Learning Project 🏠 1

Secondary Cycle Two
Year:

The (🏠) symbol indicates important information. Click on it to display the information. A complete list of important information is presented below.

> For more information regarding ministerial examinations or the certification of studies, parent-educators can contact the Direction de l'enseignement à la maison or their school service centre or school board.

Important information

> Parents must send the Minister a document describing the child's learning project and must implement the learning project:
>
> - on or before September 30 of each year
> - if the child stops attending an educational institution at any time during a school year, within 30 days of that time
>
> Parents who require assistance in preparing the learning project may contact the Direction de l'enseignement à la maison (DEM).
>
> The DEM provides a Homeschooling Requirements document.

1. Learning project: The learning project is a document that describes the learning to be acquired and the competencies of the Québec Education Program (QEP) to be developed. In short, it represents the planning for the year.

2. School service centre or school board with jurisdiction: According to the Education Act (CQLR, c. I-13.3), this is the school service centre or school board that has jurisdiction over the territory in which the child resides. The child must be declared eligible for instruction in English before they can be assigned an English school board.

3. Grade level: The grade level corresponds to the school year in which the child would be enrolled according to their age if they were attending a school.

4. Description of the chosen educational approach: The educational approach refers to the guidelines that govern the parents' educational choices and that reflect their educational vision, ideas or philosophy.

5. Approximate plan of the time allocation for the learning activities: Parents must indicate the approximate time allocated to carrying out the learning activities. For example, this could refer to the number of hours per day or week, or to the distribution of subjects and activities over the course of a typical day, week or month.

6. Method(s) for evaluating the child's progress: Parents must indicate the method(s) that will be used to evaluate their child's learning for each compulsory subject targeted by the learning project. They are responsible for taking the necessary steps involved in conducting such evaluations.

Homeschooled children are required to take the examinations set by the Minister under the *Homeschooling Regulation* (CQLR, c. I-13.3, r. 6.01).

The following evaluation methods are available to parents:

- **Evaluation by the school service centre or school board:** Parents may choose to have their child evaluated by the school service centre or school board with jurisdiction, in accordance with the procedures established by that school service centre or school board.

- **Evaluation by the holder of a teaching licence:** Parents may choose to have their child evaluated by a person who holds a teaching licence issued by the Minister, as set out in the *Regulation respecting teaching licences* (CQLR, c. I-13.3, r. 2.01). The DEM provides, upon request, a reference document entitled *Evaluations Conducted in a Homeschooling Context by the Holder of a Teaching Licence* intended for parent-educators.

- **Evaluation by a private educational institution:** Parents may choose to have their child evaluated by a private educational institution governed by the *Act respecting private education* (CQLR, c. E-9.1), in accordance with the procedures determined by that institution.

- **Examination set by the Minister:** A homeschooled child is required to take the examinations set by the Minister according to the language of instruction and level of instruction for each subject. It should be noted that uniform examinations are administered in Secondary IV (Mathematics; Science and Technology or Applied Science and Technology; and History of Québec and Canada) and Secondary V (Français, langue d'enseignement [French sector only] or English Language Arts; and English as a Second Language [core or enriched program, French sector only] or French as a Second Language [core or enriched program]). The level of instruction for each subject, as indicated in the learning project, makes it possible to determine which examination(s) the child must take. For more information, consult the following page: http://www.education.gouv.qc.ca/en/contenus-communs/parents-and-guardians/evaluation-of-learning-and-ministerial-examinations/.

- **Portfolio submitted to the Minister:** Parents who choose the portfolio as an evaluation method must ensure that the submitted document respects the requirements set out by the DEM. The DEM provides a template that combines the portfolio with the completion report.

7. Organization(s) that will be involved in the student's learning: Parents must indicate whether one or more organizations will be contributing to their child's learning (e.g. tutoring centres, remedial education servies, associations). If this is the case, parents must describe the extent of the contribution provided. Parents must also indicate if they do not anticipate any organization contributing to their child's learning.

8. Support from a school service centre or school board: Parents are responsible for communicating with the school service centre or school board with jurisdiction and for providing a copy of the learning project when requesting support. This request could include free access to textbooks, instructional materials or certain complementary services. It could also relate to an evaluation in order to obtain the credits required to earn a diploma recognized by the Minister. School service centres and school boards are responsible for establishing the terms and conditions under which they provide support to homeschooled children.

9. Request for access to instructional materials: Basic instructional materials cover the essential aspects of a given program of study. These materials include a student textbook and, usually, a teacher's guide. Not included are documents in which students write, draw or cut out.

10. Subjects: The QEP establishes the compulsory and optional programs of study for all children and students in Québec. The learning project must provide for varied and engaging activities every year. These activities must focus on the application of the programs of study for subjects in the language of instruction and the second language, depending on the parents' choice, (one in French and the other in English). The same applies for the compulsory subjects in the subject area of Mathematics, Science and Technology and in the subject area of Social Sciences, chosen from among the subjects that are taught during the cycle of instruction in which the child would be if the child were attending school. The official programs of study in each subject must be taught to allow progress in learning equivalent to the progress expected in each cycle at school.

In the case of a child with a moderate to severe or a profound intellectual disability for whom the QEP is out of reach, parents may develop a learning project based on the appropriate educational program (CASP-I or EPPII). In such cases, the DEM must conduct a thorough analysis of the child's needs and abilities in order to recommend the appropriate education program according to the child's profile and situation.

If parents of a child with a disability or experiencing difficulties believe that an exemption from one or more subjects is warranted, they may submit a request to their resource person. It should be noted that an exemption is an exceptional and temporary measure. Additionally, no exemption may be granted in Français, langue d'enseignement, English Language Arts, French as a Second Language or Mathematics.

11. Level(s) of instruction: Parents must indicate the level of instruction for each subject targeted in the learning project. It is possible that the level(s) of instruction differ from the grade level.

12. Brief description of the activities chosen: Parents must indicate the activities and projects chosen to acquire the knowledge and develop the competencies targeted in the learning project. A brief description of planned activities and projects must therefore be provided for each subject. However, parents are not required to submit all of the planned learning activities.

The DEM recommends that parents **keep evidence of learning on hand** (including the date, learning context and educational aim). They are also encouraged to record and comment on any observations they have made, so that this information is available if needed. These comments and observations may also be useful when preparing the reports on the child's learning progress or the portfolio, if parents have chosen this evaluation method.

The **learning context** refers to the context in which a learning activity or project is carried out (e.g. time required for the task, resources and tools used, degree of independence, interest and motivation in the task, type of support provided).

The **educational aim** refers to what a child is expected to know and be able to do when carrying out an activity or project.

13. The educational resources that will be used: Educational resources include pedagogical, material, cultural, scientific, sports as well as human resources that are used by parents and children as part of teaching and learning activities. It is important to indicate which resources are used in the various subjects targeted by the learning project to provide context to the activities that are described.

14. Other subjects, knowledge or competencies: Some elements of learning complete and enrich a child's existing knowledge. Activities that foster such learning may include, for example, projects for the development of digital competency, computer courses, lifeguard or babysitter training, or martial arts.

15. Additional notes: This section allows parent-educators to write down any other information they may deem relevant. If needed, they may attach appendices to the learning project.

16. Developed by: Parent-educators are responsible for developing the learning project, which means, among other things, that they must be able to comment on their child's learning plan and progress.

17. Personal Development: To obtain a Secondary School Diploma, students must complete 54 credits, including two credits in either Secondary V Ethics and Religious Culture or Secondary V Physical Education and Health.

18. Arts Education: To obtain a Secondary School Diploma, students must complete 54 credits, including two credits in Secondary IV Arts Education.

19. Optional subjects: In Secondary Cycle Two, the QEP includes a range of compulsory and optional subjects, combining the basic education all students need with more specialized training corresponding to their individual interests, aptitudes and talents. For this purpose, the Minister determines the list of elective subjects for which a program of study will be established as well as the number of credits to be assigned to each of these subjects.

Change(s) made to the learning project: During the implementation of the learning project, parents may make changes to their plan that they deem relevant. Such changes could pertain, for example, to adding a tutoring service or a change in the choice of a resource or evaluation method used for a subject. Parents inform their resource person of these changes or indicate them in the status report, if necessary.

Only **substantial changes** made to the learning project must be reported to the Minister within 15 days by written notice. A substantial change is any major change made to the planned learning, irrespective of how the learning is acquired. It may be necessary for health reasons or another reason that limits the possibility of acquiring the learning. A substantial change could include changing the level of instruction or partially or completely dropping the planned activities for one or more subject.

Information on the student | Year: | COMPULSORY SECTION

Last name:	First name:
Date of birth (year-month-day):	Permanent code (if applicable):

School service centre or school board with jurisdiction: **2**

Declaration of eligibility for instruction in English: ☐ Yes ☐ No	Grade level: **3** ☐ Cycle Two, Secondary III ☐ Cycle Two, Secondary IV ☐ Cycle Two, Secondary V

Last level of educational services received from an educational institution:

☐ Not applicable   ☐ Kindergarten

☐ Elementary 1   ☐ Elementary 2   ☐ Elementary 3   ☐ Elementary 4   ☐ Elementary 5   ☐ Elementary 6

☐ Secondary I   ☐ Secondary II   ☐ Secondary III   ☐ Secondary IV   ☐ Secondary V

If applicable, the date on which the student stopped attending an educational institution:

Profile of the child and general learning context (optional section)

Strengths, interests, challenges, difficulties, examples of learning aids or any other relevant information:

Planning of learning and evaluation | COMPULSORY SECTION

Start date of the implementation of the learning project (year-month-day):

Description of the chosen educational approach: **4**

Approximate plan of the time allocated to the learning activities: **5**

Method(s) for evaluating the child's progress : 6

Subject	Evaluation by the school service centre or school board	Evaluation by a private educational institution	Portfolio submitted to the Minister	Uniform examinations set by the Minister	Evaluation by the holder of a teaching licence	The first and last name of the holder of the teaching licence, if known
☐ Français, langue d'enseignement (when French is the language of instruction) ☐ English Language Arts	☐	☐	☐	☐	☐	
☐ English as a Second Language ☐ French as a Second Language	☐	☐	☐	☐	☐	
☐ Mathematics ☐ SN or ☐ TS or ☐ CST	☐	☐	☐	☐	☐	
☐ Science and Technology	☐	☐	☐	☐	☐	
☐ ST or ☐ ATS	☐	☐	☐	☐	☐	
☐ History of Québec and Canada	☐	☐	☐	☐	☐	
☐ Contemporary World	☐	☐	☐	☐	☐	
☐ Financial Education	☐	☐	☐	☐	☐	

Organization(s) that will be involved in the student's learning ⌂7 COMPULSORY SECTION

☐ Yes ☐ No   One or more organizations will be involved in the student's learning:

Name of organization 1:		
Address (number, street, city and province):		Postal code:
Email address:	Telephone:	Extension:
Type of involvement:		

Name of organization 2:		
Address (number, street, city and province):		Postal code:
Email address:	Telephone:	Extension:
Type of involvement:		

Support from a school service centre or school board (optional section) ⌂8

☐ No request for support from a school service centre or school board
☐ Request for access to instructional materials ⌂9
  ☐ textbooks
  ☐ other materials: _____
☐ Request for access to complementary educational services
  ☐ special education services   ☐ academic and career counselling and information
  ☐ remedial education services   ☐ speech therapy services
  ☐ psychoeducational services   ☐ psychological services
  ☐ support services for the use of the documentary resources of the school library
☐ Request for access to resources
  ☐ auditorium and art rooms   ☐ library   ☐ sports and recreational facilities
  ☐ science laboratory   ☐ computer laboratory
☐ Request for an evaluation in order to obtain the credits required to earn a diploma recognized by the Minister

Subjects 🏠10

Québec Education Program (QEP): http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary

Note: In an effort to adopt gender-inclusive language in the competencies of the QEP, the singular pronouns "he" and "she" and their related forms have been replaced by the pronoun "they" and its related forms, used in the singular.

Languages (compulsory section)

Subjects	Level(s) of instruction 🏠11	Brief description of the activities chosen 🏠12	Educational resources that will be used 🏠13
☐ **English Language Arts** • Uses language/talk to communicate and to learn • Reads and listens to written, spoken and media texts • Produces texts for personal and social purposes **OR** ☐ **Français, langue d'enseignement** • Lire et apprécier des textes variés • Écrire des textes variés • Communiquer oralement selon des modalités variées	☐ Secondary III ☐ Secondary IV ☐ Secondary V ☐ Other, specify: _____		
Français, langue seconde • Interagir en français • Lire des textes variés en français (core program) • Lire des textes courants, spécialisés et littéraires en français (enriched program) • Produire des textes variés en français ☐ Core program ☐ Enriched program **OR** **English as a Second Language** • Interacts orally in English • Reinvests understanding of texts • Writes and produces texts ☐ Core program ☐ Enriched program	☐ Secondary III ☐ Secondary IV ☐ Secondary V ☐ Other, specify: _____		

Mathematics, Science and Technology (compulsory section)

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **Mathematics** • Solves a situational problem • Uses mathematical reasoning • Communicates by using mathematical language	☐ Secondary III ☐ Other, specify: _____		
Mathematics • Solves a situational problem • Uses mathematical reasoning • Communicates by using mathematical language ☐ Science Option (SN) ☐ Technical and Scientific Option (TS) ☐ Cultural, Social and Technical Option (CST)	☐ Secondary IV ☐ Secondary V		
Science and Technology • Seeks answers or solutions to scientific or technological problems • Makes the most of [their] knowledge of science and technology • Communicates in the languages used in science and technology ☐ Science and Technology (ST) ☐ Applied Science and Technology (ATS)	☐ Secondary III ☐ Secondary IV ☐ Other, specify: _____		

Social Sciences (compulsory section)

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **History of Québec and Canada** • Characterizes a period in the history of Québec and Canada • Interprets a social phenomenon	☐ Secondary III ☐ Secondary IV		
☐ **Contemporary World** • Interprets a contemporary world problem • Takes a position on a contemporary world issue	☐ Secondary V		
☐ **Financial Education** • Takes a position on a financial issue	☐ Secondary V		

Other subjects, knowledge or competencies 🏠14

Other subjects, knowledge or competencies	Brief description of the activities chosen
☐ None ☐ Yes, specify:	

Additional notes (optional section) 🏠15

Learning project 🏠16

Developed by:	
Email:	Telephone:
Date (year-month-day):	

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **Physical Education and Health** • Performs movement skills in different physical activity settings • Interacts with others in different physical activity settings • Adopts a healthy, active lifestyle	☐ Secondary III ☐ Secondary IV ☐ Secondary V ☐ Other, specify: _____		
☐ **Ethics and Religious Culture** • Reflects on ethical questions • Demonstrates an understanding of the phenomenon of religion • Engages in dialogue	☐ Secondary III ☐ Secondary IV ☐ Secondary V ☐ Other, specify: _____		

Arts Education (optional in a homeschooling context) 18

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **Drama** • Creates dramatic works • Performs dramatic works • Appreciates dramatic works ☐ **Visual Arts** • Creates personal images • Creates media images • Appreciates images ☐ **Dance** • Creates dances • Performs dances • Appreciates dances ☐ **Music** • Creates musical works • Performs musical works • Appreciates musical works	☐ Secondary III ☐ Secondary IV ☐ Secondary V ☐ Other, specify: _____		

Optional subjects 19

Languages

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **Spanish as a Third Language** • Interacts in Spanish • Understands a variety of texts in Spanish • Produces a variety of texts in Spanish	☐ Secondary III ☐ Secondary IV ☐ Secondary V		

Mathematics, Science and Technology

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **Environmental Science and Technology (EST)** Enriched course taken after the ST course • Seeks answers or solutions to scientific or technological problems • Makes the most of [their] knowledge of science and technology • Communicates in the languages used in science and technology **OR** ☐ **Science and the Environment (SE)** Enriched course taken after the AST course • Seeks answers or solutions to scientific problems • Makes the most of [their] scientific knowledge • Communicates using scientific language	☐ Secondary IV		
☐ **Chemistry** Prerequisites: (ST + EST) **or** (AST + SE) • Seeks answers or solutions to problems involving chemistry • Makes the most of [their] knowledge of chemistry • Communicates ideas relating to questions involving chemistry, using the languages associated with science and technology	☐ Secondary V		
☐ **Physics** Prerequisites: (ST + EST) **or** (AST + SE) • Seeks answers or solutions to problems involving physics • Makes the most of [their] knowledge of physics • Communicates ideas relating to questions involving physics, using the languages associated with science and technology	☐ Secondary V		

Social Sciences

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **Cultural Geography** • Understands the organization of a cultural area • Interprets the dynamics of a cultural area	☐ Secondary V		
☐ **History of the 20th Century** • Characterizes a historical turning point • Interprets a social phenomenon using the historical method	☐ Secondary V		

Arts Education

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **Drama** • Creates dramatic works • Performs dramatic works • Appreciates dramatic works ☐ **Visual Arts** • Creates personal images • Creates media images • Appreciates images ☐ **Dance** • Creates dances • Performs dances • Appreciates dances ☐ **Music** • Creates musical works • Performs musical works • Appreciates musical works	☐ Secondary III ☐ Secondary IV ☐ Secondary V		
Arts and Multimedia ☐ **Drama and Multimedia** • Creates dramatic works • Performs dramatic works • Appreciates dramatic works ☐ **Visual Arts and Multimedia** • Creates personal images • Creates media images • Appreciates images ☐ **Dance and Multimedia** • Creates dances • Performs dances • Appreciates dances ☐ **Music and Multimedia** • Creates musical works • Performs musical works • Appreciates musical works	☐ Secondary III ☐ Secondary IV ☐ Secondary V		

Career Development

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **Personal Orientation Project** • Carries out a process of career exploration • Contemplates [their] learning and work possibilities	☐ Secondary III ☐ Secondary IV ☐ Secondary V		
☐ **Entrepreneurship** • Determines [their] suitability for entrepreneurship • Implements an entrepreneurial project	☐ Secondary III ☐ Secondary IV ☐ Secondary V		
☐ **Exploration of Vocational Training** • Explores vocational training • Contemplates [their] suitability for vocational training	☐ Secondary III ☐ Secondary IV ☐ Secondary V		

Integrative Project

Subjects	Level(s) of instruction	Brief description of the activities chosen	Educational resources that will be used
☐ **Integrative project** • Carries out an integrative project • Makes connections between elements of [their] learning	☐ Secondary V		

Sexuality Education, Academic and Career Guidance, and Cardiopulmonary Resuscitation (CPR)
(optional in a homeschooling context)

Content	Level(s) of instruction	Planned learning	Activities chosen
☐ **Sexuality Education**	☐ Secondary III ☐ Secondary IV ☐ Secondary V ☐ Other, specify: _____		
☐ **Academic and Career Guidance**	☐ Secondary III ☐ Secondary IV ☐ Secondary V ☐ Other, specify: _____		
☐ **Cardiopulmonary Resuscitation (CPR)**	☐ Secondary III		