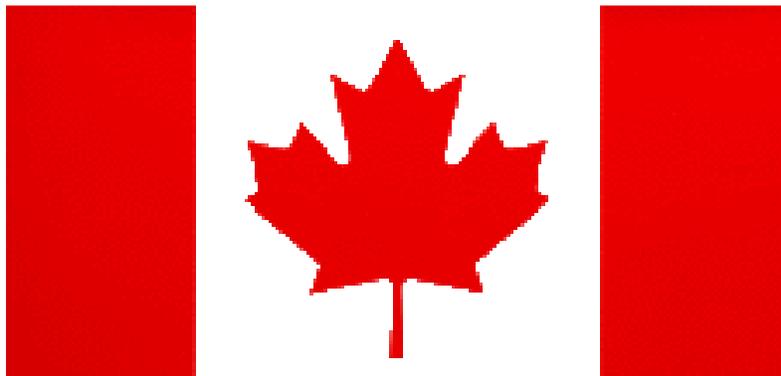


WELCOME TO THE CANADIAN SUPPLEMENT



FOR VOLUME I

OF

THE WEAVER CURRICULUM

by

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To My Fellow Canadians:

I know you will enjoy using the Weaver Curriculum for teaching your children about God's world and history ("His story") from a biblical perspective. That's what originally drew me to this curriculum above all the others I looked at. Of secondary importance was the fact that the Weaver is **not** a workbook-driven curriculum. As a Canadian Christian searching for materials through which to educate my own children, I wanted a curriculum that was both biblical and Canadian, but that was not workbook-driven. I could not find one, so I prepared to write my own. Those preparations included a review of catalogs and sample materials I had collected over four years of research.

At this point I studied the Weaver catalog again and became excited about the possibilities. I ordered and began to use the Interlock Volume for pre-school and kindergarten. A letter from Becky Avery in response to my inquiry about Canadian content convinced me that the other Volumes would suit me just fine, just as the Interlock did. I ordered Volume I and began to study in preparation for my son's entry to Grade 1, and decided to review the entire Volume since I expected to use it at least twice more before my children left high school level education. Very soon I was up to my ears in history books and encyclopedias, searching for Canadian information to parallel the American information I found in the Volume, and I received a new appreciation for the rich heritage I have as a Canadian and for history as a subject of study.

I soon discovered that I would benefit greatly by preparing Canadian versions of each of the objectives and activities in the entire Volume at the outset, so that throughout the school year and in future years I would be able to more fully concentrate on teaching the chapter at hand. This gave me the additional benefit of having received a thorough overview of the variety and depth of subjects to be studied, which facilitated a lengthy "incubation time" for me to prepare myself as teacher of each subject. I found it to be an entirely engrossing and satisfying project.

I am aware that not many home educating parents have the time, interest, inclination or resources to do the amount of work I have done in order to thoroughly "Canadianize" this wonderful curriculum for their own use. But I was convinced that this is just what needed to be done. I wanted other parents, who would otherwise pass up the opportunity to check out the Weaver Curriculum, to have the option of Canadian content in a biblical curriculum. This type of project was "right up my alley" and I have a wonderful husband who doesn't mind taking care of the house and kids while I do this sort of thing, and so I plunged right in. The result was a "Canadian Supplement."

You have seen the need yourself for such a Supplement, or you would not have this product in your hands. It is my sincere hope that you will be delighted with the material I have prepared for you and that it will be of genuine assistance in the education of your children. Do not feel enslaved by this Supplement any more than you would the original Volume. If you think of a project or activity more to your liking than that which I have created, do it! You and the Lord know your children best and know what would benefit them in particular. The purpose of this Supplement is only to save you time and energy in your search for Canadian content in a Christian curriculum. If it serves also as an idea starter, so much the better.

There are a few things you should know about this Supplement:

1) The Supplement contains all and only those Objectives/Activities where substitutions have been made and almost all of the information categories where additional information was desirable. A notable exception to this is in Chapter 9 where the American spelling for cheque ("check") was used. I did not feel it worth the time to recreate the entire information section for the sake of the spelling of a word or two. However, I did point out this difference and also created Canadian versions of the cheques and cheque register for the RESOURCE SECTION. On a few other occasions, I simply pointed out an adjustment for you to observe when you use an Objective/Activity, for the same reason. An example of this is in Chapter 10a, where "Inuit people" is pointed out as the current term Canadians use for the Eskimo people. Thus, you can confidently expect to find some Canadian information supplied in the Supplement if you find American information in the original Volume. Note that in Chapter 16, where no Objectives and Activities are listed in the original Volume, I have created them for the Supplement.

2) When re-writing Objectives/Activities, I have in most cases simply changed a few words to direct attention to matters of Canadian interest; the suggested Objectives and Activities themselves remain the same. However, in a number of cases, where I think Canadian interests would better be served by my doing so, I have actually written new activities. Even in this, I have attempted to maintain the style of the original curriculum. Occasionally, I have simply added Canadian information and/or choices.

3) The Supplement has been set up as much as possible in the same format as the original Volume. The Chapters and Objectives are numbered the same for easy cross-reference. (You will find Objective numbers to be sequential but with many missing since no re-writing was necessary on those. Some entire Chapters are missing from the Supplement as well, since no re-writing was necessary within them at all.) When you find an Objective/Activity with American content, simply look in the Supplement for Canadian content under the same Chapter number and Objective number and use it. For example, Volume I's Chapter 2, Grade 4 Social Studies, Objective #4 offers California's mission style as an example of architecture. Turn to the Canadian Supplement's Chapter 2, Grade 4 Social Studies, Objective #4 to find Quebec's French styles, such as Baroque, offered. You will likely benefit from a prior review of the Supplement when you begin to study the original Volume.

4) Wherever I have created Canadian resource materials (such as the Canadian cheques and cheque register) I have put them at the end of the particular Chapter to which they are relevant. You may choose to keep them in that position or move them to the RESOURCE SECTION of the original Volume.

5) Wherever the original Volume has a star next to an Objective, I have also placed a star in the Supplement. However, you will find that in a few instances the original Objective has been marked with a star but in the Canadian Supplement it has been marked instead with a question mark. This is to signify that **you** need to determine whether the particular objective is necessary for your child in order to be grade level complete. These are objectives covering items that are of particular interest to Americans (the Civil War, Fort Knox, etc.) but may still be relevant to Canadians.

6) As in the original Volume, separate pages have been used for each grade level, within each Chapter. You may choose to insert the Canadian Supplement pages into the Volume so that they are beside the pages they correspond with. Or, if you wish, keep them in a separate section. The pages are clearly marked with the Volume and Chapter numbers, grade level and subject categories, and as "Canadian Supplement," so that you can find them quickly. The page numbers are prefaced with a "C" (for Canadian) and are sequential within the Supplement only.

7) In August, 2007, I received permission from Alpha Omega Publications to distribute the Canadian Supplements. I immediately embarked upon the project of converting all of the files from the old PC-Write (MS-DOS) documents to Microsoft WORD 2000 (Windows) documents. In the process I fixed a few errors and updated a bit of information. Two subjects are notable in this regard: 1) If Nunavut was referred to as being scheduled to become a separate territory in 1999, I changed those references because Nunavut is now a territory! I also changed references respecting the number of provinces and territories we have and lists of capital cities, etc. 2) If reference was made to Volume IV's Supplement being prepared to cover Quebec Separation, those references were removed. When Becky sold The Weaver Curriculum to Alpha Omega Publications, she asked me not to prepare any more Supplements so I never did prepare a Canadian Supplement for Volume IV (or V).

8) You should also note that my work was done on the basis of the Volumes that were available to me back in the 90's. If you have a newer edition, some page numbers and other such references may be different—but you should still be easily able to locate the Objectives and resource materials referred to.

I will be looking forward to your feedback as you use the Weaver Curriculum and its Canadian Supplement. God bless your studies!

Yours truly,

Connie Lacelle
Another Weaver