

In the spring of 2012, we were doing some further investigation into possibilities for our oldest who is in “the high school years” as of 2013. We share some of our findings and links with you in this section, focusing on an education that includes good and practical/useful Canadian content.

Our business reflects our desire to provide young BEGINNERS a fun and solid education to prepare them for the elementary years, to offer ELEMENTARY students a purposeful and enjoyable education that academically prepares them for the secondary years (whether in class or still at home), and to give SECONDARY students the flexible opportunities to reach ahead to their career goals and study interests, while still focusing on a Canadian-based education.

We personally have chosen to home school our children at least partially, if not completely, through their high school years. We applaud the efforts of many other families choosing to do the same. In these pages, you will find both motivation to be creative and flexible during these years (with so many more options than typical high schools) AND sections of dispelling some “myths” – truth is important to know, even if it is not what everyone wants to hear.

Our family’s goals for high school have included the following 5 ideas (beyond the idea that we should remain a “life-long learner” of many things):

1. Complete studies that at least cover similar skills as peers. (Example 1: a minimum of one semester of French at the grade 9 Canadian level. Example 2: math and writing skills that meet high school level standards.)
2. Complete studies that will help to prepare them for home life. (Example 1: grade 11 biology covers human health – it is important to understand health, injury, disease, and how the human body works, regardless of if the student has a vivid interest in science or not. Example 2: Sewing skills, cooking skills, and home maintenance skills are all important for both males and females to know. But we do teach some of these things earlier than in the teen years.)
3. Complete studies that will help to prepare them for the culture they live in – Canada (even if they will eventually choose to work in a foreign country). (Example 1 : Canadian history and geography and Canadian civics so they understand how things like politics, ethics, law, etc. works. Example 2: worldviews are covered within some subjects so they understand how/why people around them think and how to make a difference for the good (e.g. missions).)
4. Complete studies that will help to prepare them for life’s work.
 - a. Driver’s education – so important for future family life and for job-related transportation. Not only is it a skill that will help them be more independent, but it can also open up extra job opportunities in life (e.g. a former pastor of mine added a bus license and drove a school bus to supplement his income at a small town church; a chimney sweep told us that some of the best money spent on his education was the training he took for several different types of licenses – he can drive busses, forklifts, etc.; a stay-at-home mom loved her new G license because she could finally get groceries on her own).
 - b. Job training to get a better-than-basic job in order to earn money to train for the career they really want to head for. We strongly advise our children to consider 4 “job” situations:
 - i. What they will do in a home (as a mom or dad) which includes ideas for home-based businesses (as a teen or as an adult); basic computer skills are included.
 - ii. What they might do in ministry, for example as a future pastor, teacher, or parent. Example: “Teaching to Change Lives” curriculum by Dr. Howard Hendricks is excellent.
 - iii. A job with “short-term training” (not as expensive/more attainable quickly). First aid/CPR training would fit in the short-time training, as would apprenticeships which we encourage all of our children to consider as a first step career, even though most of them have a goal to be in a career that requires college or university. Personal support workers are also quickly trained and in high demand with flexible hours possible.
 - iv. A college or university professional-type training (if desired/called).
 - c. High school level courses specific to their interests and goals. (Example 1: Weigela likes design and architecture so she has done a course in drafting from OpenSchool BC’s curriculum and

1.5 courses in Carpentry (self-designed with a Canadian textbook from Nelson and practical hands-on projects here. Petunia loves foreign languages and plans to study not only French and Spanish but other languages as well during high school. She has already been picking up Braille and Sign Language on the side.)

- d. An accredited diploma is desired if possible since it makes getting into a Canadian college/university smoother/quicker and we have a large family. Also, some post-secondary programs say that priority is given first to students with an accredited diploma and THEN, IF there is space, they will consider applicants without diplomas (but historically, the wait list is so long that it would not be likely to get in without the accredited diploma). For our family, we aren't necessarily aiming for an O.S.S.D., just an accredited diploma should be sufficient. But we personally aren't interested in non-accredited diplomas because they don't lessen the prep work of dealing with admissions departments.

(For some families, the non-accredited schools offer a more stable course of study than just finding curriculum to go through on their own so this aspect makes their high school level home school easier and more manageable for them. And they might have only a small number of teens to prepare entrance portfolios/arrange standardized tests for. And some families aim to have their children attend a private (e.g. Bible) college (in U.S.A. or one that has a very open policy to homeschoolers in Canada.) But for us, finding and using curriculum ourselves isn't a big issue and most of our children have a goal of Canadian college/university for career training.)

We do keep portfolios for our family's work JK-12 anyways but we're not planning to arrange these boxes further unless necessary since that would be a significant amount of work to do for each of our teens every few graduating years. We might use standardized tests for some of our teens but currently will continue with NARHS towards an accredited diploma through that school. Our main reason for not going for an O.S.S.D. is the Ontario English grade 12 requirement. We have been unable to find an acceptable outline of study for that required course relating to poor literature selections and group-think methods of learning. If needed beyond a NARHS diploma, students can take the Literature SAT (equivalent to the end of high school level) and/or the AP Test (equivalent to a first year English course in university; instead of taking the course, testing out of it through AP).

5. Attend public high school for at least one semester or some other peer-related opportunity that involves interaction with non-Christians during the pre-teen and/or teen years. Church-related and Christian home school groups can be nice for friendships and family interaction/closeness is great too. But we not only wanted to "tell" our children of how to interact with and reach out to peers who differ in beliefs/worldview, but also to provide opportunities for them to practice/live out their faith beyond the home environment while still living with us so that they can feel free to come to us with their questions, concerns, etc. If we just let them go out into "the world" when they leave home for post-secondary, then it would be a more sudden "culture-shock". We wanted a more gentle and supportive approach for them. Also, to grow deep roots, a tree becomes strong when faced with wind and storms. We believe that faith becomes stronger when believers depend on God during times of opposition and that kind of "opposition" is not something that home schooling often provides. Learning about defending your faith and life choices by reading and family discussion is one thing but putting it into practice in a gracious manner in the actual peer culture makes that learning more real and strengthens one's faith and sense of purpose. We believe personal growth is stronger when students understand that God is with them wherever they go and to stand on their own with Him. Some home schoolers do not agree with the "salt and light" argument as given here but as Christians, we believe that the Biblical commands of being salt and light in this world are for **all** followers of Jesus Christ, not just for adults. If the students have truly experienced personal salvation for themselves, then they too have the promise of the Holy Spirit to guide them in what to say and God's hand of sovereign protection so we need not fear putting them in such a position of influence to their peer group. A teen committed to God and His wisdom will still be human of course so don't expect perfection, but the growth when being like a tree in the world, will be noticeable and bring praise to God.

If you are wondering what is “accredited” in Canada for a high school diploma, be sure to check out <http://www.rainsberger.ca/blog/2010/06/23/accredited-by-whom/>. Some schools say that they are “accredited” or offer Canadians some sort of “diploma”, all of which might be true. BUT in Canada, **what** association the school has its accreditation with and the type of diploma received also matters here. Official transcripts accepted here must be from government-inspected schools, even though there are other non-inspected schools which may offer fine educational content.

Comment: This means that “Mommy transcripts” DO NOT COUNT as accredited/ official transcripts in Canada!!! All that the piece of paper means to a post-secondary institution is a just parent’s summary of what a student has taken. The student would then be considered for admission on the basis of a portfolio or standardized tests, etc.; in other words, the reason for any admission is NOT due to an official-looking feel-good transcript typed up and signed by “Mom and Dad” but rather how the staff consider the standardized test results or value the portfolio work/interview. (Regarding transfer credits versus prior learning for advanced course placement in high school, read red-lettered comments on page 7.)

For U.S.A. post-secondary schools and for some non-accredited colleges/schools, a “Mommy transcript” might be accepted, depending on the school’s policy. But it is misleading to think that one country’s set of laws are necessarily the same in another country. We have personally known a number of home school graduates across Ontario over years before and since we have been homeschooling, who have been caught in believing the myth that a “Mommy transcript” or private non-inspected Canadian school is equivalent to a government-issued high school diploma and they have suffered. Example: a young dad always must work with his dad or a low-paying/low-security job unless he goes back to studies to get something like a GED that allows him to do the similar work for a different company... but how can he study now that he needs to spend time with his wife, young children, and home maintenance? And what happens when his dad retires and his son has no interest in owning the business? What if you have already made the choice for a non-accredited diploma but didn’t realize it wasn’t “equivalent”? Well, if your student is still at home, you can try to help him/her put together a detailed portfolio or study for a GED or arrange to take the “top 6” grade 12 credits in an accredited online school or local alternative school or to get some courses through an open university or accredited college (e.g. with apprenticeship). Encourage him/her to complete post-secondary career training BEFORE marriage if possible. Encourage your sons especially to choose a career that will have sufficient income to provide for his eventual family’s needs based on a one-income if possible. These choices will make adult life less frustrating.

Comparison of Ontario Virtual/Online/Correspondence-Type Schools:

The schools listed below are government-inspected schools which offer an Ontario Secondary School Diploma. This means that secular employers and colleges/universities consider the transcripts from these schools “accredited”. You might not need an accredited diploma to get into university in some cases however, you may need to have 6 “grade 12” courses taken through an accredited school or do intensive standardized testing or build a special portfolio, depending on the program and which institution you are dealing with.

(One other benefit of getting an official high school diploma is that it may be the highest certification you end up with since about 1/3 of college/university freshmen never complete their degree because they drop-out, change plans, get married, etc. Source of U.S.-based statistic: <http://www.narhs.org/faq-view>).

Some other provinces also have the similar government-inspected schools which offer a high school diploma identical to the brick-and-mortar public system. Check your ministry of education’s website for a list of inspected virtual/online schools that exist in your province.

Click [here](#) for Ontario’s lists of private schools. Some distance education credits are offered by district school boards in Ontario but you will have to search each board to find out which ones do and what is offered.

Keep in mind that some virtual/online schools not only require a solid/strong high speed internet connection (and often up-to-date software installed on your computer), but also may require regular verbal discussions over the internet (e.g. Skype). This would mean that a busy family of younger children being home schooled at the same time as a high schooler would need to provide a very QUIET location for the computer area so that the younger siblings do not interfere with the internet conversations.

You do not need to take courses towards a diploma from these schools; you may just want one or a few courses as a way of learning a specific subject-area (e.g. senior level physics). If you do want an O.S.S.D., then ENG4U, C, or W will be required to be taken through whatever school will issue the O.S.S.D. and your grade 9-11 courses have to be considered by that school as “EQV” (equivalent). The other option with this just “Top 6” marks with no diploma..

(See also note in “red” on page 7.)

The chart below is based on looking at the websites of these schools and also by telephone conversations **in 2012** to clarify some questions. Please let us know if there are any corrections that need to be made to this information. The information is given here for convenience and overview purposes only and do not reflect any advertising from or endorsement of any school listed. Since information can change or be misunderstood, please verify the schools of interest to you before proceeding with your educational plans. We are not responsible for the direction or results of anyone’s education choices.

| Name of School, Web Address, Phone Number | Cost or Stuff Needed | “Rules” for using this school to get your diploma | Other Comments |
|--|--|---|--|
| Virtual Learning Center (Trillium Lakelands DSB) http://www.virtuallearning.ca/ (705) 328-2925 (Lindsay, ON) | - solid high speed internet connection so that you can communicate in real-time with others - course materials and software is provided (e.g. e-books) - free to Ontario residents | Up to 16 courses may be transferred from other schools BUT not for concurrent courses and only for coursework prior to enrolling in VLC. The FAQ page specifically states that they will not credit courses from other non-Ontario inspected schools if the same course (e.g. English) is offered at VLC, unless the course was taken before enrolling in VLC. The transferring of credits is for placement purposes, not to avoid taking certain senior courses. Semester system rather than self-paced, at least until some senior-level courses. You can have up to 4 courses per semester. | Anytime-anywhere courses but attendance is logged whenever you “come to school”. To find out what courses are offered, you have to click a register button and pretend that you are registering. A number of courses may be offered in the future including THJ Green Industries, environmental science, computer tech, earth and space science, fashion, health for life. |
| Open School Ontario (Trillium Lakelands DSB Adult and Continuing Education) http://www.openschoolontario.ca (705)328-2925 (Lindsay, ON) | - free to Ontario residents | Flexible, self-paced, less interactive version of online studies provided by the above school. Do one course at a time for about 18 weeks per course. | All coursework is completed online. They offer a selection of the same courses offered by VLC (above). |
| Avon-Maitland Distance Education Centre (AMDEC) Www.amdec.ca 1-800-592-5437 | - a publicly-funded school | - to be a part of this school, you need to get it approved by your local high school which helps students in registering for AMDEC’s courses. - you might be asked to remain with programs that are within your own school board | Offers an online co-operative education program that uses technology in the home connected to a business over the internet. |

| | | | |
|--|---|---|---|
| <p>Contact North/Contact Nord</p> <p>Www.contactnorth.ca http://studyonline.ca</p> <p>If you live in one of their sites in Central or Northern Ontario, you will likely receive their information automatically in the mailbox because you are a resident. I think we got ours in the summer or fall.)</p> | <p>- some costs paid for by students.</p> | <p>For residents of Northern Ontario (includes Central Ontario) so that they can attend “school” close to their place of residence and with a flexible time schedule to fit around life and work.</p> | <p>A variety of high school, college, and university courses and other training courses from 150 sites within Northern Ontario communities. Ontario’s most extensive distance education network. Courses are taught in English and French. Some courses are geared for those with a Native American background.</p> |
| <p>E-Learning Ontario courses.elearningontario.ca/</p> | <p>- under the school boards and local schools</p> | <p>- to be a part of this school, you be a student within your local school board to see what options are available.</p> | <p>This one is newer and I haven’t figured out what, if any, assistance it could have for students at home. It seems to be more so for students within the local school system who are struggling and need extra help in order to stay in school.</p> |
| <p>Independent Learning Centre (ILC) “Ontario’s Designated Provider of Distance Education” Www.ilc.org</p> <p>(416) 484-2704 (English) (416) 484-2742 (French) 1-800-387-5512 (English) 1-800-265-0454 (French)</p> <p>(based in Toronto, ON)</p> | <p>Textbooks come “free” in a parcel in the mail for most courses, e.g. Grade 9. University/College Prep course levels are generally e-learning.</p> <p>- \$40 fee per course</p> | <ul style="list-style-type: none"> - Only ONE course is allowed to be taken at a time and you have 10 months to complete it. When it is done, then you can take another one, up to 4 courses per semester. - Unit-based learning style. - journals of work are sent in periodically but you set the when/where of learning; the final tests are done under an ILC supervisor in a variety of areas. - If you are “older than 18”, some prior credit might be given for previous coursework taken outside of Ontario BUT senior English must be taken with ILC. - I have heard of the comment from one student relating to the straight-forwardness and ease of a history course but also of the frustration to only do one course at a time and then have to wait. - student work is submitted to and marked by a certified teacher at ILC. - course materials are returned to ILC at the end of a course. | <ul style="list-style-type: none"> - Associated with TVOntario. GED testing also available. Sometimes, there can be a delay in getting the next course in the desired timing. - To register from a home schooling situation, they will ask for a statement from your board saying that you are not attending regular day school and will also ask you to give a synopsis (e.g. 5 page description) of what you have covered this past year with your subjects. (Phone them for the specifics.) - ILC courses are available to NON-RESIDENTS of Ontario (as well as the residents, of course!) - GED testing is available through ILC. - science labs can be done with supplies purchased from your local hardware store; there are no dissection specimens or special chemicals. |

| | | | |
|--|---|--|--|
| <p>Virtual High School (private school) Www.virtualhighschool.com 1-866-679-9377 (Bayfield, ON)</p> <p>(Also of interest— news clip on CTV June 2012—link from VHS’s website)</p> | <p>- no fees but does have a tuition cost since it is a private school.</p> | <ul style="list-style-type: none"> ◆ entirely online ◆ Open-book unit tests ◆ Proctored final exams (at own time & place) ◆ Start anytime during the year ◆ Entirely self-paced ◆ Can waive prerequisites for senior-level courses if student has covered the content already (e.g. in home schooling) or if has taken a U.S. course... all except for 4 courses. ◆ Allowed to take courses concurrently with day school; (VHS doesn’t mind but some schools do.) | <ul style="list-style-type: none"> ◆ labs are online, such as “Digital Frog” ◆ -they encourage apprenticeships but are not currently involved in setting this up. ◆ They do not track hours spent in a subject but rather the student’s performance in knowing what is taught. ◆ Wide variety of assessment methods including tests, observations, reports, projects, group work, essays, quizzes, journals, and final exams. ◆ IEP’s for students with special learning needs. |
| <p>Canada e-School and Ottawa-Carleton E-School (private school)</p> <p>1-866-32-LEARN (Ontario) Www.canadaeschool.ca</p> | <p>This school has a number of fees, for example: - will consider prior credits from other high schools for a fee. - another fee is to provide you a proctor for your exam if you cannot write in Ottawa.</p> <p>- tuition cost since it is a private school.</p> | <ul style="list-style-type: none"> ◆ self-paced and flexible start dates ◆ Students e-mail their assignments since the courses are online (e-learning). ◆ Students write final exams under a proctor at a test center in Ontario. ◆ Normal expectation is 3 months per course; it is recommended that no more than 1-2 courses are studied at a time (definitely not “4 courses”) ◆ Any books required might be able to obtained from them (sales) or other curriculum suppliers or maybe even your local high school | <ul style="list-style-type: none"> ◆ when I asked them about science labs, the staff member thought it would be more so watching demos/tutorials online rather than actual hands-on at home. ◆ Even though it is online learning, some textbooks are required. |

Notes About High School Transfer Credits towards an O.S.S.D, NARHS, Open School B.C.

About NARHS...

Personally, our favourite list of courses for teenagers studying at home is found at a website from Maine, U.S.A.—pages 44-45 in the NAHRS Handbook, a free downloadable pdf at www.narhs.org which is also printed in the resource advisor book listed below. The list is extensive and very creative, giving many ideas for designing your unique education plan within some basic guidelines!

The NAHRS school allows you to do “your diploma, your way” which means that YOU choose the curriculum resources, outline what is being studied, track it in a student log book, evaluate it, and then submit it to their staff for a final evaluation and record-keeping of credit received. (That means that the work completed has more credibility than if just “Mom” marked it and printed out a transcript from her own computer. But it also means that home educators keep the control on WHAT is studied and HOW it is studied. Curriculum resources are “parent-selected” and “parent-directed”. One look at their downloadable handbook will show you how flexible they are and yet how careful they are to make sure the student has done enough to be worthy getting a credit on their transcript. Even if you don’t choose to use their services, the ideas they have and lists can help immensely to design and

evaluate YOUR home school in Canada during the high school years!) We have not yet seen any school as flexible for curriculum and coursework as NARHS in the rest of the U.S. or in Canada.

You can purchase your curriculum from us (Peppermint Stick Learning Company Inc.) or any other curriculum provider. In doing so, you have the option to study with CANADIAN textbooks and programs for history, geography, science, math, English, French, etc.

NAHRS does not sell curriculum, but they have published two reference books that we think are excellent and highly recommended for families wanting some direction for home schooling in the high school years. Before, they were available only directly from NARHS but **now**, these great books are offered for sale in Canada through us, Peppermint Stick Learning Company Inc., on par with American pricing. Contact us for details!

How does our local public high school deal with NARHS credits? They are marked as “EQV” on the report card (if the coursework is similar enough to an equivalent course offered in Ontario secondary schools). “EQV” courses count towards the number needed for an Ontario Secondary School Diploma (OSSD) and give the prerequisites required for the six (minimum) grade 12 courses needed to graduate with a diploma. This means that in order to get an OSSD, the student must take at least 6 grade 12 courses from an accredited secondary school within the geographical area of Ontario (e.g. local school, VLC, ILC). Now, some home schoolers don’t want a diploma and can just finish their years with the “Top 6” meaning grade 12 courses are taken but no diploma given because 30 credits were not accepted towards it. But if you want an OSSD and can tolerate the grade 12 English content/methodology, this is one way to get one while still taking the majority of your courses through NARHS—“your way”.

Our guidance counsellor did emphasize though, that “EQV” is rewarded to our daughter because she had taken courses which had an American government accreditation evaluation. IF she had just a “Mommy” report card or one from a non-accredited private school, she would not have been given the “EQV” and that work would not have counted towards an OSSD. (Note: Our daughter is **not** planning on getting an OSSD but rather a NARHS diploma instead, however, we went through this process to see what options were available to her and other Ontario students.)

One other point relating to NARHS—they accept CLEPs and Advanced Placement exams as dual credit—meaning that taking a CLEP in English could count towards a NARHS State of Maine diploma. However, in Ontario, those exams are NOT accepted as dual credits. And they are not acceptable for high school credit. These exams only help a student eliminate a first year university course so that he or she can jump right into a second year university level course, using the passed exam as a prerequisite credit (like our AP exams). It also means that “College Plus” (or similar) courses which are promoted to Ontario home schoolers have less value than they might have in the United States. (Watch how much money is spent to study for a CLEP or AP exam in comparison to the cost of the course in an Ontario university—you might not be saving much or any money to do these exams before attending first year university. The costs for post-secondary in the U.S.A. however, is much higher on average and that is why they advertise these exams as a good financial decision.)

About Open School B.C....

Looking for more Canadian resources beyond the regular home school supply companies in Canada, especially for the secondary level?

You might be also interested in seeing course materials that are produced in British Columbia at www.openschool.bc.ca/ (go to grey bar at top of page and select online catalogue, then follow links on side bar for by subject), check their “resource of the week” page, or see the full description of multimedia tools at www.openschool.bc.ca/features/multimedia/. Ontario does not have something like this site but the Ministry of Education Ontario linked to it under their “Distance Education” section

and this company does sell outside of its province. Course materials are purchased but the parent can direct the course (or it can be marked as part of an online school if you are registered with a B.C. school, i.e. residents of B.C.). It appears that these Canadian B.C.-produced high school level courses could be used towards the narhs.org diploma or as transferred credits to any Canadian high school willing to accept them or just useful on their own. Some unusual grade 8-12 courses that are hard or impossible to find elsewhere appropriate for home school use include **drafting, Canadian agriculture, art, phys. ed, and communications** (visual design, etc.). (They also produce multimedia resources for elementary science, Canadian geography, and woodworking.) Courses are available in online formats or in print, making it possible for high-tech families or slow internet families to enjoy. Sometimes there are multimedia CDs to supplement the curriculum; they could be used for those courses they were designed for OR to supplement your own curriculum for studying at home. Sample pages can be found at www.openschool.bc.ca/features/samples.

Comparison of American Virtual/Online/Correspondence-Type Schools:

Note: I have not updated this information since 2012.

With the exception of the bottom entry and the note on the Bridgeway entry, I think that the schools listed in the blue chart offer a U.S. State Diploma under recognition of the U.S. Department of Education. This means that secular institutions look at the transcripts of these schools and consider them “accredited”. This is not a complete list but rather a starting point for families thinking about American diplomas for high school.

The chart below is based on looking at the websites and/or promotional material of these schools and/or also by telephone conversations to clarify some questions. Please let us know if there are any corrections that need to be made to this information. The information is given here for convenience and overview purposes only. Since information can change or be misunderstood, please verify the schools of interest to you before proceeding with your educational plans. We are not responsible for the direction or results of anyone’s education choices.

| Name, Web Address, Phone Number | Comments from a Canadian Home schooling Parent |
|---|---|
| Alpha Omega Academy http://www.aoacademy.com 1-800-682-7396 (Indiana) | <ul style="list-style-type: none"> ◆ A strong internet connection is important but apparently some of their students are on a dial-up connection. Students communicate a couple of times each week and send their work electronically. ◆ Choices for type of curriculum include Ignitia™/Monarch™, Switched-On Schoolhouse®, Lifepac®, and Horizons ◆ Bible versions include KJV and NASB ◆ Primarily a test-based evaluation system that focuses heavily on vocabulary and definitions and application to American life. ◆ Curriculum is available either as part of the academy which offers a diploma or just as a resource that can be purchased through a home school supply company (not ours). ◆ Online-based private schools may also use the Alpha Omega curriculum and therefore have a different name for their academy but the set-up seems to be essentially the same and this particular academy is the one listed in Alpha Omega’s catalogue. |
| A Beka Video Accredited Program and the Traditional-Parent-Directed Program http://www.abekaacademy.org/ 1-800-874-3592 (Pensacola, Florida) | <ul style="list-style-type: none"> ◆ Accredited by the Southern Association of Colleges and Schools (SACS CASI) which is part of AdvancED. Source: http://www.abekaacademy.org/about/accreditation.aspx ◆ Not all options that A Beka offers are accredited but the two listed here apparently are. ◆ They evaluate the student work when it is sent in. ◆ Bible courses are a requirement for graduation. The curriculum is conservative and Bible-based (KJV) and American-focused. ◆ They offer some elective courses beyond the typical high school subjects, including a music program for orchestra/strings. ◆ Like BJU, DVDs are loaned and then required to be returned. ◆ Some people online give the comment of having a rigid and overwhelming assignment schedule to follow when under the accredited academy in comparison to the non-accredited option. The other comment involved the long hours watching the teachers present and then reading the textbooks—again this style is OK for some people but not ideal for others. ◆ Some Christian schools use the accredited program. |

| | |
|---|--|
| <p>Bridgeway Academy http://www.homeschoolacademy.com/ 1-800-863-1474 (Pennsylvania)</p> <p>(The Academy of Home Education (AHE) under Bob Jones University is <u>not</u> an accredited school even though their curriculum is recognized by the SC Department of Education. Source: http://www.bjupresshomeschool.com/content/ahe-faqs-general. Bridgeway Academy is the school recommended by BJU if families desire the accreditation.)</p> | <ul style="list-style-type: none"> ◆ Customizable school year scheduling; international ◆ Accredited by AdvancED; registered with the department of education to issue an accredited state diploma from Pennsylvania. Source: http://www.homeschoolacademy.com/bridgeway-advantage/accreditation-accredited/ ◆ While they will consider transfers of credits, to graduate from Bridgeway, you must complete at least 5 courses from them. One additional graduation requirement is completion of an Answers in Genesis Christian Apologetics course or one called “Successful Living” (based on Proverbs). ◆ Two choices: textbook-style curriculum from a variety of publishers OR CompassLearning Online high school program (new; not a Bible-based curriculum yet). ◆ Curriculum selection is fairly flexible, parent chooses from the publishers and resources they represent which include: Saxon Math, Apologia, ACE, Alpha Omega, Life of Fred, Write Source, BJU Press, Singapore Math, Paradigm, Tell Me More Foreign Language, Rosetta Stone, Walch... with Bridgeway Instructor books for guidance. ◆ Self-instructional courses; on-call academic advisors. Students interact with others via real-time chats (high speed internet connection necessary) ◆ Science labs are actual labs with required equipment, supplies, etc. so a kit needs to be purchased. ◆ 4 Classic Literature books required to be read each year. ◆ Minimum of 60 hours community service required ◆ You teach and grade anything that isn’t graded by a computer or an online instructor. They offer a support service by phone, e-mail, chat for questions related to teaching and they keep the student’s academic records on file. ◆ Parent sends in grade reports at least once every 18 weeks; no “exit exams” ◆ Has home school programs for students struggling with learning disabilities ◆ Ship via UPS (watch the extra fees if a Canadian address) ◆ Cost involves a registration fee, tuition, shipping, curriculum needs |
| <p>North Atlantic Regional High School Www.narhs.org 1-800-882-2828</p> | <ul style="list-style-type: none"> ◆ A state-recognized private school in the state of Maine with a business office in Washington. ◆ A candidate for MSA/CESS accreditation. ◆ Flexibility to take courses from a variety of publishers, IF the resource was designed for the high school level. ◆ You choose the curriculum and purchase it from whatever supplier you wish, such as high school textbooks from publishers for public high schools, Christian school curriculum, home school curriculum, etc. ◆ Student keeps a log book and work is reported to the North Atlantic Regional High School for final evaluation checking and so that marks can be kept on record. ◆ Parents/students are responsible for filling in detail, what is taught in the course, the resources used, and how it was evaluated. A certain number of hours per credit is required. Community hours are also required for graduation. ◆ Parent is responsible for teaching/providing the course and marking it but they provide great help in giving ideas on how to do so. ◆ State diploma is awarded at graduation; like other state diplomas, there are minimum course requirements but with NARHS, there is |

| | |
|--|--|
| | <p>no maximum number of courses.</p> <ul style="list-style-type: none"> ◆ Reasonable cost for a year of their services.. |
| <p>Example of other schools...</p> <p>Learning By Grace™ Academies: The MorningStar Academy™ and The Southern Baptist Academy™ Www.learningbygrace.org (215) 487-3700 (Pennsylvania)</p> <p>(Not accredited by the U.S. Department of Education to offer a state diploma. Only “accredited” by the NPSAA.)</p> | <ul style="list-style-type: none"> ◆ The accreditation comments on their website seem confusing. They are “accredited” by the National Private Schools Accreditation Alliance (NPSAA) and the two academies listed here are also “registered” with the Florida Department of Education. Nowhere in their print material or on their websites do they offer an official “State Diploma” and on the Southern Baptist Academy website, they try to explain a difference between “accreditation” and “granting credits”. (For Canada, only government-accredited schools offer credits so for us up here, I think there is no difference.) On the website answers.com, it is stated that the schools under the NPSAA accreditation are not recognized by the U.S. Department of Education, even though it is the largest private Christian school “accrediting” alliance in the U.S.A. I did make a phone call down to The MorningStar Academy and the representative there confirmed that they are NOT accredited by the U.S. government to issue a “state diploma” but rather only a private school diploma from the state of Florida. I asked if any of the other “Learning By Grace” schools offered a U.S. Department of Education accredited high school diploma and the reply was “no”. Therefore, I think that Canadian post-secondary schools would look at a high school diploma from these academies as a non-government-accredited diploma situation. Students who get this type of diploma would therefore apply in a different way to a Canadian college or university than students who get a provincial diploma or state diploma; the different ways might include portfolios with interviews and/or standardized testing; some specialized post-secondary Canadian programs also may not be available to these students with this type of diploma unless further accredited coursework is taken. ◆ Like some other private Christian schools in the U.S.A., the curriculum may be excellent but if you are needing an official government diploma and are considering a school like this one, you will need to ask some detailed questions to figure out, if or if not, this kind of “accreditation” will be acceptable for your student’s plans. It may be O.K. to use their curriculum as pre-requisites to take the grade 12 courses in a clearly “accredited” school, depending on what the principal that would be awarding a diploma allows. Again, this is a situation that families considering this option should ask lots of questions ahead of time. ◆ The curriculum used is a mixture of multimedia/online, hands-on and research assignments, talking ebooks, etc. According to them, it is a leading worldwide provider of “conservative” Christian PreK-12 Online Academies. It was started, at least in part, by popular home school author/speaker, Mimi Rothschild. ◆ For clarity, if just curriculum is desired (no teacher support), then they call this “The Jubilee Academy”. “The Grace Academy” offers some teacher support to homeschooling moms. Jubilee and Grace are a curriculum providers rather than a private school. |

Common Terms of Association and Accreditation:

Note:

Some Christian schools do not desire to be under the Canadian government or the U.S. AdvancED for reasons of faith and conscience and to uphold the idea of separation of Church and State. Lack of accreditation does not necessarily mean a lower standard of education; in fact, the school may even far exceed the standard and provide an excellent academic program of study. Any lack of accreditation for high school simply might mean that your student applies to post-secondary programs differently or might need to take an extra course or courses here in Canada if needed or may be more apt to attend college in the U.S.A. and/or a Bible College.

In my opinion, it matters more if the content is similar to the skills and knowledge that are expected and useful in Canada (unless the student has no plans to live here after college) and if the style of learning fits the student who is trying to learn the material. After these two things are thought about, then families should carefully think about accreditation issues since IN CANADA, this often affects the total cost (money and amount of time/years) of career training and/or the method(s) needed to apply for college/university. It also may impact the number of post-secondary choices available for specialized study/career programs.

We do encourage an accredited high school education wherever this is possible, in order to allow for the greatest number of opportunities and to make the transition from education to work an easier one for both students and their parents. If you choose a non-accredited diploma, then be sure to **keep** a portfolio of the coursework your teen has accomplished (e.g. projects, tests not just the scores, essays, etc.) and don't throw it out when they turn 18! (That way if you need to give proof of studies for an application for training-on-the-job or post-secondary schooling, you CAN gather together your student's accomplishments.)

Orange background: These are the terms used for the American government-accreditation.

Yellow background: These are the terms used for Christian associations and groups. They are international or Canadian or American.

In this chart, I have included the acronyms for common associations for Christian colleges as well, in pink.

Please let us know if there are any corrections that need to be made to this information. The information is given here for convenience and overview purposes only. Since information can change or be misunderstood, please verify it yourself if you are wondering about it. Remember, we are not responsible for the direction or results of anyone's education choices.

| AdvancED Accreditation | |
|---|--|
| (This is the parent-organization in the United States that is involved with schools that issue U.S. State Diplomas — schools that have government accreditation. U.S. State Diplomas are like provincial diplomas in Canada (e.g. O.S.S.D.) except that to get one, the requirements for subjects will be a bit different, for example, a requirement to learn American History but no requirement for French as a second language, etc.. Some State diplomas have other requirements as well—check with the specific school.) | |
| North Central Association Commission on Accreditation and School Improvement (NCA CASI) - this is to accredit schools for the northern states under AdvancED. | Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) - this is to accredit schools for the southern states under AdvancED. |
| Association of Christian Schools International (ACSI) - a Christian organization that is NOT under AdvancED and not government-controlled; international. There is some concern over some changes in theological direction they are heading posted here although like the public system, what is actually taught to enrolled young people depends more so on what the individual teacher includes and the perspectives she or he teach from. (The link provided in this box links to a different website than ours. IF YOU ARE INTERESTED IN BIBLE COLLEGES in Canada or U.S.A. for post-secondary, search that same website for information about how the requirements of Bible schools have | Ontario Alliance of Christian Schools (OACS) - the oldest and largest independent school organization in Canada. It is an association-type of group, not an accrediting body. |

| | |
|--|--|
| <p>changed to obtain accreditation in recent years.)</p> | |
| <p>Accelerated Christian Education (ACE) School of Tomorrow—a Christian ministry producing its own curriculum and operating a private school(s). According to them, the curriculum is “not accredited” by the Canadian government (although according to a couple of ACE staff, some post-secondary schools will “recognize” it); therefore these “high school diplomas” are not the official government-accredited diplomas.</p> | <p>Christian Schools International (CSI) - founded in 1920 in the United States, it is an organization of brick-and-mortar Christian Schools and publisher of curriculum based on a reformed tradition of Christian theology. They are expanding into an online school system that partners with Christian schools in providing some online courses beyond the classroom setting for their students. I have discussed some aspects of it with a staff member and am currently waiting on further word as to what, if anything, is possible for home educated students in Canada who are desiring an accredited high school diploma through an online Christian school, preferably an accredited Canadian Christian school. (The online curriculum however, would be still American-based.)</p> |
| <p>National Private School Accreditation Alliance (NPSAA) - this U.S. organization uses the term “accreditation” in its name but it is <u>not</u> accredited or recognized by the U.S. Department of Education. To Canadian home schoolers, this can be confusing since a U.S. school can honestly tell us that they are “accredited” and offer an “official accredited high school diploma” even when they are not government –inspected. (Canadian schools are not suppose to call their diplomas “accredited” unless the government has approved them to do so but American schools have the freedom to do so without government recognition. In Canada, being “licenced” or “registered” has a different meaning than “officially accredited”.) The type of U.S. accreditation matters to most Canadian colleges & universities since they look at applicants with government-accredited diploma differently than those without one. Www.answers.com goes on to explain, “[NPSAA] is a private accrediting agency for private schools such as chartered schools, Christian schools, bible colleges, bible institutes, Christian colleges and universities. Private schools are not required and most have no desire to seek government accreditation. NPSAA is premier accrediting for private schools.”</p> | <p>The Association for Biblical Higher Education (ABHE... formerly AABC—American Association of Bible Colleges) - the U.S.A. nationally recognized accrediting agency for places like Bible Colleges; recognized by the U.S. Department of Education.</p> |
| <p>Christian Higher Education Canada (CHEC) - a non-profit organization promoting the value of Christian post-secondary education in Canada with 34 members. It is associated with The Evangelical Fellowship of Canada (EFC).</p> | <p>The Council for Christian Colleges and Universities (CCCU) - an international Christian organization for post-secondary institutions—currently 3 schools are in Canada, most are in the U.S.A.</p> |

Q & A— High School Years at Home

Q: If we want to have our teens to study at home during the high school years, what are the options for “graduation”?

A: Sharon Beattie of the S.A.L.T. Centre (Ontario) (S.A.L.T. stands for “Supporting Alternative Learning for Teens”) gives 5 possible options for gaining entrance into university and Sarah Rainsberger has much to say about these options on her website. I’ll just summarize the ideas below and ADD 2 more options:

1. Mature Student Status—wait until you’re 21 years old (+ prove ability to communicate in English)
2. Standardized testing (SAT, ACT) and/or AP subject exams at selected high schools. It doesn’t earn you high school credits but doing this can prove to a university that you have sufficient knowledge to take that level of coursework.
3. Open Universities (Athabasca, Thompson Rivers, sometimes Guelph) - take some coursework through one of these to prove your ability to handle academics at this level.
4. “Top 6”—take six grade 12 courses from an accredited [Canadian] school (online or local). Officially, while the student may be physically “at home” if choosing that place for online studies, the student is not “homeschooled” at this point but rather becomes a student of the school which is presenting and evaluating the coursework.
5. Portfolio—Keep a detailed documentation of everything studied and accomplished in high school and present this in an interview.
6. This option is not mentioned by Sharon but is briefly by Sarah and that is to have a government-accredited diploma from another country (e.g. U.S.A.).
7. Use NARHS credits to get “EQV” credits for grades 9-11 at home (e.g. a combination of in-class courses at the local school every other semester and NARHS credits at home for second semesters). The student then has a choice in grade 12 to either continue at home with NARHS to earn an accredited U.S. diploma (i.e. State of Maine) (such as in the above point #6) or to earn an official OSSD by taking six grade 12 courses from an accredited Ontario school (such as physically in-class or online through places like VLC or ILC). To our knowledge, this is the most flexible way to earn an official high school diploma in Canada. Please note that ONLY courses taken through a government-accredited school will count as “EQV” credits when the Ontario school officials receive an official transcript from them.
8. Idea from a friend: First look at the pre-requisite courses required for the post-secondary program that your teen is interested in. Take JUST those “critical” courses through an accredited school (e.g. virtual/online Ontario or music certificates from outside evaluator /official teacher). Do the rest of the coursework as a home school student. When applying for the college/university program, present a portfolio summary of home school high school work plus the marks from the required courses. It proves to the admission staff that the student is effectively prepared for their chosen program of study without question.

Q: What are some skills that need to be taught to prepare high school students for the real world of career training and work?

A: Independence and Responsibility — more independent work and accountability for the final results; if an assignment is given, a student should be able to complete it on their own or with less help than in elementary levels. Students need to get used to the idea that the real world often does not give them one-on-one attention or lead them through everything step-by-step but rather expects a certain level of initiative. It’s one thing to “obey” and do as you are told; workers are often expected to think for themselves what should be done and do it without being told. As children mature, they become less dependent on “mom” and “dad” to the point that they have the skills to live “on their own” **and** can financially support this independence (rather than being like a “boomerang”). (Yes, we understand that sometimes there are circumstances where adult children do need to be dependent for a short or long period of time. This answer refers to general situations, not special circumstances.) Home education is known to be very effective in teaching independence and responsibility but this doesn’t mean that it is a guarantee - that if you home educate, your children will have more independence and responsibility skills than classroom graduates. It depends a lot on the motivation of the individual student and the direction of the parent/teacher if these skills are actually taught and learned.

Learning to meet inflexible directions is also an important skill to prepare for the “real world” - One of the great

aspects of home schooling is that we can be flexible with assignments and scheduling. However, we should prepare them for a more “standardized” and less flexible world as to how things are to be done.

Suggestion: During the high school years, teach your student that assignments (or exams) must be done by a deadline and not just “whenever”. Any exceptions to a deadline would be anything a typical employer or college prof would accept, such as personal illness, etc. but the excuse of “I wanted to read about ___ instead” or “I just spent my time with my hobby instead” shouldn’t be the normal way of handling assignments at this level. Also teach your student (at least some of the time), that assignments must be done as assigned, without changing the format. Sometimes a change of format is OK to make it more interesting or according to the strengths of the student’s learning style, but prepare him or her for the typical professor who will require assignments to be all done in the same format to mark. Teachers and professors of classrooms don’t often have the time make exceptions for a student who would rather make a model than type a lab report. It will be a less-frustrating and less-discouraging transition for a student who learns, as a teen, to abide by inflexible schedules and formats, rules and regulations, and understands that generally, the “world” is not as flexible as education at home. Home schooling during the high school years provides the opportunity to “practice” these skills in a forgiving environment.

Career Training for High School Students

Co-op, Apprenticeship, SHSM Programs, Other Career Training
(Family Business, College/University, etc.)
with Additional Links for Career Information + Colleges in Canada

Career choices—so many to consider! But many decisions towards getting skills for a career involve the high school years. And the current trend is to add career training **WITHIN** the high school years, both in home education and in public education systems, rather than just waiting until after high school graduation.

When we (parents) were in high school years ago, the trend was to have a co-operative education placement in the upper grades. The placement arranged a semester-long job shadowing experience (without wages) plus practical guidance for resumes, interviews, post-secondary choices, etc. Co-op education is still an option these days but so are 2 other career-training trends.

Co-operative Education (Ontario): must be at least 16 years old + have successfully completed at least 1 official credit (approved by the accrediting school principal); the student would be registered with a school that makes the arrangements for work placements. Contact your local high school for details. (A few accredited online/virtual high schools in Ontario offer a computer-based co-operative education where the placement is physically in your own home but the work is done over the internet rather than a hands-on type placement that interacts with people in the same room. Note: Only technology-based careers can be offered in this format.) The easiest way to allow for the option of co-operative education for your student is to have them take at least one course with an inspected school in Ontario.

“Alternative Education” High Schools under the “public system” may also be able to assist you with a co-op placement that is more flexible than the regular day school approach. They can work with a “paid” or a “non-paid/volunteer” co-op situation and can guide you through the process. However, we have been told that the student and his/her family are responsible for approximately 70% of getting the placement set up. The school provides about 30% assistance with getting things set up with giving things like forms/paperwork and safety training and will sit down with the student and parent to discuss the options available. To do a co-op placement through an “Alternative Education” high school, the student will need to take courses at that school (including dropping any courses from a private school – cannot be a student of both places), and possibly might only have the option of College or Workplace level courses, not the University pathway ones. (We explored the idea of co-op through the A.E. school system but it wasn’t for our family.) Some job-shadowing volunteer-type jobs

may be able to be found on your own, depending on the type of job. Some careers, such as those with high confidentiality requirements or insurance restrictions might not be available to students UNLESS they obtain the placement through the local school board.

Apprenticeship (Ontario): To participate in the Ontario Youth Apprenticeship Program (OYAP), you must be at least 16 years old + have successfully completed at least 16 official credits (approved by the accrediting school principal/OYAP staff member). We used to think of apprenticeship as a choice after high school but now, the trend is to have this education essentially paid for (or costs greatly reduced) and put as part of an official high school diploma from your local high school. This means that if you can take advantage of this program during your high school years, you could graduate both with a high school diploma, be already earning money in a better-paying job (in comparison to typical student jobs), and have had a lot of your career training paid for (e.g. less student debt)... all by the time you get to be an adult. At this point, if a home schooling family wishes to have this great apprenticeship program for their teen, they are required to register the student in a school and have him or her take a minimum of 16 credits. Please note that while some principals will give credit for some past high school work done under the supervision of “mom”, it may depend on the course content and evaluation methods as to whether or not it is acceptable. But also keep in mind that even if the past high school work is not acceptable, as long as your student is between the ages for OYAP, if he or she desires apprenticeship for a career, it is likely in their best interests to go back and take the needed coursework through a local high school to get into the program since the less expensive way than to pay-in-full for an apprenticeship. Adult education centers are also an option for getting the courses needed to apply for OYAP. For more information, check www.oyap.com and your local school board website. There are more than 145 trade careers to choose from in 4 employment sectors (Construction, Motive, Industry/Manufacturing, and Service). I think most students should at least consider training for one of them, even if they are planning on a different profession. In my mind, it is one good way to get a steady job in order to pay for further post-secondary education such as university or Bible College, if desired. And if you don't end up completing a college or university degree, then at least you have the training and work experience for more than flipping burgers or scanning codes in a low-paying, irregular-shift, family-unfriendly store job. There are some public system educators who hope that in a few years time, the apprenticeship program will be easier to access if the student has been home educated for grades 9 & 10 but for now, you must have credits from a government-school for the prerequisites.

One more thing about apprenticeship... not all careers in Canada are ones that you can apprentice to become. There is some misinformation and misunderstanding in some home school advice out there that tells parents to ask what the teen wants to do and then just ask someone in their church or community who works in that field if that teen can “apprentice under” them to get trained for the same career. This way, the parents think that their teen will not need to attend a secular school or deal with costly training or written studies in coursework that a parent does not think matters in real life (or has neglected to provide them background for in the lessons at home). The fact is, however, that apprenticeship is only a method for certain careers. Most professions have certification exams that can only be written after completion of a government-approved program and this is to keep the standards consistent and high in the Canadian workplace. No, you cannot apprentice to become a paramedic or an accountant or many other positions in Canada. Real life in Canada in the 21st century has real rules that must be abided by, regardless of home education or public education. Parents need to prepare their children and teens for real life. This often means that career training will include at least some training under secular instructors. Please see this website to learn more about regulated versus non-regulated jobs in Canada:

http://www.workingincanada.gc.ca/content_pieces-eng.do?cid=202

Often it also means that to work in Canada, some of your training will need to be in Canada. Degrees and certifications in the U.S.A. are not always equal to Canadian certifications. There are well-intentioned home schoolers who want to work in Canada but then go down to an American institution

to be trained, only to find out later, that their educational background is not sufficient to work here without further Canadian training (e.g. midwifery, teachers). If you are fine with knowing that the total training time to do both outside-of-Canada and inside-Canada coursework will be longer and likely more expensive overall, then this does not cause unexpected frustration.

Specialist High Skills Majors (SHSM) Programs: These programs are offered within a provincial government-accredited school system. (That means that “Mom” is not the teacher nor the evaluator of student work, even if some of these courses towards SHSM could be offered through an on-line school.) Each program has a set of special courses that, if successfully completed during the student’s high school years, will give them a special embossed red seal on the high school diploma. Graduates then have an advantage over other applicants to enter certain types of post-secondary programs because they have already taken courses specifically preparing them for that area of learning. In some cases, dual-credit courses are also taken, in which, the high school students take a specific course at a local college and doing so earns them a high school credit plus a college credit, without the extra cost. A brief fact sheet with a link for further information is at:

http://www.edu.gov.on.ca/eng/studentsuccess/pathways/shsm/shsm_fact_sheet.pdf Depending on which specialist programs your local school board offers, the “high school majors” include: Agriculture, Arts & Culture, Aviation/Aerospace, Business, Construction, Energy, Environment, Forestry, Health & Wellness, Horticulture & Landscaping, Hospitality & Tourism, Information & Communications Technology, Justice/Community Safety/Emergency Services, Manufacturing, Mining, Non-Profit, Sports, and Transportation. Courses are taken during the grade 11 & 12 years.

Other Career Training:

1. For families who do not want to be enrolled in a school system that offers the above, sometimes an after-school job (or an unpaid job shadowing experience) may be available that can be arranged by a mutual agreement between the parents, the student, and an employer/human resource personnel. The jobs available are likely not going to be in areas of high safety risk or need for a very high level of privacy but if your teen really wants a job in a particular field, there may be lower risk positions that are somewhat similar to the teen’s ultimate goal.
2. Depending on your family situation and your teen’s desire or values, he or she could be trained to do what their parents do. An example of this includes running the family farm or business or homemaking after marriage. Further training at an agricultural college or business school could be added to enhance understanding of the work. Practical training for homemaking could also include courses or job-shadowing that may help turn future “work at home” into a profitable business such as being a childcare provider, seamstress, or caterer.
3. Students CAN prepare for entrance into college or university or their own business at home and do not actually need an official high school diploma to do so. Many self-motivated families have successfully helped their teens to prepare for this and it definitely is an option for some families. More post-secondary institutions are recognizing the value that home education can be, and are more accepting of students applying from such a background.

However, it seems that it is easier to get into a generalized degree program and more difficult (if not impossible in reality) to enter some specialized degree programs that have a limited class size/long waiting list. Be sure to check with the potential college/university to see if an official high school diploma is “required” or “preferred” in order to have a good chance to get into the desired program (i.e. if home educated students are considered only after all other applicants have been offered a spot in the special program). If an official diploma is preferred or required but you still want your teen studying in a home environment, you might want to consider getting either an official diploma (e.g. O.S.S.D.) from a government-approved school (virtual, correspondence) in Canada or a state diploma (U.S. government-approved). (Christian schools sometimes offer a government-approved diploma but sometimes they don’t choose to have that kind of accreditation. This includes some Christian schools both in Canada and the United States.) If you are wondering what is “accredited” in Canada for a high school diploma,

be sure to check out <http://www.rainsberger.ca/blog/2010/06/23/accredited-by-whom/>.

Deciding on a career can be a very overwhelming task for anyone. **Certainly prayer and seeking God's will is the most important step.** In addition to this, we highly recommend spending some time learning about various careers, especially from grades 7/8 and on. Nelson has published a career studies textbook/workbook that teaches many practical skills in this regard and is designed for Ontario students. (It mirrors the type of information taken at a grade 10 Career course in high school.) We have been able to sell them; if you are interested, we can look up the pricing/availability for you.

Tidbits of Info

Grade 12 ENGLISH – Ontario credit or not...

Here's a comment from a public thread online from a student: "Here's why *I*, personally, would prefer to take an English class online rather than in school. In school, they make you do group writing assignments where other people's stupidity can affect your mark."

My first comment: Group writing IS a part of other courses as well and can be a real problem if no one in the class has the same worldview/perspective as your son or daughter.

The biggest problem I would see in taking an English course from most online or brick-and-mortar Ontario schools is that their list of literature is too horrific and degrading for us to consider sensible to even read... it's generally plain garbage. (For example, look at the titles listed at ilc.org and skim over the plot line or author info in a Wikipedia article.) **HOWEVER IF YOU** design your own grade 12 English course with decent literature, both of these problems are solved. (You have to accept the fact though, that an O.S.S.D. then is not an option. But a NARHS accredited state diploma is STILL a possibility, as is just "graduating" from homeschool without an accredited diploma and using a standardized test, etc. to enter post-secondary studies.)

The SAT test has a subject-specific multiple-choice test that can be taken. Sample questions and answers are on their website. Approximately half of the literature on it is poetry so it would be important to understand how to analyze upper-level poetry. Also, there is a high expectation for knowing literary devices/techniques very well (e.g. irony, stanza, image, tone, alliteration, speaker) and understand the meanings of upper-grade vocabulary (e.g. propriety, furtiveness, didactic). The comment on the SAT website: "Due to differences in high school classes, it's likely that most students will find questions on topics they're not familiar with. This is nothing to worry about... Many students do well despite not having studied every topic covered." More details are on their website.

The full SAT test has some changes as of March 2016 in how marks are given, optional essay, etc.

The full ACT test is also a possible method of proving student understanding of English, Math, etc.

Both are based on American standards but used as the entrance tests for Canadian colleges/university.

Q: Do you mark student's work and/or keep records and/or issue diplomas?

A: No. We are not an accredited school. Distance education/correspondence schools (example: "Tree of Life" in New Brunswick – classical education) are businesses which either offer a record-keeping service (you do the marking and then send it in) or an evaluation service (they do partial or complete marking). We just sell the curriculum and supplies.

If you are looking for a distance education/correspondence school that teaches with Canadian curriculum, it may be challenging to find something in Canada, depending on the grade level desired. It is easier to find high school level programs but it still can be difficult to find one within Canada that is as flexible as most home-schooling families are looking for, both in values/perspectives and the types of courses offered. Most distance education schools used by Canadians are located in the United States and/or use American-focused/published curriculum. Many of these kind of programs are also very expensive and purchased for one student's use only (not reusable for siblings unless repurchased).

It is not a current requirement in Ontario for parents to have "evaluation/marketing" by others nor is it a requirement for parents to send in copies of their children's schoolwork to a record-keeping service. I have been asked by home-school moms, "I want to begin home schooling but WHERE do I send my child's work to in order

to be marked/approved?” Most home-schooling families simply mark their own children’s work and keep their own records (such as a box in the basement called a “portfolio”) for elementary grades. For at least some of the “high school years”, many tend to enroll the student in a distance education/online correspondence school or in a school in their community; a few families choose to do neither. For requirements in other provinces as well as updates or any changes in Ontario, please refer to the website www.hslida.ca.

Q: What are some reasons some people choose to home educate their children?

A: Some of these reasons overlap a bit but here they are:

- * There may not be a “local” school if family lives in a very isolated place.
- * Safety concerns (e.g. bullying, environmental hazards, effects of technology such as Wifi, negative peer pressure (e.g. drugs, alcohol, premarital sex))
- * Inflexibility and offensive material: A teacher and/or curriculum may be teaching perspectives that are offensive to the family’s values, alternatives to that teaching are not available in the classroom, and/or the student’s views are not tolerated in class discussions or assignments (e.g. reading of extreme violence-themed or sexual-themed novels, required participation in and acceptance of religious-based exercises/beliefs (instead of simply learning about other religions and respect for all people), moral issues, the creation/evolution debate).
- * Freedom to choose curriculum that fits student/parent interests, learning styles, and pace of learning (e.g. remedial or gifted) and avoid curriculum that is a waste of time or misleads.
- * To have more time to teach the Bible and/or integrate moral and/or spiritual principles into academic subjects
- * Medical reasons (e.g. severe allergies, frequent treatments/hospitalization, recovery/rehabilitation, low immunity, fatigue)
- * Time to learn personal and family values, morals, beliefs and/or special interests...
- * Opportunity for intensive/focused sports training (or arts, etc.)
- * Opportunity for family travel and field trips/off-site learning
- * Opportunity to incorporate Biblical perspectives when topics arise in the curriculum.
- * Flexibility of scheduling “school” around family vacations, business or missions trips, medical needs, times of grief and other life changes.
- * The local school may not teach certain practical skills that the parents desire their children to have the time to learn (e.g. homemaking skills, home maintenance skills, farming, environmental care, specialty skills courses in the high school years)
- * The local school may not teach certain academic skills that the parents believe are too important to neglect (e.g. phonics, spelling, handwriting) or might teach them in a less in-depth outcome than the family desires for an education. As a result of school boards training and implementing changes and additions to what a teacher is to do with his or her students, some parents feel that too much time is taken up with these daily distractions (e.g. anti-bullying curriculum or “extras”) so that the elementary classroom teacher does not have the time/energy needed to prepare or teach more important lessons in academics. By the time students enter high school, many are ill-prepared (e.g. not having the “times table” memorized for an academic level math class, not able to read cursive writing (or write it), not able to remember why the year 1867 was important in Canadian history). In the meantime, standardized test results show a public system that is not working as well as it could be. Sadly, even some school board trustees think that the solution is to provide more anti-bullying activities and mental health initiatives, that will, in my opinion, grow the problem with kids becoming more stressed thinking about stress or wondering if they are mentally and emotionally “OK”. As the school system becomes less academic and more entertainment-based and character education-based, it is leading to more self-discovery/inquiry-based learning where any student who wants to get ahead figures out things for themselves (under more or less guidance from a teacher who supervises them), rather than being specifically taught, sort of like an “unschooling philosophy” in the school system; alternatively, the student needs strong support outside of the regular classroom to supplement their education by a parent/guardian or tutor after-school (e.g. a mom who told me while her children attended public elementary school, she taught her children the times tables at home because this skill was not being taught in their local school.) This reason of why families consider home schooling, is one of the

main reasons we hear about in recent years at conferences or over the phone from customers.

- * More time to develop stronger relationships within the family (e.g. with siblings or a parent who normally works after-school/evening hours).

- * One-on-one tutoring or a small group environment, often results in helping a student who learn and retain more than average students in a large classroom environment.

- * More opportunity for balanced communication between people of all ages, peers and adults, rather than primarily just the student's own age group.

- * Allows more time to develop entrepreneurial and practical work/career skills, especially in teen years.

- * Often easier to handle special needs of some children in a home environment rather than with a school caregiver.

- * A parent might be a classroom teacher but instead of only teaching other people's children, she (or he) may simply want to take the opportunity to teach their own child(ren).

- * Less expensive option compared to private school tuition. (By the way, some private schools offer a part-school, part-home education option which is less than their full tuition so if you are considering home schooling but would rather have your children in a private school but can't afford the full price, ask the school if they offer this type of option.)

Additional Links for Detailed Information (2012):

“Essential Skills for the Workplace”: This link discusses what Canada deems as essential skills for any career in our country, for example, English literacy, numeracy, oral communication skills, and computer skills. Check out: <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml>

Career Descriptions for Canadians: There are many links to find out about careers in Canada, but this is a main one: Canada uses the [National Occupational Classification \(NOC\) system](#) to classify the over 2,000,000 job titles. This system tells you what the job is called in Canada plus gives a detailed description of the type of work each job does, its' related jobs, and the types of training or certifications that are needed to legally do the work in Canada. The categories are: Management, Business/Finance/Administration, Natural and Applied Sciences, Health, Social Sciences/Education/Government Services/Religion, Art/Culture/Recreation/Sport, Sales and Service, Trades/Transport/Equipment Operators, Primary Industry, and Processing/Manufacturing/Utilities. Highly recommended to look at with your teen!

Planning for Post-Secondary Education: To find out about home education in Canada and how it relates to entrance into universities across Canada, please refer to the excellent websites of Sarah Rainsberger: <http://www.rainsberger.ca/blog/> She has some excellent information for home schooling during high school as well!

Thinking of post-secondary options? University and college fairs for high school-students and their parents might visit a city near you!

Here is the link for Christian College Fairs that are Canada each autumn:

<http://myblueprintstory.com/christian-college-fairs>

Bible Broadcasting Network Radio Looking for an excellent Bible study program on-line for teens or adults? Consider a course or more from here. It's free and designed for 13 year olds and up. (It is great for families with younger children also to listen to the sermons/lectures together.☺)

Article outside of our website about C.S. Lewis' “The Chronicles of Narnia” series that we about read years ago and are posting a link to. The website also has articles on Toiken's “Lord of the Rings” series and other popular literature choices that are often thought of by home schoolers and curriculum providers as “good”. (Go to their homepage for a list of other articles such as about “The Hunger Games”, “Twilight”, or other parenting/media issues.)

Joy's Pinterest site has a “board” about High School options for activities and links to science courses. Find this link on our current Peppermint Stick Learning Company Inc. website.

The following pages are examples of what our oldest teen did for some of her grade 9 and 10, as a student with NARHS. They give an idea of one way to design, describe, and evaluate high school level courses as a home schooler.

Weigela’s Grade-by-Grade Plan: High School

| Grade 9 | Grade 10 | Grade 11 | |
|--|---|--|--|
| <p>First semester: at local public school</p> <ul style="list-style-type: none"> - Canadian Geography - Drama (Arts) - Math - “Spare” since special needs/chemical allergies to some classes/locations so did a Drafting course as a home school course in the Resource room. <p>Second semester: at home</p> <ul style="list-style-type: none"> - English - French - Science 9 - Visual Art <p>– see resources used for this grade in pages that follow</p> | <p>First semester: at local public school</p> <ul style="list-style-type: none"> - Canadian History - Civics and Careers - Math - “Spare” since special needs/chemical allergies to some classes/locations so did an Agriculture (OpenSchool BC) course as a home school course in the Resource room. <p>Second semester: at home and camp ☺</p> <ul style="list-style-type: none"> - English (variety of resources used including Teaching to Change Lives (Howard Hendricks) and about worldviews, but mainly a writing project course) - Science 10 - Carpentry 1 - Sewing (1/2 credit) - Health (1/2 credit) <p>– see resources used for this grade in pages that follow</p> | <p>All semesters: at new home</p> <ul style="list-style-type: none"> - Carpentry 2 (Nelson text, self-designed projects) - Sewing 2 (half-credit) (Reader’s Digest Complete Guide to Sewing) - English Literature (read 12 “classics” and write reports/essays on each) - Math (EZ Learning Math 11 University Pathway) - Biology 11/12 (Shepherd Science; microscope from Home Science Tools to see cells, etc.) - Physics 11U (online through ILC) - Phys. Ed. (swimming, snowshoeing, biking, etc.) - Driver’s Ed. (local course) – Note: not considered a school credit in Ontario schools but the certificate means a half-credit if NARHS. | |

Course Title: Drafting 9 Academic Level
(Grade of Course: 9)

Course Description: Classification: Math (MA)

This introductory drafting course covers the fundamental operations and theories of technical drawing. The course is based on the principle that students learn best by doing. Each paper contains a number of drawing assignments which the student completes. The first papers review the basic drafting techniques. Later assignments involve the student in practical applications of more difficult drafting problems. In some assignments the student reads or interprets mechanical drafting. In Ontario, Drafting is usually not offered as a course in grade 8. Drafting 8 Module 1, 2 and 3 are completed as a grade 9 course in lieu of Drafting 9 Module 1 which is a review of the Drafting 8 modules. For topics covered, see table of contents in each module.

Resources:

- 📖 Drafting 8 Module 1 – a Canadian textbook published by Open School BC, 2003.
- 📖 Drafting 8 Module 2 – a Canadian textbook published by Open School BC, 2006.
- 📖 Drafting 8 Block 3 (Enrichment Module) – a Canadian textbook published by Open School BC, 1998.
- 📖 Drafting 9 Module 2 – a Canadian textbook published by Open School BC, 2006.
- 📖 Drafting 9 Block 3 (Enrichment Module) – a Canadian textbook published by Open School BC, 1998.

Method of Learning:

Student will read the text and complete all assignments in order through each of the modules. Course is designed to be done through independent learning as a correspondence course. Student will work on the course at the local high school during her spare period (September to January) and afterward at home until completed.

Method of Evaluation:

Work was evaluated according to our own grading tool (as follows). Curriculum answer keys were available for Practice Exercises which were self-marked by the student and occasionally double checked by the student’s father. The Exercise Section work was marked by the student’s father who completed a course in Drafting in high school.

Drafting Academic Level Grading Tool

| | |
|-------------------------------------|------------|
| Practice Exercises | 80% |
| Exercise Section Assignments | 20% |

Criteria for Exercise Section Assignments:

- ▶ Overall neatness, sharp lines, consistent lettering/line thickness
- ▶ Mathematical and measurement accuracy
- ▶ Obvious understanding of material and skills covered in lessons

Final Mark for the Drafting Course... ____% ____ GPA

Total Hours invested and logged for this course... _____ Hours

Course Title: English 9 Academic Level
(Grade of Course: 9)

Course Description: Classification: Language Arts (LA)

This course teaches grammar, reading comprehension, writing, and speaking/media skills. The emphasis of the courses for grade 9 and 10 students is on written grammar with an introduction to high school-level writing and speaking skills. The grammar component consists of answering questions and assignments from a detailed high school/college textbook. Reading comprehension for grade 9 focuses on examples of Canadian and American literature, including 2 novels plus poetry/folk songs from these countries. The student also practices writing skills for a thesis essay, independent study book report, research report, and creative writing (generating a children's storybook). Good handwriting is expected for penmanship and typing skills are practiced as well. The student also gives a few oral presentations. The skills learned in English help to prepare the student for written and oral communications in future educational situations and adult life.

Objectives:

To increase fluency in communication of the English language, in understanding and responding to both the written and spoken word.

Resources:

- 📖 The Bare Essentials 7th edition Form B – a Canadian textbook by Sarah Norton & Brian Green. Published by Nelson Education Ltd., 2011. Grade 9 assignments consisted of the complete chapters of 1-8 plus the odd questions/assignments of chapters 9-23. This textbook was so thorough in its approach and is known to be used by educators for grade 9 through to college-level and therefore, the assignments were reduced to a suitable “one-year” amount.)
- 📖 The Adventures of Tom Sawyer – an American novel by Mark Twain. Reading comprehension questions and assignments were taken from a 1988 schoolteacher, _____.
- 📖 Made in Canada: 500 Canadian Anecdotes by A. Timothy Starr. Published by Moffit Print Craft, Ontario, 1992. This resource provides short stories and poems with Canadian content.
- 📖 Poetry collection of _____ for various Canadian poems.
- 📖 Internet sites and various music books that give the lyrics and music for Canadian and American traditional and folk songs: O Canada, The Maple Leaf Forever, V'la V'bon Vent (Canada's oldest folk song), Alouette, The Bluenose, I'se the B'y, The Blackfly Song, The Island (Cape Breton), Jack Was Every Inch a Sailor, Land of the Silver Birch, The Huron Carol (Canada's oldest Christmas carol), Red River Cart, Red River Valley, This Land is Your Land (Canadian and American versions), The Star-Spangled Banner, The Battle Hymn of the Republic, America the Beautiful, God Save the Queen, God Bless America, My Country 'Tis of Thee (America), Yankee Doodle, Home on the Range, Clementine, I've Been Working on the Railroad, Swing Low, Sweet Chariot.
- 📖 A Word Write Now: Structured Word Lists for Stylized Writing by Loranna Schwacofer, Published by the Institute for Excellence in Writing, California, 2006. This resource provided structure for journal writing with descriptive elaboration.
- 📖 Anne of Avonlea – a Canadian novel by Lucy Maud Montgomery was read for the Independent Novel Choice.
- 📖 CBC Television Live Broadcast of the State Funeral of Jim Flaherty (spring 2014)
- 📖 Media Studies: viewed movie of Jane Austin's "Sense & Sensibility" (BBC)

Method of Learning:

Detailed lesson plans showing the content of material studied are listed in chart form (attached).

Method of Evaluation:

Work was evaluated according to NARHS grading tools and our own grading tool. Answers for the grammar were marked according the answer key at the back of the textbook.

English Academic Level SUMMARY OF MARKS

“Daily Work” Assignments from The Bare Essentials Form B (textbook)... 35%

| Unit Title | Mark (%) |
|-------------------------------|----------|
| UNIT 1: WORDS | |
| UNIT 2: SENTENCES | |
| UNIT 3: GRAMMAR | |
| UNIT 4: PUNCTUATION | |
| UNIT 5: PARAGRAPHS AND ESSAYS | |
| | |

Average of Grammar Assignments = _____ x 35% =

Novel Study: The Adventures of Tom Sawyer....24%

| Assignments | Mark (%) |
|---|----------|
| Short Answer Assignments for Chapters 1-20 | |
| Creative Assignments (Imagery, Alliteration, Plot Details Page, Character Sketches) | |
| Thesis Essay | |
| Overall Neatness/Effort | |

Percent of Novel Study Mark = _____ x 24% =

Independent Novel Study: *Anne of Avonlea by Lucy Maud Montgomery*...18%

| Assignments | Mark (%) |
|--|----------|
| Notebook Chapter Summaries and Outlines of below assignments | |
| Report #1: Written Book Report | |
| Report # 2: Oral Presentation: Examples of Figurative Language | |

Average of Independent Novel Study = _____ x 18% =

Creative Projects...20%

| Projects | Mark (%) |
|---|----------|
| Media Presentation: Make a T.V. Commercial | |
| Media Presentation: Monologue Puppet Play | |
| Written Research Report: Lyrics and History of a Canadian and an American Folk Song or National Anthem(s) | |
| Penmanship Display (Poetry) | |
| Illustrated Book for Children | |

Average of Creative Projects = _____ x 20% =

Journal Writing (Using words of elaboration)...**3%**

Journal Mark = _____ x 3% =

Final Mark for the English Course (total of all boxes)...

 % GPA

This was a textbook course with additional assignments added for variety and interest.

Workbook Grading Sheet – Attach to Student Workbook.

“Daily Work” Assignments from The Bare Essentials Form B (textbook)... 35%

UNIT 1: WORDS

| Chapter Title and Skills Description | Mark |
|--|------|
| Chapter 1: Choosing the Right Words (Levels of Language, Wordiness, Slang, Pretentious Language, Clichés, Offensive Language, Language Abusages) | |
| Chapter 2: Hazardous Homonyms | |
| Chapter 3: The Apostrophe (Contraction, Possession, Plurals) | |
| Chapter 4: Capital Letters | |
| Chapter 5: Numbers (when to use words, when to use figures, when to use both) | |
| Unit 1 Quick Quiz & Rapid Review Test | |

UNIT 2: SENTENCES

| Chapter Title and Skills Description | Mark |
|--|------|
| Chapter 6: Cracking the Sentence Code (Finding Subjects and Verbs, More About Verbs, More About Subjects, Multiple Subjects and Verbs) | |
| Chapter 7: Solving Sentence-Fragment Problems (“Missing Piece” Fragments, Dependent Clause Fragments) | |
| Chapter 8: Solving Run-On Sentence Problems (Comma Splices, Fused Sentences) | |
| Chapter 9: Solving Modifier Problems (Misplaced Modifiers, Dangling Modifiers) | |
| Chapter 10: The Parallelism Principle | |
| Chapter 11: Refining by Combining (Sentence Combining) | |

UNIT 3: GRAMMAR

| Chapter Title and Skills Description | Mark |
|--|------|
| Chapter 12: Choosing the Correct Verb Form (The Principal Parts of Verbs and Irregular Verbs, Choosing Active and Passive Voice) | |
| Chapter 13: Mastering Subject-Verb Agreement (Singular and Plural, Five Special Cases) | |
| Chapter 14: Keeping Your Tenses Consistent | |
| Chapter 15: Choosing the Correct Pronoun Form (Subject and Object Pronouns, Using Pronouns in Contrast Constructions) | |
| Chapter 16: Mastering Pronoun-Antecedent Agreement (Pronoun-Antecedent Agreement, Pronouns Ending in <i>-one</i> , <i>-body</i> , <i>-thing</i> , Vague References, Relative Pronouns) | |
| Chapter 17: Maintaining Person Agreement | |

UNIT 4: PUNCTUATION

| Chapter Title and Skills Description | Mark |
|---|------|
| Chapter 18: The Comma (Four Comma Rules) | |
| Chapter 19: The Semicolon | |
| Chapter 20: The Colon | |
| Chapter 21: Quotation Marks (Using Quotation Marks Correctly, Punctuating Dialogue, Punctuating and Formatting Quotations, Punctuating and Formatting Titles) | |
| Chapter 22: Question Marks, Exclamation Marks, and Punctuation Review | |

UNIT 5: PARAGRAPHS AND ESSAYS

| Chapter Title and Skills Description | Mark |
|---|------|
| Chapter 23 Finding Something to Write About (Choose a Satisfactory Subject) | |
| Chapter 28: Using Research Resources Responsibly (Paraphrase or Plagiarism; Paraphrasing vs. Plagiarism, Using Online Sources, Crediting Your Sources: MLA and APA Documentation) | |

Novel Study Grading Sheet – Attach to Student Work.

Novel Study: The Adventures of Tom Sawyer....24%

| Assignments | Mark |
|--|------|
| Short Answer Assignments for Chapters 1-20 | /20 |
| Creative Assignments: Imagery Favourite Things (2 Characters) General Sketch (1 Character) Alliteration Plot Details Page | /20 |
| Thesis Essay: (For details, see grading tool attached to essay.) | /50 |
| Overall Neatness/Effort | /5 |
| Total Mark for Novel Study | /95 |

Novel Study Grading Sheet – Attach to Student Work.

Independent Novel Study: *Anne of Avonlea* by *Lucy Maud Montgomery*...18%

| Assignments | Mark |
|---|------|
| Notebook Chapter Summaries: Outline of Book Report: Outline of Figurative Language Oral Presentation: | |
| Report #1: Written Book Report (For details, see NARHS Book Report tool attached to report.) | |
| Report # 2: Oral Presentation: Examples of Figurative Language (For details, see NARHS Speech tool, enclosed.) | |

Creative Projects Grading Sheet – Place on top of Student Projects.

Creative Projects...20%

| Projects | Mark (%) |
|--|----------|
| Media Presentation: Make a T.V. Commercial (For details, see grading tool, enclosed.) | |
| Media Presentation: Monologue Puppet Play (For details, see grading tool, enclosed.) | |
| Written Research Report: Lyrics and History of a Canadian and an American Folk Song or National Anthem(s) (For details, see grading tool, enclosed.) | |
| <p>* Penmanship Display (Poetry)</p> <ul style="list-style-type: none"> ___ Margins ___ Appropriate Graphics ___ Neatness of General Display (colour co-ordination, eraser marks) ___ Lines (e.g. straight, continuing under, tabbed, etc.) ___ Punctuation and Underlining ___ Capitalization ___ Spelling ___ Proper Slant ___ Consistent Height of Letters ___ Fluency of Ink ___ Author of Poem included + own name & date ___ Appropriate Choice of Poem for grade level (e.g. length) <p>Total points _____ 12</p> <p>* = This project was scanned or photographed and submitted by disk, enclosed.</p> | |
| <p>* Illustrated Book for Children</p> <p>Marks: Each point is out of 5.</p> <ul style="list-style-type: none"> _____ Illustrations (margins, neatness, sized appropriate for page) _____ Neatly typed or hand-printed _____ Lines (e.g. straight, no eraser marks) _____ Punctuation and page numbers _____ Capitalization and Spelling _____ Introduction – Setting, etc. _____ Character Development _____ Plot Line (beginning, middle, end) _____ Elaboration & Word Usage _____ Author, Date, Title Page _____ Cover Appearance, Publishing format _____ Audience Mark (average of family members seeing it) <p>Total points _____ 60</p> <p>* = This project was scanned or photographed and submitted by disk, enclosed.</p> | |

(Note: Journal Writing grading tool = NARHS Writing Quick Guide boxes)

Essay Assignment: _____

| | |
|--|--|
| | 0=Not Done at All 1=Does Not Meet Standards 2=Meets the Standards 3=Goes Beyond the Standards 4=Absolutely Excellent |
|--|--|

Scale of 0-4 for the following criteria:

- ___ Organized Introduction
- ___ Satisfying Conclusion
- ___ Quotes Appropriately
- ___ Body Paragraph # 1: Construction and Clarity
- ___ Body Paragraph # 2: Construction and Clarity
- ___ Body Paragraph # 3: Construction and Clarity
- ___ Correct Grammar & Structure
- ___ Punctuation & Spelling
- ___ Variety of Sentence Patterns Used
- ___ All Key Points are Related to Topic

Total Points (out of 40)= _____

Completion of Outline Work & Self-Editing of Rough Copy (out of 10)= _____

Essay Mark (out of 50) = _____ = %

Speech: Media Commercial

| | |
|--|--|
| | 0=Not Done at All 1=Does Not Meet Standards 2=Meets the Standards 3=Goes Beyond the Standards 4=Absolutely Excellent |
|--|--|

Scale of 0-4 for the following criteria:

- ___ Visual Aids Used
- ___ Clarity/Projection of Voice
- ___ Well-focused
- ___ Obviously prepared
- ___ Creative
- ___ “Good English” Grammar Used as Language
- ___ Within Time Limit (30-60 seconds)
- ___ Fluency of Speech (avoiding “um”, “ahh”)
- ___ Interesting Introduction
- ___ Effective Conclusion

Total Points (out of 40)= _____ = %

Speech: Monologue Puppet Play

| | |
|--|--|
| | 0=Not Done at All 1=Does Not Meet Standards 2=Meets the Standards 3=Goes Beyond the Standards 4=Absolutely Excellent |
|--|--|

Scale of 0-4 for the following criteria:

- ___ Oral Reading - Clarity
- ___ Projection of voice appropriate for audience
- ___ Expression of voice
- ___ Appropriate timing of mouth and head movement
- ___ Creative
- ___ Posture/Body Language of Puppet (e.g. not just looking down, not moving all the time)
- ___ “Eye” contact of puppet with audience
- ___ Position and body language of puppeteer
- ___ Choice of voice suitable for character
- ___ Props and/or backgrounds

Total Points (out of 40)= _____ = %

Course Title: French 9 Academic Level
(Grade of Course: 9)

Course Description: Classification: Foreign Language (FL)

This course teaches reading comprehension, written responses, listening comprehension (via audio CD), as well as speaking practice opportunities. The emphasis of the course for home schooled students is on the written grammar, phonics, and sentence structures and understanding a fluent French speaker at the level expected by the Ministry of Ontario (and other provinces in Canada) for grade 9 French as a second language instruction.

French is one of Canada's official languages. It is also a language spoken in many countries around the world. It would be of great use in government jobs or if one were to live in Quebec (mainly French-speaking) or New Brunswick (Canada's fully bilingual province). It is also of importance if a student ends up going on short-term or long-term missions to a French-speaking country. The author of this curriculum was a "missionary kid" in French-speaking countries and her primary application throughout this curriculum series that began in elementary levels, is to encourage students to consider learning a second language as a stepping stone to use in missions. The grade 9 level focuses on missions in Quebec, Canada.

Objectives:

In the teacher notes of Mission Monde 6, the author states: (paraphrased)

Repetition is the key to memorizing new vocabulary. The student will need to...

Read through the words and look for ways to remember them

Write them down and try to translate without looking at the answer

Drill by playing [verbal] games

Practice is the key to understanding new grammar rules. The student will need to...

Read the rule carefully

Do exercises that will help him or her grasp the concept.

Take initiative when they do not understand and to look for the answers in the dictionary and in the workbook.

Using the language is the key to fluency. The student will need to...

Speak it often, using the new vocabulary and grammar in conversations and dialogues.

Write it as much as possible on their own. Allow them to be creative and encourage them to apply the knowledge they have acquired.

Listen to it for accent and comprehension.

Resources:

 Mission Monde 6 curriculum package by Debora C. Hawkins, Niagara Falls, Ontario, Canada. Published by MFB Publications, 2009.

Method of Learning:

Detailed lesson plans showing the content of material studied are listed in chart form (attached).

The student completes 5 units of French study using a workbook and audio CD. Occasional projects and unit tests are also completed.

Method of Evaluation:

Written and Oral French work was evaluated according to our own grading tool (as follows).

For tests, we deducted $\frac{1}{3}$, $\frac{1}{2}$, or 1 full mark for each error of wrong word, depending on whether it was a major or minor mistake. For the workbook, basic accuracy and completeness of work was given a general mark. The curriculum provided the answer key for the workbook and the tests, as well as the marking scheme for the written work.

The student's father judged the oral work and projects according to general accuracy and fluency that would be expected at this level of study.

The evaluators were both top students in French study in elementary and secondary school. The student's mother completed grade 10 level and the student's father completed the O.A.C. (Ontario Academic Credit/grade 13) level of French.

French Academic Level Grading Tool

Tests (5 Unit Tests)... 30%

- 1) = _____
- 2) = _____
- 3) = _____
- 4) = _____
- 5) = _____

Average of Tests = _____ x 30% =

Student Workbook (5 Units)...25%

- 1) = _____
- 2) = _____
- 3) = _____
- 4) = _____
- 5) = _____

Average of Unit Marks in Workbook = _____ x 25% =

Written Projects (5)...20%

- 1) Holiday: Valentines' Day = _____
- 2) Healthy Snack Description = _____
- 3) Home Missions: Youth Group = _____
- 4) Character Description (Sense & Sensibility: Mrs. Jennings) = _____
- 5) Short Story = _____

Average of Written Projects = _____ x 20% =

Oral CD: End-of-Term Project...20%

- 1) Reading each of the 5 written projects: TOTAL = _____
 - a. Holiday: Valentines' Day = _____
 - b. Healthy Snack Description = _____
 - c. Home Missions: Youth Group = _____
 - d. Character Description (Sense & Sensibility: Mrs. Jennings) = _____
 - e. Short Story = _____
- 2) Sing "O Canada" in French = _____
- 3) Read 3 Bible Verses in French = _____
- 4) Read page 23 workbook (description) = _____
- 5) Read page 50 workbook (a dialogue with a family member) = _____
- 6) Play and record one verbal French game (Q & A style) with a family member = _____

Average of Oral Recordings = _____ x 20% =

Generation of Own Notes & Study Sheets...5%

Notebook Mark = _____ x 5% =

Final Mark for French Course (total of all boxes).....

%

GPA

Course Title: Visual Arts Academic Level
(Grade of Course: Senior Secondary)

Course Description: Classification: Fine Art (FA)

This course comprises of three (3) aspects of visual art: drawing/sketching (pencils, charcoal), painting (watercolor), and photography.

Visual art shows a variety of meaningful expressions, copies of the natural world and scenes in the lives of people. To capture these copies, artists often sketch, paint, or photograph subjects of beauty or of documentation. This course focuses on giving a student direction and freedom to practice artistic expression and increase creativity by having more ideas for what and how to draw and paint. The student will also develop more observational skills while studying drawings and (historic European) paintings (in the texts) and learn how those artists expressed a particular idea. In the photography coursework, the student will learn how to take better photographs, paying attention to various techniques that help to shoot attractive artwork and impressive memories.

The student sketchbook of drawings, an electronic folder of watercolor paintings, notebook and scrapbook of photographs are provided in this portfolio to show the student's artistic work as assigned and evaluated.

Objectives:

Drawing/Sketching:

- To learn about elements and techniques used to sketch and draw a variety of subjects: Space, Line, Texture, Shape, Form, Value, Contrast and Unity, Balance, Rhythm, Depth by Overlapping, Depth by Position and Size, One and Two Point Perspective, Atmospheric Perspective, Proportion of Face, Proportion of Figure, Clothing a Figure.
- To use a variety of drawing pencils effectively (2H, HB, 4B/5B/6B, charcoal, kneaded eraser).

Painting:

- To learn about techniques used to add colour to a picture: Hue, Tinting Hues, Shading Hues, Value of Hues, Complementary Hues, Neutral Hues, Analogous Warm Hues, Analogous Cool Hues, Balance, Rhythm, High View Point, Low View Point, Emphasis (Placement, Size, Value), Developing Original Art.
- To use a variety of painting tools effectively (tape, watercolour paper, watercolour brushes of varying types and sizes, watercolour paints, palette for mixing colours – an important and repeated skill in this curriculum)

Photography:

- To practice taking photographs of items and scenery in our local home and area, using new skills.
- To analyse own photographs to learn how to improve skills.

Resources:

-  [Artistic Pursuits \(2nd edition\) Senior High Book One: The Elements of Art and Composition](#) by Brenda Ellis
-  [Artistic Pursuits \(2nd edition\) Senior High Book Two: Color and Composition](#) by Brenda Ellis
-  [The Eye, the Shutter, the Light, the Color: An Introduction to Photography](#) by Chloe Lee, Oak Meadow Inc.

Method of Learning:

The student completes the assignments on the first and fourth pages of a lesson in each of the Artistic Pursuits texts. (The student also reads the second and third pages of the lesson for interest's sake; however, no assignments are to be done from those pages.)

The student also completes lessons in the Photography curriculum, taking approximately 24 photos demonstrating a particular technique or focus of lesson and choosing a sample of these to print and display in a scrapbook. The student also gives written comments on the photos in the scrapbook and occasionally makes notes in a notebook about photography.

Method of Evaluation:

All artwork was evaluated according to our own grading tool (as follows) which included sharing it for comment by family members.

Hours spent in this subject were logged in a Daily Log Book.

Visual Arts Academic Level Grading Tool

Sketch Book Assignments ... 30%

- A. Technical Mark (attention to detail, copying a subject, following directions)
- B. Artistic Mark (appropriate choice of subject, layout on paper, cohesiveness & beauty, creative expression)
- C. Overall Impression to Audience (an average of the family members rating)
- D. Effort (motivation of student to complete assignment)
- E. Neatness (steady lines, messes on clothing, paper tears/crumbles)

For Assignments 1 to 31: Artistic Pursuits Book One (Sketches) – See her sketchbook & CD files.

Painting Assignments....40%

- A. Technical Mark (attention to detail, copying a subject, following directions)
- B. Artistic Mark (appropriate choice of subject, layout on paper, cohesiveness & beauty, creative expression)
- C. Overall Impression to Audience (an average of the family members rating)
- D. Effort (motivation of student to complete assignment)
- E. Neatness (steady lines, messes on clothing, paper tears/crumbles)

For Assignments 1 to 32: Artistic Pursuits Book Two (Paintings) – See her CD files. We scanned her original paintings rather than mailing them.

Photography Assignments...30%

27% for...

- A. Technical Mark (attention to detail, following directions)
- B. Artistic Mark (appropriate choice of subject, layout on paper, cohesiveness & beauty, creative expression)
- C. Overall Impression to Audience (an average of the family members rating)
- D. Effort (motivation of student to complete assignment)
- E. Self-Evaluation Comments (analysis of own photos)

+ 3% for... Photography Notebook (Journal) based on neatness and effort

For Assignments 1 to 17: Introduction to Photography – See her photo album & exercise (notes) book.

Mark for Photography Notebook (Journal) = /10 x 3% =

Final Mark for Visual Arts Course (total of all boxes).....

| | |
|---|-----|
| % | GPA |
| | |

Number of Hours Logged for the Visual Arts Course....

Individual Assignment Marks: Sketchbook Assignments

| | | | |
|------------------------------|---|------------------------------|---|
| Art Assignment Title: | | Art Assignment Title: | |
| Score out of 5 marks each... | A. <u>Technical Mark</u> (attention to detail, copying a subject, following directions) B. <u>Artistic Mark</u> (appropriate choice of subject, layout on paper, cohesiveness & beauty, creative expression) C. <u>Overall Impression to Audience</u> (an average of the family members rating) D. <u>Effort</u> (motivation of student to complete assignment) E. <u>Neatness</u> (steady lines, messes on clothing, paper tears/crumbles) | Score out of 5 marks each... | A. <u>Technical Mark</u> (attention to detail, copying a subject, following directions) B. <u>Artistic Mark</u> (appropriate choice of subject, layout on paper, cohesiveness & beauty, creative expression) C. <u>Overall Impression to Audience</u> (an average of the family members rating) D. <u>Effort</u> (motivation of student to complete assignment) E. <u>Neatness</u> (steady lines, messes on clothing, paper tears/crumbles) |
| — | Total (out of 25) | — | Total (out of 25) |
| Art Assignment Title: | | Art Assignment Title: | |
| Score out of 5 marks each... | A. <u>Technical Mark</u> (attention to detail, copying a subject, following directions) B. <u>Artistic Mark</u> (appropriate choice of subject, layout on paper, cohesiveness & beauty, creative expression) C. <u>Overall Impression to Audience</u> (an average of the family members rating) D. <u>Effort</u> (motivation of student to complete assignment) E. <u>Neatness</u> (steady lines, messes on clothing, paper tears/crumbles) | Score out of 5 marks each... | A. <u>Technical Mark</u> (attention to detail, copying a subject, following directions) B. <u>Artistic Mark</u> (appropriate choice of subject, layout on paper, cohesiveness & beauty, creative expression) C. <u>Overall Impression to Audience</u> (an average of the family members rating) D. <u>Effort</u> (motivation of student to complete assignment) E. <u>Neatness</u> (steady lines, messes on clothing, paper tears/crumbles) |
| — | Total (out of 25) | — | Total (out of 25) |
| Art Assignment Title: | | Art Assignment Title: | |
| Score out of 5 marks each... | A. <u>Technical Mark</u> (attention to detail, copying a subject, following directions) B. <u>Artistic Mark</u> (appropriate choice of subject, layout on paper, cohesiveness & beauty, creative expression) C. <u>Overall Impression to Audience</u> (an average of the family members rating) D. <u>Effort</u> (motivation of student to complete assignment) E. <u>Neatness</u> (steady lines, messes on clothing, paper tears/crumbles) | Score out of 5 marks each... | A. <u>Technical Mark</u> (attention to detail, copying a subject, following directions) B. <u>Artistic Mark</u> (appropriate choice of subject, layout on paper, cohesiveness & beauty, creative expression) C. <u>Overall Impression to Audience</u> (an average of the family members rating) D. <u>Effort</u> (motivation of student to complete assignment) E. <u>Neatness</u> (steady lines, messes on clothing, paper tears/crumbles) |
| — | Total (out of 25) | — | Total (out of 25) |

Name of Student: _____

School Year: _____

(Note: Other pages similar to this one were part of the evaluation for this course for more Sketchbook Assignments, Painting Assignments, and Photography Assignments.)

Course Title: Science 9 Academic Level
(Grade of Course: 9)

Course Description: Classification: Science (SC)

This course teaches one topic for each of the four strands of science, (as expected for grade 9 science in Canada). The chemistry unit focuses on properties of matter. The life science unit teaches about asexual and sexual reproduction while reviewing the plant and animal cell structures and their function. Opportunity is also given to learn more about genetics as well as technology affecting this area of science. The physical science unit teaches about electricity with an emphasis on understanding and designing circuits. The earth and space unit for grade 9 teaches about space and the light spectrum. (Explanation for American evaluators since sequence of science topics differ in the USA: Grade 10 also organizes one topic for each of the four strands. Then, the science program takes on just one topic per course, for example, Biology Grade 11 followed by Biology Grade 12. Grades 9 and 10 prepare students for these upper level courses while providing a practical general understanding of our world.)

Resources:

- 📖 Science 9 Concepts and Connections – a Canadian textbook published by Nelson Education Ltd., 2003.
- 📖 Biology – reproducible curriculum published by Steck-Vaughn to supplement high school level science studies. Much of the genetics section was incorporated into the Reproduction unit.
- 📖 Chemistry notes from student's mother's high school lessons.
- 📖 A variety of scientific equipment used for labs (e.g. a blood testing kit, electrical switches, spectroscope, Snaptricity kit, batteries, static electricity kit with rods, etc.).
- 📖 Short notes on a few topics from personal library of books.
- 📖 Multimedia presentations from the internet (e.g. on mitosis, meiosis, karyotyping) as well as personal collection of science videos (e.g. Pearson Education Science Explorer series, Joni's Cancer Journey, Go Science (multi-grade) videos).

Method of Learning:

Detailed lesson plans showing the content of material studied are listed in chart form (attached).

Method of Evaluation:

Work was evaluated according to NARHS grading tools and our own grading tool (as follows). Work was marked by the student's mother who holds a Bachelor of Science degree from the University of Waterloo and writes/publishes science curriculum. (Otherwise, official curriculum answer keys for the work were not always available.)

The notebook (daily work) component and lab reports took up the majority of time for this course and were weighed accordingly. The lab reports were typed or neatly handwritten and expected to show the scientific method. Each unit also assigned a small project of choice for the student to complete. The end-of-unit review tests provided in the textbook were very comprehensive and lengthy to complete in writing within a reasonable period, therefore, the student was tested orally using these review questions in a discussion format and graded for scientific understanding and ability to apply problem solving skills correctly. The 4 unit tests were held in the final days of this course, as a final exam.

Science Academic Level Grading Tool

“Daily Work” Notebook (notes, answers to text questions, charts, diagrams) ... 40%

Criteria for Notebook Mark:

- ▶ Correct scientific information presented in a clear, understandable, and neat manner.
- ▶ Diagrams correctly drawn and labelled
- ▶ Organized with underlined titles, outlining as necessary, title pages, highlighting.
- ▶ Handouts placed in relevant section
- ▶ Obvious understanding of material and skills covered in lessons.

| SCIENCE UNIT | Mark (out of 25) |
|---|------------------|
| UNIT 1: EXPLORING MATTER: <ul style="list-style-type: none"> – Correct scientific information presented in a clear, understandable, and neat manner. – Diagrams correctly drawn and labelled – Organized with underlined titles, outlining as necessary, title pages, highlighting. – Handouts placed in relevant section – Obvious understanding of material and skills covered in lessons. | |
| UNIT 2: REPRODUCTION: PROCESSES AND APPLICATIONS <ul style="list-style-type: none"> – Correct scientific information presented in a clear, understandable, and neat manner. – Diagrams correctly drawn and labelled – Organized with underlined titles, outlining as necessary, title pages, highlighting. – Handouts placed in relevant section – Obvious understanding of material and skills covered in lessons. | |
| UNIT 3: ELECTRICAL APPLICATIONS <ul style="list-style-type: none"> – Correct scientific information presented in a clear, understandable, and neat manner. – Diagrams correctly drawn and labelled – Organized with underlined titles, outlining as necessary, title pages, highlighting. – Handouts placed in relevant section – Obvious understanding of material and skills covered in lessons. | |
| UNIT 4: SPACE EXPLORATIONS <ul style="list-style-type: none"> – Correct scientific information presented in a clear, understandable, and neat manner. – Diagrams correctly drawn and labelled – Organized with underlined titles, outlining as necessary, title pages, highlighting. – Handouts placed in relevant section – Obvious understanding of material and skills covered in lessons. | |

Total Notebook Mark = _____

x 40% =

Unit Challenge Assignments....10%

| Assignments | Mark |
|--|------|
| Unit 1: Diary Entry & Obituary of Scientist: Marie Curie | |
| Unit 2: Design a Plant Growth Experiment | |
| Unit 3: Design and Test an Electric Circuit | |
| Unit 4: Canadian Space Technology Information Poster | |

Total Challenge Mark = _____ x 10% =

Lab Reports...20%

| Lab Reports | Mark |
|--|------|
| 1. Iodine and the presence of starch | /10 |
| 2. Cloning from plant cuttings | |
| 3. Sexual reproduction in plants (observation skills) | |
| 4. Know your blood type | |
| 5. Investigating electric charges | |
| 6. Charging by contact | |
| 7. Building parallel and series circuits | |
| 8. Comparing current and voltage drop in an electric circuit | |
| 9. Effect of resistance on an electric current | |
| 10. The brightness of stars | |
| 11. A model of an expanding universe | |
| 12. Sense of balance | |

Total Lab Report Marks = _____ x 20% =

“Final Exam” End-of-Unit Review Tests (Discussion Format/Verbal Answers)...30%

| Units | Mark |
|--|------|
| Unit 1: Exploring Matter (Chemistry) | |
| Unit 2: Reproduction: Processes and Applications (Life Science/Genetics) | |
| Unit 3: Electrical Applications (Physical Science) | |
| Unit 4: Space Explorations (Earth and Space Science, Light) | |
| | |

Average of Review Tests = _____ x 30% =

Final Mark for the Science Course (total of all boxes)...

%

GPA

This was a textbook course that included a lab component.

Course Title: **Health: Human Biology Systems (half-credit)**
(Grade of Course: 10)

Course Description:

Classification: HE

This course consists of learning basic first aid/CPR and human body systems. The course is based on a Canadian Red Cross course taken locally under a certified teacher and lessons about the human body from a variety of high school and university biology/physiology notes, reference books and videos.

Resources:

- 📖 Current booklets from The Lung Association (“Asthma in Children”, “Taking Control: Asthma Plan of Action”)
- 📖 The Canadian Red Cross First Aid and CPR Manual 2011, published by The Stay Well Health Company Ltd., Guelph, ON, 2011.
- 📖 Essential Atlas of Anatomy, Barron’s Educational Series Inc., 2001.
- 📖 Medical Charts of The Nervous System, The Vertebral Column, The Human Spine – Disorders, Hip and Knee, The Skeletal System, The Muscular System... from the Anatomical Chart Co., Chicago, Illinois, 1986.
- 📖 The Human Body charts, TREND Enterprises Inc., 2001
- 📖 The Visual Dictionary of the Human Body, Stoddart Publishing Co. Limited, Toronto, Canada, 1991.
- 📖 Student notes from Human Biology Grade 12 and OAC Advanced Levels (1990-91) at _____, Ontario and from Human Biology and Human Physiology courses at The University of Western Ontario, London (1992-94).
- 📖 Body Systems MR103 by Milliken Publishing Company, Missouri, 1984.
- 📖 Videos: Biology – The Science of Life series by Dr. Paul Carrasco, Virtual Science University: The Circulatory and Respiratory Systems, The Digestive and Excretory Systems
- 📖 Videos: by Dr. David Menton: The Hearing Ear and The Seeing Eye, God’s Girders – Bones and Skeleton Part 1, Vestigial Organs – Evidence for Evolution?, Elements of Our Skin, Breath of Life – Lungs and Blood, Elements of Our Hair, Fearfully and Wonderfully Made (human reproduction).
- 📖 Video: Where Did the Races Come From? (genetics and skin melanin) by Ken Ham, Answers in Genesis-USA.
- 📖 Video: Human Life by Moody Science, Chicago, Illinois.
- 📖 Video: Human Immune System for kids – Body Defense Mechanism (Biology) by www.makemegenius.com
- 📖 Video: Digestion by Bill Nye the Science Guy, Buena Vista Television, 1993.

Method of Learning:

Student will be taught by the certified instructor for the Canadian Red Cross First Aid/CPR course and pass the multiple choice test and practical skills test at the local recreational center. For the lessons on the human body, the student will be taught by her mother who earned a Bachelor of Science degree with a number of courses in the medical field of study. The notes from this teacher’s high school biology courses and university biology and human physiology courses are discussed and the student copies down a portion of these for her own notebook. Use of current reference books and posters for diagrams plus a variety of videos (online and DVDs) reinforce learning concepts. Student is then given written quizzes on the material.

Method of Evaluation:

Work was evaluated according to our own grading tool (as follows) which was primarily based on written tests marked by a qualified instructor. There were no “open-book” tests – all tests were based on the student’s understanding and memory. The Canadian Red Cross First Aid/CPR certificate was scanned in as proof of completion and passing.

Health Grading Tool

| | |
|--|------------|
| Notebook | 10% |
| Human Body Quizzes | 70% |
| Canadian Red Cross First Aid/CPR course | 20% |

Criteria for Notebook:

- ▶ Overall neatness, organization, and relevance
- ▶ Accuracy of summaries
- ▶ Obvious understanding of material covered in lessons
- ▶ Completeness of notes

Final Mark for the Health Course...

%

GPA

Total Hours invested and logged for this course...

Hours

This was a half-credit course.

Human Body Quiz Marks:

Digestion Test:

Circulatory, Respiratory, and Excretory Test:

Nervous & Musculoskeletal Test

Immune System Test

Endocrine System Test

Reproductive System Test

Total of all tests: _____

Calculations:

Notebook

Human Body Quizzes

Canadian Red Cross First Aid/CPR

_____ worth 10% =

_____ worth 70% =

« certificate » worth 20% =

 _____/100

Course Title: **Science 10**
(Grade of Course: 10)

Course Description:

Classification: NS

This course consists of learning about Chemical Reactions and Their Practical Applications (chemistry), Motion and Its Applications (physics), Ecosystems and Human Activity (ecology), and Weather Systems (meteorology). The course is based on an Ontario public secondary school textbook for grade 10 but is greatly supplemented by further studies using videos, some literature, observation of local surroundings, and a college-level textbook for meteorology.

Resources:

- 📖 Science 10: Concepts and Connections, published by Nelson Thomson Learning, Toronto, ON, 2002.
- 📖 Rain Tonight: A Story of Hurricane Hazel by Steve Pitt, Tundra Books, Toronto, ON, 2004. This is an fascinating account of a family in the Toronto area who experienced the loss of their home in the storm of 1954 that reached its destructive path up into Southern Ontario.
- 📖 Essentials of Meteorology: An Invitation to the Atmosphere 6th edition by C. Donald Ahrens, Brooks/Cole Cengage Learning, Belmont, CA, 2012. We used the first two chapters of this textbook since the Science 10 textbook (above) was not in-depth enough for student's interest. We also used the online quizzes for those chapters through the www.nelson.com website links.
- 📖 Weather and the Bible: 100 Questions and Answers by Donald B. DeYoung (chair of Physical Science Department at Grace College, Indiana), Baker Books, Michigan, 1992. Student read through the concise but detailed explanations/mini articles of questions 3 to 21: *How do climate and weather differ? Why are weather predictions uncertain? Are traditional weather proverbs accurate? Do moon phases control our weather? What is the atmosphere? What is the composition of air? Does air have weight? How much sunlight hits the earth? What is temperature? What is a temperature inversion? What are some weather extremes on earth? What causes dew and frost? Does springtime drive the frost deeper? Is the earth closer to the sun during the summer? How is the weather different below the equator? What is seasonal affective disorder? What are the wind chill factor and comfort index? (This answer had interesting charts to read and figure out humidex with, which the student did.) What is frostbite? Why is the sky blue, sunsets red, and clouds white?*
- 📖 Student notes from parent's high school level Chemistry and Physics courses
- 📖 Physical Science by Steck-Vaughn Publishing Company (Harcourt Achieve Inc. – a selection of handouts.
- 📖 Videos: Biology – The Science of Life series by Dr. Paul Carrasco, Virtual Science University: The Energy Relationship Between Plants and Animals 1 & 2.
- 📖 Video: Global Warming – a documentary produced by Coral Ridge Ministries in connection with Answers in Genesis, 2008.
- 📖 Video: The Wonder of Creation – SOIL, Day of Discovery RBC Ministries, 2008.
- 📖 Video: A God of Suffering? Violence, "natural disasters", death, disease...Why? – by Dr. Tommy Mitchell, Answers in Genesis, 2005. A video shot on location featuring the destruction and rebuilding relating to Hurricane Katrina.
- 📖 Video: Biology Concepts: Ecology produced by Open School BC, British Columbia. Originally produced for grade 7 coursework, this 30 minute DVD gave an excellent summary of the ecology concepts studied in the grade 10 textbook.
- 📖 Video: God's Earth Team, Moody Science videotape (older) about ecology and environmental responsibility.
- 📖 Video clips from The Weather Network website on a variety of topics... "The Science Behind...", for example, lightning.
- 📖 Video clips from The National Geographic website about weather (similar to the above).
- 📖 Video and detailed but concise articles about various biomes on earth from the Untamed Science website, written by ecologist Rob Nelson. (Student read through all of the biomes the website offered information about.)
- 📖 Video: The Intricacies of Flight by Dr. Andy McIntosh, Creation Library, Answers in Genesis. This video combined both ecology and physical motion topics in learning about how birds fly and the machines designed based on nature.
- 📖 Video Clips from "The Happy Scientist" website on topics of ecology, physical science (such as a hammer balancing on a table) and chemical science. We purchased a year subscription to watch his interesting experiments and explanations.

Method of Learning:

Student will be taught by her mother who has a Bachelor of Science degree. Since the student and teacher wish to pursue this year's topics at a deeper than the regular grade 10 textbook, the textbook will be used primarily as a reference guide to read. Our course will utilize some science-related literature plus a number of video clips and mini-articles from the internet and begin a study with a college-level meteorology textbook that includes online quizzes. There will also be a few experiments and occasions to observe nature in the local environment, such as a trip to a maple syrup operation and watching summer storms near a lake.

Method of Evaluation:

Work was evaluated according to our own grading tool (as follows) which was based on a self-designed unit project, a few written quizzes/tests (marked online by computer or on paper by teacher), a couple of lab reports, and the keeping of a science notebook.

Science Grading Tool

| | |
|-----------------------------------|--------------------|
| Notebook | worth 35% = |
| Meteorology Online Quizzes | worth 15% = |
| Ecology Project | worth 15% = |
| Chemistry Labs | worth 17% = |
| Physics Tests | worth 18% = |

Criteria for Notebook:

- ▶ Overall neatness, organization, and relevance
- ▶ Accuracy of summaries
- ▶ Obvious understanding of material covered in lessons
- ▶ Completeness of notes

Final Mark for the Science Course...

%

GPA

Total Hours invested and logged for this course...

Hours

This was a "self-designed" course.

Calculations:

Notebook Mark: _____

Comments: _____

Meteorology Online Quizzes

Chapter 1: _____%

Chapter 2: _____%

Total for Online Quizzes: _____%

Ecology Project Mark : _____ see next page for comments

Chemistry Lab Marks: _____

Lab #1 : Recognizing Acids and Bases :

Lab #2 : Neutralizing Acids and Bases :

Lab #3 : Testing Antacids :

Physics Tests :

Review Test 1: Velocity : _____

Review Test 2 : Velocity : _____

Note : This was a test given for the sake of the other students who needed a retake. "Weigela" did the test too since it had different word problems in the second section and she likes math. I combined the test results, adjusting the total to count the first section only once since it was the same. (The first section was worth 3 points.)

Total for Review Tests : Velocity : _____

Review Test : Acceleration : _____

Total Physics Tests : _____

Ecology Unit Project:

The assignment: To draw a detailed scene or collage of various plants and animals in our local ecosystem (Algonquin/Canadian Shield/Woodlands). The poster must be labelled according to the roles of the organism in the food chain (e.g. producer, top consumer, herbivore).

Comments: Technical art skills are important in conveying scientific information accurately. "Weigela" spent many hours researching her choices and drawing them with her set of drawing pencils. She also added the finer detail of leaf shape and some seed shapes to each tree species label. Her "bugs" were drawn "under a magnifying glass" to show the detail. She had examples of all levels of the food chain and arranged them in an attractive manner across the poster. Excellent effort and result! Beautiful artwork and accurate portrayal of a local woodland ecosystem.

Mark: _____

