

# 13-Year Homeschool Curriculum Outline

## Kindergarten (Age 5)

- **Foundational Concepts:** Colors, shapes, seasons.
- **Language Arts:** Phonics, sight words, basic sentence structure (e.g., "I see the red ball.").
- **Math:** Introduction to adding and subtraction using manipulatives.
- **Social Studies & Life Skills:** Community helpers, manners, responsible care for animals.

## Grade 1 (Age 6)

- **Social Studies:** Personal history (family origins, meaning of their name), introduction to world cultures.
- **Financial Literacy:** Identifying and counting money, concepts of saving, budgeting (e.g., with an allowance), and ways to earn money.
- **Handwriting:** Introduction to cursive handwriting.
- **Review & Reinforce:** Continue with phonics, reading, and basic math.

## Grade 2 (Age 7)

- **Science:** Florida State Standards for Science.
- **Math:** Florida and Ohio State Standards, introduction to multiplication and division concepts.
- **Social Studies:** Introduction to Geography (continents, oceans, map skills).
- **Review:** Comprehensive review of all concepts learned from K-2.

## Grade 3 (Age 8)

- **Math:** Mastery of multiplication/division, long division.
- **Fine Arts:** Pottery (hand-building and wheel-throwing techniques).
- **Elective:** Student chooses one elective to explore for the year (e.g., coding, a musical instrument, a foreign language).
- **Core Subjects:** Continue with grade-level standards in other core subjects.

## Grades 4-5 (Ages 9-10)

- **Career & Technical Education:** Begin learning a practical trade (e.g., basic carpentry, coding, gardening/horticulture, cooking, digital art).
- **Core Subjects:** Follow Florida State Standards for all basic subjects (Math, ELA, Science, Social Studies). The trade education should be integrated where possible.

## Grades 6-12 (Ages 11-18)

- **Core Curriculum:** Follow all Florida State Standards for middle and high school subjects.
- **Advanced Placement (AP):** Student will complete at least one or two AP college-level courses in areas of strength or interest before graduation.
- **Career & Technical Education:** Continue to build upon the trade learned in earlier grades, possibly leading to certification or a professional portfolio.

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## Lesson Plan: My Community Helper Shape

# Factory

## Materials Needed:

- Construction paper in various colors (especially red, blue, white, yellow, green)
- Child-safe scissors
- Glue stick
- Large white paper or cardboard for a background
- Markers or crayons
- Pictures or simple toy figures of a police officer, a firefighter, and a construction worker
- A small bag or box

## 1. Learning Objectives

- **Identify Community Helpers:** The student will be able to identify a firefighter, a police officer, and a construction worker and state one way each helper serves the community.
- **Connect Shapes and Colors:** The student will match specific shapes and colors to the community helpers (e.g., a red square for a fire truck, a yellow triangle for a construction hat).
- **Practice Fine Motor Skills:** The student will practice cutting basic shapes and gluing them to create a collage.
- **Apply Manners:** The student will practice saying "thank you" when receiving materials and "please" when asking for help.

## 2. Warm-Up: Helper Hide-and-Seek (5 minutes)

**Goal:** To engage the student and introduce the topic in a playful way.

**Activity:** Before the lesson, hide the three community helper figures/pictures around the room. Tell the student, "Oh no! Our community helpers are playing hide-and-seek! Can you help me find them?" As the student finds each one, ask, "Who did you find? What job do they do?" This activates prior knowledge and builds excitement.

## 3. Main Activity Part 1: Shape Sorting (10 minutes)

**Goal:** To connect colors and shapes to specific helpers in a hands-on way.

### Activity:

1. Pre-cut several simple shapes from the construction paper: red squares and circles, blue rectangles and circles, and yellow triangles and squares. Place all the shapes into the small bag or box.
2. Place the pictures/figures of the three helpers on the table.
3. Say, "Each of our helpers needs specific shapes and colors to do their job. Let's be shape detectives and sort them out!"
4. Have the student pull one shape at a time from the bag. Ask, "What shape is it? What color is it?"
5. Then ask a guiding question: "Which helper might use a **red square**? A firefighter for a fire truck? Or a police officer?" Guide the student to place the shape next to the correct helper. For example:
  - **Firefighter:** red squares (truck), white circles (wheels), red circles (lights).
  - **Police Officer:** blue rectangles (car), blue circles (lights), white squares (door).
  - **Construction Worker:** yellow triangles (hat, cones), yellow squares (truck body).

## 4. Main Activity Part 2: Community Creation (15 minutes)

**Goal:** To apply knowledge creatively and practice fine motor skills.

**Activity:**

1. Give the student the large piece of paper. Say, "You've sorted all the shapes! Now you are the builder. Let's create a community helper scene. You can build a fire truck, a police car, or a construction site using the shapes you sorted."
2. Encourage the student to glue the shapes onto the paper to form vehicles and objects. There is no wrong way to do this; creativity is the goal.
3. While they work, ask questions like, "What is your firefighter doing?" or "Where is the police car going?" This encourages storytelling and sentence formation.
4. Use markers or crayons to add details like roads, buildings, or people.

## 5. Differentiation and Inclusivity

- **For Extra Support:** Draw faint outlines of a fire truck or police car on the paper, and the student can match the shapes to the outlines. Focus on just one or two helpers instead of three.
- **For an Extra Challenge:** Ask the student to invent a new community helper. What would their uniform look like? What shapes and colors would they need? What job would they do? Introduce more complex shapes like octagons (for stop signs) or hexagons.

## 6. Assessment & Wrap-Up (5 minutes)

**Goal:** To review the objectives in a low-pressure way.

**Activity:** Have a "Show and Tell." Ask the student to present their creation.

- Ask: "Can you show me the firefighter you made? What color is the fire truck?"
- Ask: "Tell me one important thing a police officer does."
- Observe whether the student can correctly identify the helpers and associate them with the right colors/shapes.
- Praise their hard work and creativity, and display their artwork proudly. This reinforces their effort and learning.