’s questions, observations, and projects and their understanding of scientific concepts and technology.*

*- We will map the progress of the children by collecting samples or photos of their work over a period of time - including dated nature journal entries and projects*

*- We will assess the children’s progress over a period of time and may give an overview statement outlining achievement, progress and areas of need.*

*- We may add comments about learning activities we have done which meet the Objectives of the syllabus twice each year.*

Science – Comments on Learning Activities and Progress

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| **Science Stage 3 Statements** | **Comments / Date** |
| By the end of Stage 3 students show informed attitudes to issues related to the current and future use and influence of science and technology. They are interested and willing to engage in local, national and global issues that are relevant to their lives and the maintenance of a sustainable future. They are able to discuss how science and technology directly affect people's lives and are used to solve problems.  Students initiate, use and apply the processes of Working Scientifically and Working Technologically with a greater level of independence. They are more self-reliant in undertaking a range of scientific investigations and design projects, and in collaboratively completing the tasks. Students select and safely use a variety of equipment, materials and resources identifying potential risks. They identify where improvements to their methods, techniques or research could enhance the quality of the information gathered. Students use a range of representations to present, document and communicate methods, findings and ideas, including tables, graphs, diagrams and multi-modal texts, using digital technologies where relevant.  When Working Scientifically, students follow instructions, pose questions for investigations, predict likely outcomes and demonstrate honesty and accuracy in collecting, recording and analysing data and information. In planning and conducting fair tests they are able to identify variables to be changed and measured, and check results by repeating observations and measurements. They construct tables and graphs to organise data and identify patterns. They use evidence to draw conclusions and develop explanations.  When Working Technologically, students plan and implement a design process to meet the needs and wants of users/audiences. They explore and define the design task, establishing design criteria and considering constraints when planning the process. Students select and apply appropriate methods to develop and generate ideas and apply established criteria to evaluate and modify them. They develop plans, specifications and production sequences to produce solutions for built environments, information and products. They evaluate their solutions using self and peer assessment, and identify the strengths and limitations of the process used.  As students continue to observe and investigate aspects of the Natural Environment, they explain how natural events cause rapid changes to the Earth's surface. They describe key features of the solar system and the contribution of people from a range of cultures over time to the advancement of science. Students explain everyday phenomena associated with the transfer of light and requirements for the transfer and transformation of electricity. They identify how energy from a variety of sources can be used to generate electricity and how science knowledge is used to inform personal and community decisions. Students describe how features of living things help them to survive in their environment and how the growth and survival of living things is affected by changes in the physical conditions of their environment.  Students identify the observable properties of solids, liquids and gases. They compare and classify different types of observable changes to materials, considering how their properties determine their use.  Within the Made Environment students explain how production systems are used to manufacture products. They explore changes that have occurred in the design of products over time and the social and environmental factors that influence the design of products. Students investigate how systems in built environments are designed to meet the needs of people, in response to social and environmental influences. They explain how systems can be used to transfer information and support communication, and how social influences impact on the design of a range of emerging information products. |  |

Human Society and Its Environment Stage 3 Stage Statements

History

By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedomsincluding Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

History

Foundation Statement

This is a broad statement explaining why this will be taught in your home – the purpose/vision of this subject.

For example:

*As a family, we want our children to learn …..*

*Personalize your statement here…*

Methodology in our Home

This is a statement explaining how you will teach this in your home – the types of activities, the practical expression of what it would look like.

For example:

*We intend to look at time periods chronologically, and explore the events, geography and the characters therein.*

*Using this framework, we will read and may memorize some important facts and dates. We intend to use a variety of resources such as living books, historical fiction novels, atlases and interesting information books such as Usborne Time Traveller series. We will read books together as a family, orally narrate from them, create written narrations, draw pictures and maps, make projects from the time period being studied, visit museums and at times, make costumes and celebration feasts – live out the time period in a variety of ways; We will include Australian and Aboriginal studies in this manner, reading Australian history books such as “The Wide, Brown Earth” as well as going to local history museums when we explore different parts of the Australia.*

Resources:

These will change depending on the time period being studied/ what you have in the home, programs you use:

For example:

*Our Sunburnt Country, 1964. Arthur Baillie.*

*Reference books, 'living books', and other books from our library and the local library.*

*The Bible*

*Newsademic - a Children's newspaper used for educational resources, home schooling and English study -* [*http://www.newsademic.com/*](http://www.newsademic.com/)

*Behind the News*

*Television where appropriate*

*Internet*

*Museums*

*Family, friends and acquaintances.*

For example:

*Read aloud Historical Fiction and Literature according to the time period;*

*Spine books include: Greenleaf Famous Men Books, Story of the World;*

*References: Streams of Civilization; Kingfisher History Encyclopedia;*

*Usborne Time Traveller Series;*

*Independent Reading books include: Leif the Lucky, Knights, Adam of the Road, A Minstrel in the Tower, The Door in the Wall, Under Drake’s Flag, River of Grace (John Calvin), The man who laid an egg, Squanto, friend of Pilgrims, If you lived in Colonial times…. Etc*

*Exhibitions available in the year;*

*Videos on the time period being studied;*

*Cultural activities such as festivals;*

*History Days and celebrations such as creating a medieval feast, including food, costumes, speeches and presentations;*

Ways to Record Learning:

This is a way to record what is being learned; You need to keep a diary of the learning activities of the family; It can be a teacher diary or each child can keep a record of what they do; You also need to have sample of what they have done; This does not need to be kept separate, but just accessible to demonstrate learning.

Example of what to write:

*A diary of significant learning activities may be completed by the parent or child.*

*Dated samples narrations, writing and projects will be dated and kept*

*Each child may keep their own dated log of learning activities, either daily or weekly.*

*Photographs may be taken of specific learning activities or projects*

Ways to Record Achievement and Progress

Example:

*A combination of approaches may be used to record the achievement and progress of the children in their education.*

*- We will observe the children as they act and interact within their family, amongst their friends and acquaintances and with society*

*- We will map the progress of the children by collecting samples of their work over a period of time - including projects, narrations and writing etc*

*-Some work will be kept in a History Notebook – with narrations, maps, essay writings, pictures, artwork, period art work, examples of life at the time period being studied;*

*-Photographs may be used to document projects, special days, outings, presentations, excursions;*

*- We will assess the children’s progress over a period of time and may give an overview statement outlining achievement, progress and areas of need; This may be included in the diary;*

*- We may add comments about learning activities we have done which meet the Objectives of the syllabus twice each year.*

HSIE – Comments on Learning Activities and Progress

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| --- | --- |
| **History Stage 3 Stage Statements** | **Comments / Date** |
| By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedomsincluding Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.  Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources. |  |

PDHPE – Stage 3 Stage Statements:

**Fundamental Movement and Physical Activity** ■ **Healthy Choices** ■ **Self and Relationships**

Students apply, adapt and vary movement skills in dance, gymnastics, games and sports.

They understand the elements of movement and compose and perform movement sequences with control and coordination in various contexts.

Students demonstrate teamwork, tactics and strategies when participating in team games. They demonstrate proficiency in the fundamental movement skills of leap, kick, two-handed strike and dodge and apply them in a range of challenging physical activity contexts.

Students participate in a range of moderate to vigorous physical activities and apply movement skills with increased confidence and precision. They investigate the effects of physical activity on health and monitor and evaluate physical activity levels.

Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing.

Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss.

They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

PDHPE

Personal Development, Health, Physical Education

Foundation Statement

This is a broad statement explaining why this will be taught in your home – the purpose/vision of this subject.

For example:

*PDHPE is a way of developing our family culture – our beliefs, values and ways to grow into healthy, active, engaging citizens who show care and compassion for those around us. We want our children to develop good nutritional habits, healthy personal habits, wise choices for living, good role models for life and a clear perspective of who they are, and a firm sense of purpose and direction.*

*Personalize your statement here…*

Methodology in our Home

This is a statement explaining how you will teach this in your home – the types of activities, the practical expression of what it would look like.

For example:

*To teach PDHPE, we will read and listen to stories about historical characters as well as other topics of health and safety; Discuss wise choices in different aspects of our lives; Apply what we have learned through practical activities such as exercise, nutritional meal planning, practical ways to serve others; Write what we have learned to grow our own understanding;*

*Personalize your statement here…*

Resources:

These will change depending on the year level, topics of interest, what you have in the home, programs you use:

For example:

*Reference books, 'living books', and other books from our library and the local library on a variety of interest based topics including nutrition, exercise, dance routines, caring for our bodies; Growth and Development - the digestive system: reproduction; family; the senses*

*Character Books such as “The Book of Virtues” “ Value Tales”*

*Biographies of Famous People*

*Internet for researching topics of interest;*

*Television where appropriate*

Ways to Record Learning:

This is a way to record what is being learned; You need to keep a diary of the learning activities of the family; It can be a teacher diary or each child can keep a record of what they do; You also need to have sample of what they have done; This does not need to be kept separate, but just accessible to demonstrate learning.

An example of what to write:

*A diary may be kept of significant learning activities completed by each child.*

*Each child may keep their own dated log of learning activities, either daily or weekly.*

*Photographs may be taken of specific learning activities, sports or projects*

Ways to Record Achievement and Progress

Example:

*A combination of approaches will be used to record the achievement and progress of the children in their education.*

*We will observe and record the children’s achievements as they occur - for instance, the development of good personal hygiene habits, ball skills, physical abilities, etc*

*We will participate in some activities that incorporate the children applying their understanding and skills outlined in the objectives and learning activities.*

*We will assess the children’s progress over a period of time and may give and overview statement outlining achievement, progress and areas of need.*

*- We may add comments about learning activities we have done which meet the Objectives of the syllabus twice each year.*

PDHPE – Comments on Learning Activities and Progress

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| --- | --- |
| **Foundation / Stage Statements 3** | **Comments / Date** |
| **Fundamental Movement and Physical Activity** ■ **Healthy Choices** ■ **Self and Relationships**  Students apply, adapt and vary movement skills in dance, gymnastics, games and sports.  They understand the elements of movement and compose and perform movement sequences with control and coordination in various contexts.  Students demonstrate teamwork, tactics and strategies when participating in team games. They demonstrate proficiency in the fundamental movement skills of leap, kick, two-handed strike and dodge and apply them in a range of challenging physical activity contexts.  Students participate in a range of moderate to vigorous physical activities and apply movement skills with increased confidence and precision. They investigate the effects of physical activity on health and monitor and evaluate physical activity levels.  Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing.  Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.  Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss.  They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict. |  |

Creative Arts 3

Note: While each of the Creative Arts is outlined separately, they collectively take up the time allocated to the Arts.

Students make artworks for a variety of audiences using different forms and techniques to convey meaning

and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is

used and represented, artists’ intention and audience interpretation and make reasoned judgements

about these artworks.

Students sing, play and move to a range of music, both as individuals and in group situations,

demonstrating an understanding of musical concepts. They organise musical ideas into compositions,

using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music

with a sense of understanding, appreciation and discrimination.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts.

They devise and perform a range of drama forms for audiences. Students interpret a range of drama

experiences by making, performing and appreciating drama.

Students perform dances from a range of contexts demonstrating movement and expressive qualities

appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience.

They recognise and discuss how dance has various artistic and cultural contexts.

Creative Arts

Note: While each of the Creative Arts is outlined separately, they collectively take up the time allocated to the Arts.

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| --- |
| Foundation Statement  This is a broad statement explaining why this will be taught in your home – the purpose/vision of this subject.  For example:  Art is a way in which children can express themselves using a variety of mediums and in different ways. Homeschool Art is the way we make art part of our day, our lives and teaching. As the student matures, it is worthwhile to critique artistic pieces of work, place it in its context, historically and analyse it meaningfully.  *Personalize your statement here…*  Methodology in our Home  This is a statement explaining how you will teach this in your home – the types of activities, the practical expression of what it would look like. Explain how this may look for music, visual arts, drama, dance, design and visual design.  For example:  *In our homeschool Art and Music is studied in its historical setting, and has enabled us to appreciate and interact with different types of art forms across creative arts and see changes in cultures and style. We have also been able to see how art and music are expressions of the culture and the philosophies of the time period. As we study the time-period, we may add information about artists and composers into our history notebooks. We also spend a great deal of time adding artistic details to our history notebooks of the time period such as dress, soldiers and their uniforms, the weapons of the time, the houses and architecture, and also portraits of famous men of the time period. We read stories of Artists in our read aloud time and we copy the works of various artists in the time period being studied.*  *We study nature through the use of nature drawings in our journals and we incorporate creative arts across the subject areas exploring many facets of creativity in dance, drama, visual arts, photography, computer design work using a variety of programs such as Photoshop and InDesign and website design.*  *In the context of daily life we love to look for opportunities as they arise to meet needs and design a project to solve a specific problem. This uses problem solving skills, preparation, brainstorming, drawing and design work, skills that interact with each other to bring the project to fruition as well as teamwork.*  Resources:  These resources will change depending on the year level, topics of interest, what you have in the home, programs you use and how creative arts will be incorporated into the learning;  For example:  *Art in Story*  *The Annotated Mona Lisa*  *Art Books*  *Video lessons from a variety of artists*  *You Tube examples*  *Design project books*  *Courses (Music, Drama, Art, Design..) your student may take – online or externally;*  *Outside activities in which creative arts is expressed: choirs, church activities, performances, dramatic readings, plays (at home/professional), visiting and performing at other venues such as nursing homes, in front of family, kids’ clubs etc*  Ways to Record Learning:  This is a way to record what is being learned; You need to keep a diary of the learning activities of the family; It can be a teacher diary or each child can keep a record of what they do; You also need to have sample of what they have done; This does not need to be kept separate, but just accessible to demonstrate learning. Record the various activities your children are a part of – music lessons, courses, outside activities.  *Personalize your statement here…*  Ways to Record Achievement and Progress  *Personalize your statement here…*  *- We may add comments about learning activities we have done which meet the Objectives of the syllabus twice each year.* |

Creative Arts– Comments on Learning Activities and Progress

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| --- | --- |
| Note: While each of the Creative Arts is outlined separately, they collectively take up the time allocated to the Arts. | **Comments / Date** |
| Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists’ intention and audience interpretation and make reasoned judgements about these artworks.  Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music  with a sense of understanding, appreciation and discrimination.  Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts.  They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama.  Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience.  They recognise and discuss how dance has various artistic and cultural contexts. |  |

Other Resources

Skills Ideas and Possible Strategies in the Key Learning Areas

This document and other resources can be found on my website: <http://www.design-your-homeschool.com/homeschool-planning.html>

If you have suggestions or comments, I am happy for you to contact me.

Please use the contact form on the website: [www.design-your-homeschool.com](http://www.design-your-homeschool.com)

I hope this has been a helpful planning resource for your family,

Marianne Vanderkolk