Alternative Pathways

Programs for Homeschooling Gifted Children

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This compilation contains authentic programs used by families homeschooling gifted children in Australia and New Zealand.

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Overview

Program 1

Highly gifted children often learn so fast that writing and documenting their progression according to state curriculum guidelines can become an obsolete mission (ed).

There IS no plan. I'm really just winging it at the moment! Originally I'd intended to have a plan, but things change so fast, I just adapt all the time. It depends upon what my daughter turns out to like, how fast (or not) she goes, books we happen to see at the library, books I happen to see in bookshops and buy.... PLUS there's a limit of course to my time and energy. Sometimes we can go a whole week without actually DOING anything you could readily put a finger on or describe. I worry that what we actually manage is far from my ideal! On the other hand I know that it's incomparably better than what she would get at any school we could possibly go to.

We are doing Maths and French out of textbooks (+ audio CD for the latter) at the moment. My daughter is already happy and able to do a lot of this by herself, and just uses me as a tutor/resource. Her reading is at such a high level, and her ability to self-manage is now so good, that she really can follow a textbook. We did all of primary school grammar at one stage and finished it some weeks back. Sometimes we do spelling for a few weeks (mainly from various spelling bee lists on the Web). Most of my teaching is just chatting about things as they arise (unschooling), plus I intentionally barely modify my vocabulary or delivery style for her anymore. I also talk a lot about how to do things you don't feel like doing, how to set goals, plan your day, not worry about little things, enjoy making mistakes, control the urge to throw a tantrum and so on. I feel that it's more important at this stage to develop good life skills and habits than to master any particular bodies of academic knowledge.

Sometimes she has the urge to write a story. Apart from this, I'm not expecting a lot of "output" at the moment - it'd be too tiring, too much for a 5 year old. So for the rest, she reads. And reads. And reads. Fiction, jokes, science, geography, puzzles, you name it...loads and loads from the library each week (some of the fiction now have "young adult" stickers on their spines!) Often after returning from the library she'll read as much as 200 pages straight and I'll have to remind her to stop to eat. I might add that we have a TV and she's allowed to watch it, but of her own volition averages probably about 20 hours viewing a year at the moment!

She has a new project growing strawberries in our vegetable garden, helps with gardening generally, can tidy her room (or the kitchen table) perfectly by herself, knows all about recycling, a lot about nutrition, takes an interest in the weather (rain gauge, thermometer, etc) . She does lots of origami and makes maths solids and other things out of paper. She has a good grasp of internet use, e-mail and so on from looking over my shoulder. This year she has found a GT 5 yr old girl in South Africa to be penfriends with.

We also avail ourselves of whatever we like the look of from the local community. There's (during "term") a 30 min. swimming lesson (local gym), a 2 hour art class (through a homeschooling group and with a local artist), a 1 hour dancing class (private dance school). We also go on nature walks with the local field naturalists' club, volunteer as bird atlases for Birds Australia, and go on selected homeschool group excursions.

If my daughter had started at the local primary school she would still be in prep/kinder - they told me they "don't believe in" what they call "acceleration". However by early September of her first year she has finished primary school maths and has zoomed straight into Year 7. She's actually done all of Maths Grades 3,4,5 and 6 this year so far and because as she's so young I wasn't game to let her skip any problems! I don't know how long Maths can go at this pace - I might stop it and do logic or HTML or some form of programming at some stage for a change. There's no need to panic, I tell myself. I expect it'll all fall into place at the time.

In the next year or two I expect my daughter would like to try a musical instrument. I want to throw in Latin and/or Greek at some point. Further modern languages. A drama club? Voluntary work of some kind. The possibilities are endless. (Much) longer term I might go the Open Universities Australia route if things work out that way. Who knows? So, as I said, there's no program, but lots of progress.

Rationale: Levels of Giftedness

Program 2

It is very important to note that there are different levels of giftedness. It is not always appreciated that even between these rough bands of ability there is a very great range of abilities. Therefore you should not expect to cater for the exceptionally or profoundly gifted child using the same programme as for the moderately gifted child.

Children of 140 IQ waste half their time. Those above 170 IQ waste practically all their time in school. (Hollingworth)

The exceptionally gifted or profoundly gifted child requires an educational program which differs quite radically in structure, pace, and content from that which might be offered to moderately gifted age-mates. (Gross, 1992)

Individualisation in education is essential to serving the needs of the exceptionally gifted. The higher the deviation above the mean, the greater number of possible combinations and re-combinations of abilities. No one highly gifted child can be expected to be like any other with the same score. Therefore, no single-focused program…can hope to adequately serve a population with such potentially complex profiles. (Lewis, 1984)

Vulnerabilities of highly gifted children include uneven development, perfectionism, adult expectations, intense sensitivity, self-definition, alienation, inappropriate educational environments, and role conflict. (Roedell, 1994)

Underachievement in school is a serious problem in the gifted population. If we compare scores of all gifted students on individual aptitude tests with their level of performance, we would likely find as many as 70 percent underachieving. (Whitmore, 1980)

The child's intellectual development is proceeding at a much more rapid rate than physical or social or emotional development. Although this is perfectly normal for an extremely gifted child, it does present certain problems and challenges, especially in an age-segregated society. Profoundly gifted children may literally be able to comprehend intellectually what they are not ready to deal with emotionally. They may be able to construct a complex story with plot and characterization that is more typical of a middle school student while they are only the tender age of four, but they still usually have the motor skills of a four- year-old and cannot write their story down.

Personality attributes more reliably predict what will happen in adulthood than does the child's degree of giftedness (Winner)

To cover all 6 Key Learning Areas using a thematic approach with themes of interest so that the learning experience will be treasured. The themes are summarised in the 'Units of work' book, expanded on in both the 'Stage outcomes' books and ultimately in the 'BOS curriculum'.

Areas of the curriculum that need to be dealt with outside the themes and with the aid of text/workbooks or computer programs using an ongoing timetable allocation include;
Grammar
Handwriting
Mathematics
Spelling
Typing

Latin
Promote an enjoyment of reading as a pleasurable past time, at various levels and with a variety of material accessed.

Aspects of the Personal Development, Health and Physical Education curriculum not covered by the thematic approach will be dealt with by various outdoor activities combined with organised groups (i.e. gymnastics, swimming, soccer etc.).

Aspects of the Creative Arts curriculum not covered by the thematic approach will be dealt with by the use of private tutors and group classes (i.e. piano lessons and drama classes).

Access to groups/mentors that specialise in special interest areas (i.e. Bird watching, Veterinarian, etc.) will be provided.

Particular "Life Skills" which aren't covered in the curriculum (see below) will also be covered.

Yearly goals
Student:
Gain diverse knowledge in a wide range of subjects
Find learning interesting and stimulating
Develop spelling skills
Develop cursive script
Develop typing skills
Retain a positive self-esteem
Develop good work ethic
Become a more independent learner
Make sure he knows that unusual gifts, like hair and eye colour, are not earned and that it's what one does with one's abilities is what's important.

Mum:
Make learning fun
Provide socialisation for N
Maintain a sense of self
Keep on top of paperwork
Enjoy
Have a sense of humour

FAMILY:
To grow closer
Make time for each person to have their down time
Introduce younger sibling L, to a pleasant and relaxed homeschooling environment
Remember that the healthiest long term goal is not necessarily a child who gains fame, fortune or a Nobel prize, but one who becomes a comfortable adult and uses gifts productively.
Enjoy the life style and don't forget to "stop and smell the roses" now and then

Assessment, Records, Strategies & Resources

The strategies that will be used to assess and record achievement are as follows;

1. See Stage 1, 2 & 3 NSW Board of Studies Outcomes Assessment Pro-formas
2. A daily learning log will be kept and reviewed daily using a colour-coded system to indicate the key learning areas covered in each activity.
3. A weekly planning dairy will be completed each week for the coming week.
4. Notes and ongoing evaluation of the program and timetable will be completed each week.
5. A weekly journal entry will be completed by N.
6. Work completed in activity books will be registered in the actual activity book as well as in the daily learning log.
7. Television guides with educational (and other) programs watched will be highlighted.
8. A portfolio of work will be kept; this will include written tasks as well as recordings of performances/oral presentations, and test results.
9. An emphasis will be placed on pre-level testing.
10. Half yearly evaluations of outcomes will be completed in the "Evaluation of Outcomes" folder for each stage of learning.
11. Yearly external testing by a registered Educational Psychologist (Mr. Phillip Wolfer) will be undertaken in the areas of Mathematics, Reading, Spelling and any other areas deemed necessary for each stage of development.

Resources

- Home education networks: These often have regular gatherings, organised excursions and social events (e.g. EG/PG group and SHEN)
- School teachers, family and friends working in educational institutions
- Libraries: Public libraries and libraries attached to TAFE colleges or universities
- Educational Book stores
- Public Institutions: Museums, parks, galleries, libraries and public utilities, which run information days, exhibitions, lectures, information or support groups, and maybe some courses, and provide a wide range of resource materials.
- NSW Board of Studies
- Gifted Organisation: NSW Gifted and Talented Association, GERRIC and PLC extension Centre
- Telephone Book
- People: Friends and family and general members of the community.
- Community and Charitable Organisations
- The Mass Media: Use creatively and intelligently the mass media - television, radio, print publications for public broadcast, and computer network systems

Extra Curricula Learning

- Basic First Aid, including CPR
- Nutrition
  - what is a good diet for me?
  - why do I eat the food I do?
  - how healthy is "healthy" food?
  - where does my food come from?
  - additives to foods - how are foods processed?
  - what's my opinion on genetic engineering and food?
- Getting Involved in Community Organisations
  - Meals on Wheels (Senior Citizens)
  - Wildlife/Conservation
  - Overseas Aid/ Human Rights
- Visit Local Council, State and Federal Parliament
- Positive thinking practice
- Conflict resolution strategies
- Recognisingand managing own stress levels
  and understanding causative factors
- Camping and survival skills - bushcraft
- Cooking for different occasions
  - different groups of people
  - balanced, appropriate menus
  - preparation, clearing away
  - budgeting and shopping
- Maintenance of clothes
  - basic sewing skills, laundry, shoe care
- Telephone skills
  - answering/making (all types of calls)
  - emergency calls
  - information accessing
  - using the White and Yellow pages
- Staying safe in the community
  - peer pressure to conform
  - safety in the home and environment
- Gardening
  - use of plants (food, building, fibre, fuel, aesthetics, etc)
  - wild foods, traditional uses across cultures (Aboriginal, herbal remedies)
  - use of plants and indigenous plants in the area
  - grow own food, including harvest, care, composting, chemicals, treatment
- Be able to estimate with reasonable accuracy
- Personal journal on a regular basis
  (www.splinterware.com/products /iDailyDiary.htm)
- Practice in real life mental calculations (shopping, cooking, making things)
- Be able to draw to scale
- Read charts, graphs (weather, statistics, in media)
- Watch Australian story for HESE
- Read and interpret timetables
- Devise ways to manage own time - stay on task, finish things, avoid distractions, making and meeting contracts and agreements to do things in a time frame (finding out what it is I really want to do)
- Understand what is happening to the body
  1. how it affects moods and therefore relationships
  2. meditation, relaxation, understanding body rhythms and cycles, need for solitude and privacy)
- Health and Safety around drugs, alcohol, tobacco, chemicals, food addictions - why? (disease and hazards)
- Be able to use computer catalogue and technology in the local and other libraries to access information and resources.
- Use the Reference Library in Sydney (take a free tour)
- Read on back cliff often (with M)
- Bird (Bob) time
- An outside activity each day (fishing, park)
- Music (Piano lessons, practice)
- Sewing
- Learn sign language
- Maths mentals daily
- Touch type daily (goodtyping.com)
- Have fun

Resource List

"feely" box, assorted items
alphabet blocks, dice
and lower case
animals, food, plants, birds, places
atlas, road maps, maps, globe
batteries and light bulbs
bead or counting frame, abacus
blackboards, chunky and thin chalks
blank books, lined/unlined
blank flash cards for children to
blank tapes for children to record on
boxes for storage
broom, dustpan (child's own)
cardboard; various colours, sizes
child-made books
clay
clock, clock stamp
collage materials
comfortable couch for reading
compass
computer
construction toys
containers, scales, weights
counters; blocks, beads, sticks,
crossword puzzles, etc
Cuisenairre rods
dictionaries; word and picture
dominoes (number, time, animal, etc)
dramatic play equipment; dress-ups,
educational DVD's, videos and CDROMS's
encyclopaedias
flannel board and cut out figures
food colouring and other dyes
funnels of different sizes
furniture, blocks, animals
glue; clear paste, pva, craft
graph paper, various grades
hole puncher
large rug for playing/working on
library books
low shelves
magazines and catalogues pencils,
magnetic board; letters, numbers and coloured figures
manipulative letters; wood, sand-
materials for cubby building
mathematical games
measuring devices; spoons, jugs,
memory games, picture bingo
mirror, child full-length
natural and coloured ice cream sticks, match
newspapers and newsletters
number lines
objects for fine motor coordination
objects for visual discrimination
other games
paints and brushes
paper, plastic, cardboard; upper
people, sports, etc
phone directories
pictures and objects for classifying
pictures and objects of wild and farm
plastic eye droppers
play money, shop props
playdough
playing cards, chess game and checkers,
poems and story starters
posters, charts, pictures
props, furniture
pulleys
puzzles; peg, insert and jigsaw
reading flash cards, alphabet cards
reading games; board and card
real and play telephones
rulers, tape measures, trundle
safe planks
scissors, Stanley knife, pinking shears
scrabble and other word games
scraps of fabric
sequence cards and games
set of wooden blocks
small toys, such as little cars, dolls,
soft leather and vinyl scraps
sticks, toothpicks
sticky tape, masking tape, ducting tape
straws, buttons, pegs, bottle caps
string, wool, rope
sturdy large cardboard boxes
tangrams
textas, crayons
thin pieces of rubber tubing
variety of puppets; glove, finger, etc
video and cassette player/recorder
videos, tapes related to reading
wheel, metre stick
wide variety of books
wood and construction materials
woodworking tools
work bench, sawhorse, tools
write on
writing paper of different sizes, shapes

Sample Program

Program 3

Please note that this plan is only a general guide negotiated between parent and child. Examples provided are just "some" of the ways, our homeschooling plan is carried out.

LEARNING AREA	PLAN	EXAMPLES
Academics	Self directed, parent guided. Spontaneous learning.	The child chooses the topic and skill he will be focusing on each day. The parent provides resources and learning opportunities; gives advice on what course of action would be suitable or most beneficial for the child to take; and monitors progress and intervenes when necessary. Meet an artist whilst visiting an art gallery.
Living skills	Parent organised.	Cooking lessons, cleaning, shopping, and gardening.
Physical skills Gross Motor Fine Motor	Some self directed, others planned. Self directed.	Outdoor play, sporting clubs, take swimming lessons. Play with lego, cutting and pasting, writing.
Performing Arts	Organised.	Drama classes
Arts and Crafts	Some self directed, some parent directed.	Child has free access to arts and crafts. Parent organises activities and excursions.
Social Skills Communication Skills	Parent directed with help from professionals. (child has Asperger's Syndrome)	Parent teaches child how to read common signals used in every day conversation.
Socialising	Self directed, opportunities to socialise on a daily basis.	Attend homeschool group get-togethers. Go out with friends and family.
Health and Personal Development	Self directed, parent guided.	Child shows parent what he is ready to learn; parent provides guidance and advice, and resources.

Rationale

Program 4

Being profoundly gifted, the student is well ahead in some areas, and has the capacity to absorb material at a greatly increased rate. Therefore his programme will be adapted to his needs, and the curriculum will be compacted in various areas as needed.

In many ways he is already far ahead of what is happening in school - his history, art and computer knowledge and experience is far ahead of the average year 7 or 8 child due to his general interest and our trip overseas last year, and he is currently working comfortably in both the year 8 and 9 maths textbooks. Likewise his writing skills are well ahead of the average child in his year - earlier this year he completed a history assignment, which the history teacher considered was of year 10 or 11 standard. His creative writing at school regularly receives marks of 19/20.

Covering many parts of the ancient and modern history sections of the high school curriculum is unnecessary, as he has already covered much of this information in his personal research. However we will be seeking to enhance his understanding of cause and effect (which he is already very interested in), and concentrating on things like the points of view of different participants in events, why they may have acted as they did, etc. The knowledge areas we will be concentrating on will depend on where his interests lie. Currently he is planning to do some work on the 100 years' war, and I know there is a strong interest in WWII which we may yet follow up further, possibly from a more Australian perspective.

We are planning to ensure that his program builds on his strengths (particularly in History and creative writing), but of course also ensure that skills and confidence are built in other areas where things don't come as easily to him, such as Science and Maths.

Hopefully his love of learning and interest in all subjects will increase as his confidence increases. I am aiming to work towards this by removing the pressure of being tested and of having to organise and structure his own time too much in the immediate future (a real challenge for a child with ADD). This was an area which caused great stress to him at school, together with a strong judgmental attitude at school based on the marks he received, so I am hoping that by removing that stress he will start to again find his own intrinsic rewards in the learning process.

Because the student is a highly visual-spatial learner, I plan to cater for his need to see things, and anticipate that as a result we will be using tools such as TV documentaries widely. He seems to understand topics much better if he can see them rather than just hear about them.

As we have done throughout his childhood, I plan to continue to have a lot of discussion with the student, answering his questions and finding out together if I don't know the answers to what he asks.

I have planned this curriculum aiming for about a year's work, but at present it seems as if in some areas (ie maths) there is far more, while in others (ie history) we will need to do further planning during the year.

Resources

- Merriam Webster Word of the Day on the internet, creating a sentence to use the word of the day (verbally) to increase his vocabulary.
- SAT question of the day – he may be sitting the SAT in the future (to gain early entry to UNSW if he wishes) so he is doing these questions to gain practice and experience, and also to make him comfortable with the format, as multiple choice tests like these have been a problem for him in the past.
- We are planning to make a lot of use of documentaries and Open Learning programs on TV, museums, galleries, outside activities etc.
- Tools such as our extensive range of fiction and non-fiction books, the computer, internet, and the local library are freely available and are widely used. We have a considerable collection of non-fiction and reference books in a wide range of subjects.

Formal textbooks include:

- Secondary English, Book Two by Sadler and Hayllar.
- Signpost Maths, years 7-9.
- Heineman Interactive Science 2
- French computer learning program (Tell me more, version 5) incorporating reading, listening, comprehension and speaking.
- We have a wide range of educational software including 3 encyclopaedias, various science disks including evolution and human body, maths and also a disk from the Uffizi gallery in Florence, one on Escher's works, etc.
- The student's grandmother has strong interest and good ability in the French language and culture, as well as in science (especially Astronomy) and maths, so she will be sharing these interests with him.
- The student's mother has good skills and knowledge in science, maths, computers, photography and an honours degree in business, as well as very strong research and statistical skills.
- A family friend who is a teacher with an honours degree in English and History) has offered to support the student in his creative writing (via email)
- A cousin who is very knowledgeable with computers, currently doing a TAFE networking course, will be tutoring the student once a week and encouraging him in his computer interests.
- A family friend lecturer in philosophy (who has a PhD) has offered to do some work with the student in the history of science. He has offered to individually tutor him through an award winning university course in this area (adapted for student's needs if necessary), or alternatively suggest some reading material with him and then have some discussion together.

Provision for Social Interaction

I do not see that developing social skills is a big problem for the student. He seems to get on well with basically all people, from small children to adults. Many people mention how easy he is to get along with. He has struggled somewhat socially at school, but I think this is due to the enforced unnatural situation at school of being expected to mix only with children of his age. Due to his giftedness he has often found that these children do not share his interests. When he mixes with children who do,he gets on famously. He recently did a friendship survey for Miraca Gross (an academic at UNSW doing research on exceptionally gifted children), which showed that his conception of friendship is far in advance of "average" children his age. I feel that this his differing view of what a friend should be is what has hindered his ability to make friends in his own age group, rather than any innate social inability.

He will be provided with chances to interact with others in our everyday life, such as shopping, the library, visiting friends, relatives, etc. There are also opportunities to interact with others at his Tae Kwon Do lessons, the monthly gifted association picnics we attend and two homeschooling groups we will be joining in 2002.

Another homeschooling family with a son the same age and with similar interests and at a similar level of schooling has invited the student to visit on a regular basis so the kids can do some schooling together and get the benefits of each others' company. He will be having his first visit there soon.

Key Learning Area- English

Topic	Notes	Resources
Current Affairs		Regular watching of ABC news and current affairs, and discussion about what is happening in the world and why.
Grammar		Textbook exercises
Language Use		Textbook exercises
Punctuation		
Spelling	The student's spelling has always been excellent – he needs only to see a word once to know how to spell it. The only area where he sometimes has trouble is with homonyms, and then only when he is absorbed in the creative side of writing – he corrects them during proofreading.	
Literature Appreciation	We will be reading widely (he has just started Lord of the Rings) and discussing the book. Comparison between traditional Romeo and Juliet on video, Baz Luhrman's version and the written version, we'll also be watching Shakespeare in Love to show a current interpretation of life at the time. We may well tie this back to history with some attempt to look at the different ways Shakespeare has been interpreted over the ages to fit with current opinions and beliefs.	
Reading Comprehension	Already done – latest Neale reading analysis (when student was 9) showed adult reading levels in all categories including comprehension. Comprehension exercises from the year 8 textbook are trivial and boring work for him.	
General reading for enjoyment	I am working to increase the student's enjoyment of reading but currently he seems more interested in doing other things. I am attempting to encourage him by calling it "school work" (and listing it on his log sheet to give him some sense of achievement) but giving him total freedom to choose what he reads.	
Writing		
Creative – Poetry & Prose		A family friend will be offering feedback etc on his work, I will be supplying proofreading if needed, along with starter ideas etc. Initially at least these will be coming from the English textbook.
Non-fiction, essays, reports etc	This will be addressed in a range of subjects, but slowly. The student struggles with putting together his ideas in a coherent way on paper, although he can have a considered and well-thought out conversation on a range of issues. We will be working gradually to build his confidence and ability in this area rather than applying performance pressures.	

Key Learning Area - Mathematics

Topic	Notes	Resources
Problem Solving	Grandma is planning to continue to do this with the student on an ongoing basis to enhance his problem solving skills and to pass on her love of number puzzles. Word problems at the end of each maths chapter will be completed to help the student translate everyday problems into numbers in order to be able to solve them, and to tie together the various skills and strategies he learns into a coherent whole.	Those chapters which have been crossed out have already been completed, some during the school year at a selective highschool) ~~8 2 Textbook~~ General logic and maths puzzles from various sources
Algebra and Coordinate Geometry	Algebraic Expressions and the Straight Line	9 2 Textbook
	Coordinate Geometry	9 8 Textbook
	Equations and Formulae	~~8 9 Textbook~~
	Equations, Inequations and Formula	9 6 Textbook
	Patterns and Algebra	~~8 5 Textbook~~
	Simultaneous Equations	9 12 Textbook
	The Number Plane	8 11 Textbook
Consumer Arithmetic	Consumer Arithmetic	9 7 Textbook
Data Handling (Statistics)	Chance	9 3 Textbook
	Graphs and Tables	~~8 7 Textbook~~
	Statistics	8 13 Textbook 9 11 Textbook
Geometry	Geometric Construction and Congruent Triangles	~~8 12 Textbook~~
	Reasoning in Geometry	8 6 Textbook
	Similarity	8 15 Textbook
Measurement & Trigonometry	Area and Volume	~~8 8 Textbook~~
	Circles and Cylinders	8 14 Textbook
	Investigating Pythagoras' Theorem	8 3 Textbook
	Measurement	9 5 Textbook
	Surface Area and Volume	9 14 Textbook
	Trigonometry	9 13 Textbook
Number	Basic Skills and Number	9 1 Textbook
	Indices	9 4 Textbook – just started this week
	Percentages	8 4 Textbook
	Products and Factors	9 9 Textbook
	Ration, Rates and Scale Drawing	8 10 Textbook
	Surds	9 10 Textbook

Key Learning Area - Science

Topic	Notes	Resources
Changing Substances		8 Textbook
Electric Circuits		8 Textbook
Energy for Living Things		8 Textbook
Evolution		Series on SBS - also discussion and perhaps research
Exploring Space	Grandmother has a strong interest in astronomy (and has done a partial University degree in it). She will be sharing her love and knowledge of astronomy with the student.	8 Textbook
Force and Motion		8 Textbook
History of Science	Discussion, books such as James Watson on the discovery of the structure of DNA, the Enigma machine in WWII, etc. I'm also trying to get hold of a copy of "The Arch of Knowledge" about the history of science. Using (and adapting for the student's level of knowledge) an award-winning unit written for Charles Sturt University regarding the history of science and its interrelationship with the Church – the writer of the unit (a family friend, who has a PhD in philosophy and lectures at Charles Sturt) has offered to mentor the student in this area.	
Light and Sound		8 Textbook
Natural Resources		8 Textbook
Skin and Bones		8 Textbook
Substances Chemistry	We're looking at the periodic table, have looked at mixtures vs compounds vs elements, and will be looking at the definitions, properties and examples of each. We'll be working at categorising different substances into these groups (categorising is a concept that the student is not good at so will need some work in recognising that because things have some similar properties we can put them together and maybe predict what other properties they may have), and also into subgroups such at metals, nonmetals, etc, Then we'll go on to looking at how their atomic structure (and their position on the periodic table) influences the way they bond. Possibly, if the student's interest in this area continues, we will look at isotopes, radioactivity and decay, etc. Watching documentaries such as the living planet on Channel 10 and the Blue Planet on the ABC, and discussing the issues raised afterwards.	Atom series on ABC TV 8 Textbook working through the chapter
Survival in a Harsh Environment		8 Textbook
Biology	Watching documentaries such as the living planet on Channel 10 and the Blue Planet on the ABC, and discussing the issues raised afterwards.	

Key Learning Area- Creative Arts

Topic	Notes	Resources
Music	Piano lessons once a week	
Visual Art		
Art history and appreciation	The student has a lot of knowledge in this area already, due to our visit to Europe last year. We will be building on this with resources such as: Drawing and cartooning Some computer based art, ie using o, making animated gifs, manipulating real world images and creating images from scratch inside the computer.	Books Gallery visits (photography exhibition this coming week) Uffizi Gallery Software Discussion Relevant TV progr Photography Warhammer scenery and model making ams

Key Learning Area - French

Topic	Notes	Resources
Culture		Movies, videos, documentaries etc (in English or with subtitles in the foreseeable future) Cooking with grandmother (also part of towards DT)
Listening		Computer Program Visits to Alliance Francais to be in French speaking surroundings
Reading	Learn Vocabulary	Internet based games A range of books such as Tintin and Astrix as he becomes more proficient in French. Computer Program
Speaking		Computer Program Visits to Alliance Francais to be in French speaking surroundings
Writing		Computer Program All the above with the help of grandmother.

Key Learning Area - PDPHE

Topic	Notes	Resources
PE	Tae Kwon Do Lessons 3 times per week, plus regular gradings and evaluations. Baseball Possible return to playing baseball next summer. Archery	The student will be joining a homeschooling group doing a 10 lesson archery course in the new year.
Health & PD	Family discussion on nutrition, exercise, healthy living, germs, first aid, etc. We are considering doing a St Johns first aid course at some point next year Nutrition will be part of practical cooking lessons (see DT and also French)	We'll be watching the Human Body TV episode on puberty, leading to discussion etc of what will be happening to his body. Further sex education tends to come naturally in this house, answering his questions as they are asked.
Fine Motor skills	The student's fine motor skills could do with some improvement (one of the causes of his problems in high school. We are looking to address this problem by not rushing his handwriting so he has a chance to write as neatly as he can, giving him access to the computer to enable him to type his work whenever he wants to, and by ensuring he gets writing practice, as well as Warhammer figure painting to help improve fine motor skills. When he wants to and has the time to go slowly his handwriting is already showing considerable improvement.	Warhammer

Key Learning Area - History

Topic	Notes	Resources
100 years War	The student has chosen this topic as the one in all his schoolwork that he is most interested in, so I am hoping to use this in a rather free-form way to re-awaken his interest in learning. I am encouraging him to decide his own direction in this area, with the only restriction being that there must be some long term structure to his study (ie not just piecemeal bits of reading when he feels like it), although he does not have to complete some overall assignment at the end. He has decided that he wants to look more closely at Joan of Arc, the battles she fought and why they were fought (looking at the opinions of people on both sides of the war). He wants to write a story based in this time period. We will also be looking at what life was like on a daily basis at that time, such as what people wore and ate (and how), and what basic items such as food etc cost. We will be tying this together with his art history studies by also looking at some art and architecture from this time.	Medieval Home Schooling group Internet Research
British History overview	SBS History Program "A history of Britain" – ties in well with 100 years war above in that it gives him some overview of life at the time, we will also be using this as a basis for further reading/internet research etc.	
A unit on Australian History	I am planning to include some work on Australian History during the year – possibly an overview first, then concentrating on some area which he expresses an interest in – possibly WWII.	

Key Learning Area - Design & Technology

Topic	Notes	Resources
Computing Studies	Ideas about what the student and the computer mentor could do together: Over time I'd like him to pick up a chunk of your knowledge about how to fix computers, work out what's wrong, know how to install and replace stuff (he already installs software with some supervision), what to watch out for, which things might conflict, etc. Creating a computer network and maintaining it Including explaining about IP addresses, setting permissions, etc. Installing hardware components and associated drivers Show him how to put drives & cards etc in – how to build a system from scratch Explain which bits do what How they talk to each other Basic idea of how computers work – ie some binary maybe, how the whole thing reduces to 1s and 0s as on and off is the only thing a computer recognises Installing Windows	Mentor- cousin We have a microphone and decent soundcard.
Ethics	Instil some idea of intellectual property, how someone has worked hard creating software and should be paid for it, etc. Wav sound files, how they can be modified and attached to events How to edit sound files? Record stuff? Do you have/can you get some software to do so? Maybe doing more in the way of programming at home if he gets keen, ie writing scenarios for age of empires etc.	Possibly the Software Design HSC course through a local college in 2002 or 2003
Applications	Excel, Word, email, zipped files, database design and the internet as a research tool	Various software programs

Rationale

Program 5

F has been identified as very gifted, particularly in the areas of language, logic and problem solving, but has never achieved to his potential at school. He has always found school to be a very stressful environment, for several reasons.

He is under stimulated, which results in daydreaming, lack of focus, unproductiveness and a lot of off task behaviour, so he never finishes work or achieves anything concrete.

He finds it hard to relate to the other children, and is uninterested in their activities. Although he gets on at a superficial level with the majority of children it is rare for him to find any deep connection with anyone. He has made a few very good friends, but has also been bullied almost constantly by a minority. As soon as one group of bullies is dealt with another group targets him.

He finds it very draining being around large groups of people for extended periods, and given the choice, would rather be alone or in a small group. This has been a noticeable trait of his since he was a toddler.

F. has been at 3 schools, due to the family relocating, and the situation has been the same at each. Each year we have considered home schooling, but until now we felt that it was important for F. to stay in school and try to make a go of it.

This year it reached the point where F. was extremely depressed, and his sense of self-worth was almost nil. His self-esteem was eroded by the bullying he experienced, by his feeling of alienation, and by the fact that he was achieving nothing in the classroom. He began showing signs of severe stress (crying, stammering, head-banging, nightmares) and eventually got to the point where he refused to go back to school. We were very concerned about his state of mind and felt that we needed to intervene radically and decisively to create a situation in which he could feel safe and happy, begin to explore his talents freely and experience a taste of success.

Our main aims in home educating F. this year are:

To extend F. in his areas of talent

To build his self-esteem and confidence

To allow him to learn self-motivation, how to initiate projects and see them through to completion

Learning Program

For Term 2 we are just planning to the minimum curriculum requirements, because we want to give F. freedom to explore his interests and to get used to the transition from school. Also, because our decision to home school F. was rather sudden we haven't had much time to plan! We will probably work more closely with the Board of Studies syllabuses later in the year. We want to strike a balance between freestyle and structured activities. F wants to work from textbooks for subjects like maths and French, but appreciates a more flexible approach in other areas.

We will work to a timetable because F. is keen to do so – he likes routine, and thinks he runs the risk of getting off task without one.

We have decided to adopt a unit-based approach. Each unit will last approximately 4 weeks (depending on the level of interest!) and topics will be chosen to cover the range of the key learning areas – each unit will focus on a primary key learning area, but we will plan to incorporate all of them during the course of the unit.

Units will be primarily research based – F. can decide what areas he wants to focus on and how he wants to process and present his discoveries. For each unit, F. will write some key questions that focus on what he wants to learn, and from these he will write his own learning outcomes.

I have included two unit plans to indicate how they will work – I intend to write a plan for each topic that we cover.

Unit topics for Term 2 - 3

On Film
How does your garden grow?
Aztec civilisation
Australia grows up: From Colonialism to Post-Colonialism through Australian literature and Art
Advertising and marketing
Venomous animals
These topics are provisional, and may be changed as F.'s interests and inclinations dictate!

Implementation

As stated above, we will cover each of the key learning areas in the course of our unit studies, but in the following sections I'll set out in more detail how we intend to address each area, and to provide opportunity for F. to regularly practice basic skills.

English

English is one of F.'s areas of talent, and he'll be working at HSC level for literature studies etc. I teach secondary English, and my post-grad degree is in literature, so I can teach him at this level. Our literature studies will be themed to tie in with whatever our current unit is about wherever possible, but will also follow F's interests. He is keen, for example, to read Shakespeare until he's studied all the plays, so we've started on Macbeth (his choice!).

Spelling and grammar

F still needs to work on his spelling, so we've decided to source spelling words from the following:

Words generated from F's written work and interests
Specialised terminology from unit topic

Reading

F is a voracious reader, and will continue to read books of his own choosing (just try and stop him!) Extra opportunities for reading will come from:

Reading and researching on current topics
Taping audio books for F's younger sisters
Weekly trips to the library
Listening to audio books while modeling, tidying his room, etc.
Regular read-aloud sessions – F is read to by me and D, but also reads novels to the family.

Creative writing

We have set aside regular time in our schedule for creative writing projects – these may be generated by F, or related to the current topic.

F is a talented writer, and we'd like to give him a chance to work with a mentor in this field - we're exploring our options. Failing that, we will enrol him in writing workshops.

Maths

We will work fairly closely to the syllabus for maths, ensuring that F covers the necessary topics. D will supervise F's maths study, and will provide extension work for him. He has a PhD in Mathematics and lectures in Statistics. F's work with D will relate to the current topic where possible (e.g.: In our Aztec topic he'll look at Mayan astronomy and mathematics)

Resources:

Online maths games and revision programs like Coolmath.com or Funbrain
The Number Devil

Practical Maths:

Managing own finances
Budgeting for clothes, long-distance phone calls, savings,
Monitoring his bank account
Daily activities (cooking, etc.)
Applying maths to current topics – measuring, surveying, graphing, etc

Science and Technology

We'll choose topics of which the primary focus is science and/or technology, (e.g.: film-making, the Solar system, venomous animals) and will try to integrate a focus on science and technology into all units (e.g.: Our gardening topic will include projects on ecosystems and plant biology and our Aztec topic will look at the science of archaeology and the process of mummification)

French

I'm teaching F French – I've studied it at tertiary level. We may also study Spanish later in the year.

Resources:

Online games and worksheets
Harrap's French at Home
French/English dictionary
Alliance Francaise Sydney

Creative and Practical Arts

Art:

Art is another area that F is very enthusiastic about. I can offer him extension here, as I've completed my first year of study towards a Fine Arts degree, and taught practical art and art history at secondary level.

We'll include a variety of approaches, balancing more formal teaching of techniques and skills with opportunities for F to explore his own ideas and interests freely.

Art activities may be –

Programmed: To be integrated into each topic of study, exploring a wide range of media and approaches

Spontaneous: Art materials and workspace to be set up so that F has free access to them

One-off: as the whim takes us!

We'll also incorporate computer skills into this key learning area, as F is keen to learn how to use Photoshop and Freehand 10. Projects will include designing a short graphic novel, and designing logos and publicity material for our advertising study. We'll make regular visits to galleries and research artist models as inspiration for F's own work. Art History units (e.g.: Australia Grows Up, comparing colonial and post-colonial Australian art) will develop F's critical and analytical skills

Drama

We'll extend F's talents in this area through courses and workshops.

Drama courses at the Australian theatre for Young People (A.T.Y.P)
Debating club (to be arranged)

Music

Drum lessons (The Music Workshop, West Ryde)
Bass and guitar lessons with D
Equipment use and care

Fingering and techniques

Scales and chords

Reading and writing music

Developing a musical ear – working tunes out from the stereo

Composition: writing bass-lines for tunes, writing music for own lyrics

Personal Development, Health, Physical education

Many aspects of the PDHPE curriculum are naturally developed as a part of living in a supportive, functional family environment – discussing and offering guidance on issues such as adolescence, interpersonal relationships, personal health choices and safe living is part of the parent's role. We will continue to create a safe and encouraging environment in which F can freely discuss these and any other issues he needs to.

Opportunities for socialisation: creating positive relationships

Given F's difficulties with socialising at school, we will obviously make this area a priority. F finds it easy to socialise with a range of age groups in a more relaxed setting, and is capable of striking up firm and lasting friendships in these situations. We will provide as many opportunities as possible for him to do so, and help him maintain the contacts he makes.

F will socialise by:

Keeping in touch with the friends he's made at school

Networking with other homeschoolers and attending get togethers and activity days
Attending Sydney Family Explorers club outings and camps
Attending NSWAGTC events
Emailing and writing letters to friends and family overseas
Participating in interest and sporting groups such as scouts, sailing, judo, etc.
Volunteer work (we're exploring possibilities for this)

Opportunities for physical exercise

F has decided that for now he would rather not participate in team sports, mainly due to the negative experiences he's had at school. We'll gently steer him in this direction, starting off with social games to remind him how fun it can be! In the meantime, he wants to focus on more solitary activities.

Cycling
Judo
Daily run or walk
Swimming lessons
Sailing lessons (during Summer)

Assessment

F will sit the ELLA and SNAP tests next year
Diagnostic and formative assessment will be built into the learning activities in each unit.
Summative assessments (quizzes, essay tests, etc) will be used periodically to check his learning in the KLAs
I will write a monthly achievement record outlining skills he has mastered, supported by evidence from his work.

Maintaining records of learning activities

I keep a daily record of learning activities, and F writes a diary entry at the end of each day's learning, recording what he's done and writing down questions that he still wants answered.
We will keep a portfolio of samples of F's work for each of the KLAs.

Sample Plans

Topic : On film

Long term goals

To script, plan, shoot and edit an animated film

To learn to use animation technology

To develop a working knowledge of film techniques

To critically analyse and discuss moving images

To submit final film to Australian Institute for the moving image Memory Grid exhibition, competition or film festival (F to explore opportunities for this)

Key Learning Areas

English:

Learning the conventions of Script writing, writing script for short film based on examples,
Film studies, analysing film techniques, viewing a range of short, feature, and animated films, learning about genre and structure, writing film reviews

Science and technology:

Learning stop-frame animation and lighting techniques, using digital video camera
Learning to use computer editing programs (imovie and Avid)
Researching the history of film technology

Creative and practical arts:

Storyboarding,
Model and set construction
Film-making and editing

HSIE:

Studying the film industry, how it's funded, how its hyped, who makes movies, who decides which movies get made, how movies are marketed and distributed,
Studying the movie industry's contribution to popular culture

Resources

Sydney Film Center
Metro Screen Channel Free Youth Video and TV workshops (June)

Sample film reviews from the Sydney Morning Herald, web, etc.

The video shop
The library
The internet
The computer
Great resources for studying film techniques and storyboarding examples available on the web

Sample activities

Art/Technology: Practicing animation techniques by making a short film based on "Poubelle" series – where rubbish and scraps come together to make animals
English: In-depth film study of Billy Elliott, looking at theme, character, imagery and symbolism, based on HSC syllabus. Producing an essay discussing these aspects of the film.
HSIE: Study of pop culture looking at Barbie, Disney world and Coke as pop culture icons. Then relating knowledge of pop culture to film industry – Hollywood blockbusters

Topic :How does your garden grow?

Long term goals:

To plan and create a vegetable and flower garden based on organic principles

Key Learning Areas

Science and technology:

Plant biology
Ecosystems
Life cycles
Planning vegetable garden (design and planting schedule)
Principles of organic gardening and permaculture

Creative and practical art:

Observational drawing of plants
Natural collages
Pottery inspired by gourds and seedpods
Henri Rousseau - painting dreamscapes
Making signs and scarecrows for vegetable garden

HSIE

History of agriculture, from hunter-gatherers to monoculturalists.
Agriculture today – monocultures, pollution, genetic engineering, the need to feed a growing population:
Organic farming and sustainable agriculture

PDHPE

Making choices about a healthy diet
Outdoor exercise and fresh air – digging garden!
Learning about environmentally friendly and healthy lifestyle

Resources

The garden!
The library
The internet
The botanic gardens
Local farms and producers

Sample activities

Science/ Maths: Transect surveys of insect populations, graphing results, drawing conclusions from findings about environmental niches and roles of different insects
HSIE/English: Visiting organic farm, writing magazine article about it for NSWAGTC magazine

Weekly Timetable

Program 6

Week	1	2	3	4	5
English 1	ESSAYS Step 3 Task 1	Workbook Chapter 12	ESSAYS Step 3 Task 2	Workbook Chapter 12	ESSAYS Step 3 Task 3
English 2	Looking at form: free verse	Famous 'First Drafts'	Shaping the poem	Anthem For Doomed Youth	Language and form
English 3	SENSE Chapters 37-42	AND Chap 43-48	SENSIBILITY Chap 49-50	BOOK REPORT	WUTHER Chap 1-5
English 4	STORY	POEM	STORY	POEM	STORY
Maths	Chap 8 Ex. A-D	Chap 8 Ex. E-F & Chap. Rev.	Chap 9 Ex. A-D	Chap 9 Ex. E-G	Chap 9 Chap. Rev. & O. Stuff
Science	Chapter 5	Chapter 5	Chapter 5	Chapter 5	Chapter 6
History	NEW AGE 7.11	GOD & GLORY 8.1	GOD & GLORY 8.2	GOD & GLORY 8.3	GOD & GLORY 8.4
Geography	Secondary Edu. Chap 17-18	SecondaryEdu. Chap 19-20	Secondary Edu. Chap 21-22	Secondary Edu. Chap 23-24	Secondary Edu. Chap 1-2
Latin	Book 7	Book 7	Book 7	Book 7	Book 8
German	Chapter 3	Chapter 3	Chapter 3	Chapter 4	Chapter 4
Musician-ship	-	Book 3 Lesson 1	Book 3 Lesson 2	Book 3 Lesson 3	Book 3 Lesson 4
D & T Weekly	-	Cook	Cook	Cook	Cook
D & T Project	Decide what to do: skirt/Mum	Buy things	Begin	Make	Make
History Of D & T	-	Decide what to do	Research	Research	Research

6	7	8	9	10
Workbook Chapter 13	ESSAYS Step 3 Task 4	Workbook Chapter 13	ESSAYS Step 3 Task 5	CATCH UP
Shaping the poem	Python guide to poetry	Why Write A Critique?	Model critiques	Readings of the poem
ING Chap 6-10	HEIGHTS Chap 11-15	Chap 16-20	Chap 21-25	Chap 26-30
POEM	STORY	POEM	STORY	POEM
Chap 10 Ex. A-E	Chap 10 Ex. F-J	Chap 10 Ex. K-L & Chap. Rev.	Chap 11 Ex. A-E	Chap 11 Ex. F-J
Chapter 6	Chapter 6	Chapter 7	Chapter 7	Chapter 7
GOD & GLORY 8.5	GOD & GLORY 8.6	GOD & GLORY 8.7	GOD & GLORY 8.8	GOD & GLORY 8.9
Secondary Edu. 2 Chap 3-4	Secondary Edu. 2 Chap 5-6	Secondary Edu. 2 Chap. 7-8	Secondary Edu. 2 Chap. 9-10	CATCH UP
Book 8	Book 8	Book 9	Book 9	Book 9
Chapter 4	Chapter 5	Chapter 5	Chapter 5	CATCH UP
Book 3 Lesson 5	Book 3 Lesson 6	Book 3 Lesson 7	Book 3 Lesson 8	Book 3 Lesson 9
Cook	Cook	Cook	Cook	Cook
Make	Make	Make	Make	Make
Research	Slide Show/Essay	Slide Show/Essay	Slide Show/Essay	Slide Show/Essay

Resources

ESSAYS (from English 1)
– I use a book on how to write Essays, and it's called Excel Years 7-10 Essay Writing Step-By-Step, by Kristine Brown, and it's in the Excel Essential Skills series.

ENGLISH (from English 1)
- for e.1., I vary between this and the essays every fortnight.
- Excel Year 9 English Workbook, by Kristine Brown, in the Excel Essential Skills series

(from English 2) E.2 is poetry…

POETRY
– Studying Poetry by Brian Moon, printed by Chalkface
E.3. is me reading classic books then writing a report or review or whatever on them
E.4. is just random stuff

(from Maths) MATHS – Connection Maths 8 with a CD-ROM!! by Ted Duffy, Greg Murty, Lorraine Mottershead. published by Pascal Press. I really hate maths…

(from Science) SCIENCE – Core Science 2, by Marian Haire, Eileen Kennedy, Graeme Lofts, Merrin J. Evergreen. Stage 4, Core Science 1&2, Core Content. published by Jacaranda.

(from History) HISTORY – Heinemann History, Links, Ancient & Medieval, Robert Darling, Vicki Greer, John Hospodaryk, Partick Burke. although I must say, this book has a LOT of good stuff in it, but the activites & questions really arent that great.

(from Geography) GEOGRAPHY – this book is really, really, really old. Secondary School 1, 2, 3 & 4. printed by Curriculum Development Institute of Singapore

(from Latin) LATIN – old too. the Cambridge Latin Course.

MUSICIANSHIP – actually, I can't find that book…sorry!!

D&T stands for Design & Technology, I did it while I was at school and I just randomly copied stuff that I remembered from school.

Last semester, instead of D&T, I did Art, and that was learning how to use Corel Draw, on the computer, I learned to draw with a book called Drawing On The Right-Hand Side Of Your Brain, by somehow I don't know. oh, and I also did random things like painting or using oil pastels or charcoal once a week.

(from German) GERMAN – use a teach yourself German book, and an oral CD

Broad Curriculum Topics

Program 7

1. Maths
2003: Algebra (including trigonometry, logs, surds, indices), coordinate geometry and calculus at year 13 level
Statistics at year 12 level
2004: Semester 1 - Algebra and calculus Uni paper Math 160
Semester 2 **-** Now enrolled in Uni paper Math 104 (calculus)
Supervision of maths by mother.

2. English
2003: Writing, both creative and transactional, at year 11/12 level.
Reading at adult level already (currently reads a novel a day, on average).
Critical appreciation of wide range of prose, poetry, non-fiction and drama. To cover 20th century and prior, and international writing. Year 13 level
Film study
Already has private tutor in English. Also taught by grandmother with support from Aunt C.
2004: Taught by grandmother.
For poetry have covered Beowulf, Chaucer's 'Canterbury Tales', Edgar Allen Poe, Philip Larkin, Wilfred Owen, Shakespeare.
For short stories have covered writers such as Richard Connell, Arthur Conan Doyle, The student Maxwell, Roald Dahl, James Thurber, Joan Aitken, Katherine Mansfield, Isaac Asimov, Guy de Maupassant.
Drama - Shakespeare 'Romeo and Juliet' (both text and dramatised version),
Other topics have included Janet Frame short stories, Sylvia Plath and Ted Hughes poetry, non-fiction writing and criticism, and essay writing.
Still reads about a book a day.
Has had article published in *Tall Poppies* magazine.

3. Physics
2003: Year 13 level course to include optics, electricity and magnetism, mechanics and atomic physics.
Also introduction to quantum physics.
Already has private University tutor. Also taught by grandfather.
2004: Taught by grandfather in semester 1.
Covered units, vectors, velocity and acceleration, kinematics, inertia, force, laws of motion, work, potential energy, angular momentum, gravitation, harmonic motion, electrostatics, electric potential and capacitance, DC circuits, magnetic force, electromagnetic induction, RC circuits, relativity, and early quantum theory.
For semester 2 enrolled in Uni paper PHSI 132. Grandfather to tutor.

4. Chemistry
2003: Year 13 level course to include structural chemistry, molecular reactivity, organic chemistry and stoichiometry.
Some lab work will also be provided.
Already attends University lectures on molecular architecture informally. Also taught by grandfather.

2004: Taught by grandfather.
Covered atomic theory, chemical equilibrium, aqueous solutions, redox reactions, thermodynamics, atomic structure and the chemical bond.

5. Biology
2003: This will be covered more informally than the other sciences, but will include genetics and other human biology.
Taught by mother with support from grandparents.
2004: Not taught formally. Only covered in informal lectures/classes we attend.
e.g. in July he attended Robert Lord Winston's lecture on 'The Human Brain'; a lecture from an Australian geologist 'Is There Life on Mars'; and a lecture by Professor Warwick from the UK on 'Cyborgs'.

6. Latin
2003: Wheelock's Latin online course translating Virgil's Aeneid. He has already completed the entire Oxford Latin Course and translated parts of the Aeneid. He will also do revision with the online drill for the Oxford Latin Course.
2004: No longer doing Latin. Switched to classics instead.

7. History/classical studies
2003: We will concentrate on ancient history, particularly the civilisation of the ancient Greeks and its famous people.
Overview of British history.
Taught by mother with support from Uncle.
2004: In semester 1 he attended University lectures informally – (CLAS 102, Greek and Roman history)
In semester 2 is attending CHTH 131 (Law, Ethics and Religion in a Secular Society) informally.
Continues informally with other aspects of ancient history (Teaching Company lectures on audio) and British history.

8. Music
2003: Performance music in classical piano and jazz trumpet.
Participation in jazz band.
Some composition and theory.
Already has private teachers for both piano and trumpet. Helped by mother.
2004: Semester 1 as above
Semester 2 - No further teaching in performance music, but music of all sorts still plays a large part in our lives.

9. Technology/computing
2003: Basics of computers/LINUX
Programming in JAVA and C
To teach himself with support from grandfather and Aunt L.
2004: Semester 1 enrolled in Uni course COMP 112 (web design).
Semester 2 enrolled in Uni course COMP 103 (computer programming - JAVA)

10. Health
2003/04: All aspects of health education (including diet, exercise, drugs, alcohol, sexual health and determinants of health) are incorporated into everything we do.

11. PE
2003: The student has a heart condition so he cannot participate in the usual team sports. However it is still important to include some sport in his general education.
He participates in fencing, swimming, orienteering, rabbiting, walking, skiing.

12. Life skills
2003/04: This will include cooking, sewing, budgeting, gardening.

13. Study skills
2003/04: This will include organisation skills, general study skills, effective time management and learning for exams.

Resources and Reference Material
The basic resources have not changed much since 2003. However, particular subject resources have changed as required by the level of his teaching. Almost all resources are now University level textbooks or other University resources.
We rely less on extended family support now, apart from his grandparents, and more on the University.

Study Area
2003: For home study the student has his own room with a computer and a desk. Music lessons take place at teachers' premises. Other tutoring is often at University or grandparents' house.
2004: University lectures, tutorials, labs and informal classes are held at Otago University.
Homeschooling with grandparents is at their home.
Maths supervision and tutoring occurs at mother's work.

Environment and Community Resources
Specifically has attended:
Hands on Science residential school at Otago University in January.
Naom Chomsky's film on USA politics *Terror in Our Time*.
Some public jazz evenings on Thursday nights.
Week-long workshop about playing in a rock/jazz band.
Public exhibition on 'History of Colour' in the Dunedin Museum.
Exhibition of International Wildlife Photography Competition winners.
Music students' performances and concert.
Some Otago University science festival events.

Social Contact
Most important for the student has been the web-based networking with international teenage gifted kids, and membership of programmers' web-board.
Met another young gifted student at Otago University, and works with him during the week.
Good friend (aged 19?, who attends Otago Uni) who lives close-by.
Now has two good friends who live a couple of hours away, and goes skiing with these friends.
Belongs to University fencing club.
Spends most of his day (Monday to Thursday) at University with other students, and is treated the same as every other student.