

Australian Curriculum (ACARA)

Home education program for Theo Alexander* (*this child, including their name and profile, is entirely fictional and any resemblance to real persons is purely coincidental)

Educational and personal goals

Short term (this year)

- To develop Theo's literacy skills, particularly with regard to spelling, sentence structure and paragraph writing.
- To develop his financial literacy skills and to continue his numeracy development at peer level.
- To improve his confidence interacting in various social situations and with oral presentations.
- To contribute practical ideas for upcoming renovations to the family home.

Long term (future years)

- To provide diverse opportunities that encourage continued engagement with learning.
- To prepare Theo for the world of work and/or further studies.
- To develop a high level of academic, social and cultural competence in order for Theo to reach his full potential in society.

Overview of my child (the learner)

My child's learning background and individual needs

Theo is a 12-year-old boy who has achieved above-average academic success at primary school over the past seven years. In recent times, due to experiences at his new high school, Theo has become more reserved in his social interactions and generally anxious about attending classes. Since Theo has been home-educated, his anxiety has lessened and his enthusiasm for learning has returned. Without the distractions at school, we have also noticed a positive change in Theo's attitude towards his family and improvement with regard to his self-esteem. We aim to re-establish the passion and success Theo has had with his learning, particularly in Maths, through various practical and life-like activities.

My child's learning style/s

Theo achieves success when his learning styles are catered to including:

- being able to work alone without distractions in a quiet self-contained study environment, particularly when researching information for a report or assignment;
- having each work task explained verbally and in detail to ensure comprehension of the activity; and
- seeing tasks being modelled and having hands-on involvement, especially in practical subject areas like Design Technology, to ensure skills are maintained.

Teaching strategies to support my child's individual needs and learning style/s

Theo excels with his learning when he:

- is given explicit one-on-one instructions about set tasks and provided guided support when required to successfully complete activities;
- has an understanding of specific learning goals behind an activity and the opportunity to negotiate the type of assessment to be produced;
- receives effective feedback on what he has done correctly and the ways he can improve his work; and
- participates in planning units of study and activities that cater to his interests, needs and abilities.

Description of home learning environment

Physical environment e.g. private/shared study spaces, light, ventilation, display areas, storage, IT access, indoor/outdoor facilities

Theo has access to several quiet study areas in our house including an office space equipped with a large desk, computer, bookshelves, white board and a resource storage cupboard. The lounge room also has suitable furniture for Theo to conduct his studies when audio-visual resources are required. Subjects like HPE, Design Technology and Art, which have a practical component, are conducted in suitable spaces including a large back yard, kitchen and work shed respectively.

Motivational environment e.g. indoor/outdoor activities, hands-on/real-life experiences, daily routines/tasks, variation of routines/tasks, individual/group learning opportunities, interactive learning

As Theo's concentration is strongest in the morning, we organise our timetable accordingly. For example, literacy and numeracy activities are completed in the first couple of hours on alternate days before morning break, followed by History/Geography and Science. After lunch, learning is focused more on hands-on activities related to learning areas like HPE, Art, and/or Design Technology. Regular excursions to galleries, museums and parks also offer variation to the program, making learning more fun.

Social opportunities

Peer and other interactions e.g. friends, home education groups, sporting clubs/associations, religious activities, classes, travel/excursions

Theo attends Greek school every Wednesday afternoon for two hours and Sunday church services at our local parish. He participates in regular events organised by the parish community and enjoys outings with extended family and friends.

Theo plays club football in the winter months with bi-weekly training and weekend games. He is also a member of the local Scout group and meets-up with friends from his previous school on most weekends and holidays. We will also be travelling to Melbourne for holidays during Easter to visit family and friends.

General curriculum information

Prep (Foundation) – Year 10

The [Australian Curriculum](#) provides specific subject and year level information, select **F-10 Curriculum** drop-down menu on the website or use the hyperlinks included with each of the learning areas below.

[Parent Information](#) provides a general guide about the learning that typically occurs for students in Prep (Foundation) – Year 10.

Senior Secondary (Years 11-12)

The [Queensland Curriculum and Assessment Authority](#) provides a broad range of subject specific information for a range of student pathways. Use the [Years 11 – 12: A – Z Subject List](#) to find curriculum information.

Program overview

This overview is intended to assist with planning and organisation. Identify and list your key topics for each learning area. Arrange the selected topics into blocks.

Please note, this overview is a summary and does not constitute a complete program.

Learning area	English	Mathematics	Science	Humanities and Social Sciences	The Arts	Technologies	Health & Physical Education	Languages
Example study block A	Literary texts: novel study <i>Don't Call Me Ishmael</i> <ul style="list-style-type: none"> Guided reading Literary analysis Issue of bullying 	Measurement and Geometry <ul style="list-style-type: none"> Establish formulas for areas of various shapes to design and construct a dwelling using blocks 	Investigation: parachute design <ul style="list-style-type: none"> Investigate and predict effects of the Earth's gravity on motion Communicating ideas, methods and findings on an investigation poster 	Sustainability research <ul style="list-style-type: none"> Investigate how past and present societies have managed finite natural resources (and evaluate how this might influence future planning) 	Visual Art: exploring traditional art <ul style="list-style-type: none"> Research and evaluate how individuals are influenced by artworks from different cultures, times and places 	Design an ideal bedroom <ul style="list-style-type: none"> Draw and label the room, prioritising the importance of each factor like furniture, lighting, storage, power and colour scheme 	Nutrition: compare Australian and Greek dietary guidelines <ul style="list-style-type: none"> Design individual food guidelines, explaining reasons for recommendations 	Modern Greek <ul style="list-style-type: none"> Reading and responding to questions about characters Conversational Greek
Study block B	Youth representations: media <ul style="list-style-type: none"> Investigate stereotypes in the media Structure of feature articles The power of visual texts and emotive language 	Number and algebra <ul style="list-style-type: none"> Understanding ratios to design a working farm Using fractions to make design judgements 						
Study block C	Poetry and song lyrics <ul style="list-style-type: none"> Poetic devices Figurative language Imaginative writing and presentation 	Statistics and probability <ul style="list-style-type: none"> Engaging with various games of chance Predicting outcomes Creating a board game 						
Study block D	Cross-cultural understanding Film study: <i>Bend it like Beckham</i> <ul style="list-style-type: none"> Identifying and analysing issues, events, characters and film techniques 	Money and financial mathematics <ul style="list-style-type: none"> Managing personal budget Understanding banking Shopping and estimating 						

Notes about this example

Please note this is not a complete program overview.

Example study block A: has been provided as a **sample of how a full study block overview may be documented.**

English and Mathematics: four study block overviews have been included for the learning areas of English and Mathematics. **The study block overviews for these learning areas are elaborated on in detail on the program pages that follow.**

The information/examples provided in this document should not be copied, rather used to assist you in preparing your own program for your child.

Teaching, learning, resources, monitoring and recording

Use these pages for each learning area to elaborate in detail on the key topics listed in your program overview.

Learning area	Teaching <i>What topics/content am I intending to teach my child?</i> <i>What strategies will I use?</i>	Learning <i>What activities will my child do?</i> <i>What skills will my child develop?</i>	Resources <i>What resources will my child and I use? Include a variety of specific titles, levels and websites.</i>	Monitoring and progress <i>How will I monitor and record my child's progress?</i> <i>What forms of assessment will be collected for work samples?</i>
<p>English</p> <p>Skill development in this area can include:</p> <ul style="list-style-type: none"> analysing, explaining and using text structures and features e.g. punctuation, grammar, vocabulary, linguistic devices creating a variety of texts, e.g. informative, persuasive, narratives discussing, using and creating multimodal texts engaging with texts for appreciation and enjoyment. 	<p>Study block A (row expands to fit content)</p> <p>Literary texts: novel study</p> <ul style="list-style-type: none"> Language features, representations of characters, events and issues Explore ethical issues (bullying) in the text and comparing perspectives Use Plus, Minus, Interesting (PMI) 	<ul style="list-style-type: none"> Character profiles and chapter summaries Vocabulary/spelling lists and independent and guided reading Analyse how language is used to create character and to influence emotions and opinions 	<ul style="list-style-type: none"> Novel: <i>Don't Call Me Ishmael</i> The author's website – Michael Gerard Bauer Studyladder Spelling Bee Australian Curriculum website 	<ul style="list-style-type: none"> Mark, date and provide written feedback on learning activity responses and draft script Worksheet activities Literary analysis – analytical essay or multimedia presentation (recorded)
	<p>Study block B (row expands to fit content)</p> <p>Youth representations (media)</p> <ul style="list-style-type: none"> Investigate stereotypes and bias in the media and understand how audiences are positioned The power of visual texts and emotive language Vocabulary-building exercises 	<ul style="list-style-type: none"> Read and view selected media texts (traditional/online) analysing youth representations Analyse the generic structure of a feature article and/or television report Spelling lists and testing 	<ul style="list-style-type: none"> Newspapers and magazines (e.g. local newspapers, celebrity or teenager magazines) TV news reports and current affairs programs Online news websites 	<ul style="list-style-type: none"> Student reflective journal including all media sources investigated Parent-student conferencing Informative feature article and/or TV news report exploring youth representations and audience positioning
	<p>Study block C (row expands to fit content)</p> <p>Poetry/song lyrics</p> <ul style="list-style-type: none"> Language features and text structures of poems and lyrics Deconstruct meaning and social/cultural messages Identify and evaluating poetic devices 	<ul style="list-style-type: none"> Read and view various poems/songs with a message Write poetry and lyrics using a range of devices Develop evaluative and analytical skills 	<ul style="list-style-type: none"> Poetry/lyrics books and websites like lyrics.com Red room poetry website Scoutle online website 	<ul style="list-style-type: none"> Mark workbook exercises and provide feedback Conferencing notes/annotations Compose and record an imaginative poetry performance or an informative song with a message
	<p>Study block D (row expands to fit content)</p> <p>Cross-cultural understanding</p> <ul style="list-style-type: none"> Examine family responsibilities and parental expectations Social freedoms and relationships exploring points of view Higher-order thinking activities using tournament prioritiser and Venn diagram 	<ul style="list-style-type: none"> Identify and evaluate film techniques and viewer positioning Paragraph writing: evaluating issues and character representations Generic features of a monologue or short story 	<ul style="list-style-type: none"> Film: <i>Bend it like Beckham</i> Websites exploring short story or monologue writing Bend it like Beckham websites like filmeducation.org 	<ul style="list-style-type: none"> Worksheet activities including plot summaries and character profiles Imaginative short story using an issue from the film and transforming it to a local setting (<i>or</i>) Informative monologue from an antagonist's point of view – performed and recorded

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Mathematics Skill development in this area can include: <ul style="list-style-type: none"> posing/solving problems e.g. real life problems and situations applying facts and knowledge e.g. formulae, laws and rules calculating/ solving equations sequencing and ordering, budgeting and planning collecting, interpreting and comparing (data, numbers, measurements shapes, angles, statistics, probability). 	Study block A (row expands to fit content)	Measurement and Geometry <ul style="list-style-type: none"> Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving Calculate the volume of a rectangular prism (cuboid) Investigate cubic metres 	<ul style="list-style-type: none"> Apply ratios to estimate the volume of solids made up of cubes and exploring relationships between unit size and volume Draw three-dimensional objects on square/isometric grid paper and describe different views Design and create a block castle 	<ul style="list-style-type: none"> Scoutle online game: Cubirocks are Measured Australian Curriculum website Minecraft online computer game Manipulatives, e.g. Lego 	<ul style="list-style-type: none"> Annotations outlining the goals of the task and strategies used Calculations/working pages All design work will be dated and material/work other than paper-based (e.g. block castle) will be photographed
	Study block B (row expands to fit content)	Number and algebra <ul style="list-style-type: none"> Convert fractions, decimals and percentages Build on understanding of the area of rectangles to develop formulas for the area of triangles Use area formulas for rectangles and triangles to solve problems 	<ul style="list-style-type: none"> Design a farm and analyse ratios of competing use of land Apply knowledge and understanding of fractions to make design judgements Calculate decimal fractions to describe a fraction of an area and plot points on a Cartesian plane 	<ul style="list-style-type: none"> Scoutle online: Design a farm Star Dew Valley Planner online game QCAA online Maths investigations – town planning Isometric and square grid paper 	<ul style="list-style-type: none"> Workbook exercises, learning log and anecdotal records Progress chart Draft and final copy of farm design with working out pages
	Study block C (row expands to fit content)	Statistics and probability <ul style="list-style-type: none"> Assign probabilities to outcomes of events and determine/predict probabilities for events Lateral thinking and problem-solving (guessing and checking) Convert and compare common and decimal fractions 	<ul style="list-style-type: none"> Play various games of chance, calculating probability using headings: impossible, unlikely, even chance, likely, and certain Create a board game or other game of chance and predict outcomes Conduct trials, record and represent data graphically to support analysis 	<ul style="list-style-type: none"> Australian Mathematical Sciences Institute (AMSI) website – Year 7 probability Probability for game designers – League of Gamers website Essential Mathematics 7 textbook 	<ul style="list-style-type: none"> Organise information into lists and tables to present a reasoned hypothesis Graphic data displays Create an original board game or other game of chance supported by draft notes, rules and final product
	Study block D (row expands to fit content)	Money and financial mathematics <ul style="list-style-type: none"> Banking, interest rates and savings/cheque accounts Using percentages to calculate discount savings Shopping lists, money transactions and personal budgeting 	<ul style="list-style-type: none"> Data representation and graphing of expenses (week, month, year) Represent data using tables and graphs (bar, pie, line and comparative) Investigate and calculate 'best buys', with and without digital technologies 	<ul style="list-style-type: none"> Woolworths and Coles online shopping websites and letter box shopping catalogues Protractor, compass, set square, grid paper, ruler Australian Curriculum website 	<ul style="list-style-type: none"> Financial portfolio including: savings plan, personal income/expenses spreadsheet, and comparative graphs representing weekly/monthly/yearly costs Analysis of current income and expenditure with recommendations