

K12 Guide to Teaching More Than One Child

Table of Contents

Quick Tips	2-3
Quick Tips for Teaching More Than One Child	2
Quick Tips for Teaching at Home	2
How to Plan and Schedule for Multiple Children	4
Planning Before Lessons	4
Scheduling Daily Work	4
Making Learning a Group Effort	5
Guidelines for Combining the Subjects of Multiple Children	5-7
Subjects	5
Subject Levels	5
Assessments	6
Other Guidelines	6
Frequently Asked Questions About Combining Subjects	6
Success Stories	7-14
How Other People Are Teaching Multiple Children	7
Schedules That Work	12
Index	15

Quick Tips

Quick Tips for Teaching More Than One Child

Scheduling

- Make study charts for the children that list the schoolwork they need to complete each week. Set the study charts up like a calendar and let the children put stickers over subjects as they're completed. You'll be able to see how much work they've finished as well as the are as where they still may need help. For younger children, the chart may simply list the subject (for example, "Math"). For older children, the chart may include page numbers and detailed assignments.
- If all students are involved in an activity meant for one student, then they can all count that activity (for example, reading stories, doing art projects, or trying science experiments).

Student Conduct

- Incorporate rules that keep distractions to a minimum. (For example, have children speak in "library voices" while others are doing schoolwork.)

Supplies

- Create a binder for each child's worksheets. Separate subjects in the binder with different colored dividers. (You can also use colored construction paper to separate subjects). Organize the worksheets within each subject in the order that the work will be completed. Some people put worksheets in a packet for each unit of a subject. As each unit is completed, the packet is put into the binder.
- Before lessons begin, print all the teaching materials you'll need and put them in a binder. Divide the binder by days. Within each day, create a section for each child.
- Organize a space that's large enough to accommodate everyone if you expect to teach any group lessons.
- Position the computer so that the children can congregate around the screen to read lessons, view artwork, and play interactive games.
- Make sure that your own chair offers easy access to all children.
- Create space for independent work. This area does not need be in the same location as the general workspace.

Quick Tips for Teaching at Home

Daily Household Tasks

You can combine your K12[®] lessons with other necessary tasks in your busy day:

- If you have a doctor's appointment, bring workbooks so your children can do schoolwork in the waiting room.

- Pack a backpack for the family car so that children can get schoolwork done while in transit. The backpack should contain worksheets, coloring pages, flash cards, and spelling lists.
- Present Language Arts/English stories as bedtime stories for the whole family. Then your students will already be familiar with the stories when they are introduced during a lesson.

Lessons

- Don't feel obliged to complete every single activity. They have been created for children with varying abilities to learn. Choose only the activities that will best help your child master a lesson's objectives.
- If you finish a lesson early, move on to the next one. There's no need to stop after the prescribed lesson is completed if the child has more energy for the subject. (Parents can add more time for a lesson, but shouldn't take less time than what is prescribed.)

Preschoolers

Some tips to help you deal with children in the household who are too young for K12:

- When preschoolers are in the house, help them feel as if they're going to school, too. Create a schedule for them. (Children love routine.)
- It's tempting to jump right into lessons first thing in the morning, but if you take the time to "fill your preschooler's cup" before school starts, you may find that a little attention early can go a long way.
- Block out time in the schedule to spend with your preschoolers by assigning independent activities for the older children. This will help the preschoolers cope with the time that they will not have their parents' full attention.
- Include preschoolers in some of the more exciting lessons. Save the thinking-intensive lessons for times when little ones are napping or after they've gone to bed.

Scheduling

- Plan your day according to your child's strengths. Consider teaching core subjects (Math and Language Arts/English, for instance) when your child is at his or her best—or doing your student's least favorite subjects first, with the favorite subjects saved for later in the day.
- Once you find the schedule that works for you, be consistent. Inconsistent schedules suggest that school is optional or unimportant. Even if school happens on Wednesday through Sunday from 3 p.m. to 8 p.m., it's okay just as long as it happens consistently.
- Build the school schedule around your family life. As long as the total number of lessons per week is correct, it doesn't matter when you do them. Some families, for example, find that weekends work best for Art and Music lessons.

Supplies

- Put all books and supplies in one central location and organize them in a way that allows easy access.
- Order library books the week before you need them.

- Put materials that children can work on independently in their own drawer or filing cabinet. These independent materials can include flash cards, spelling practice lists, and educational games. They will help you when something unexpected interrupts lessons or when you've had a particularly hard day.
- Get unlimited Internet access, so the K12[®] Online School is available whenever you are.

Teacher Burnout

The stress associated with teaching children at home can lead to burnout. Typical signs of burnout include physical or emotional exhaustion, depression, a change in sleeping habits, loss or gain of weight, lingering or frequent colds, the loss of patience, and increased irritability. Here are some steps you can take to avoid burnout:

- Schedule time for yourself for hobbies, exercise, or simple solitude while your children are having quiet time or working independently.
- Start a K12[®] co-op with other parents in your area so that you can share teaching.
- Delegate some of your chores. The gifts you are giving your child—a first-class education and a love of learning—are far more important than any cooking and cleaning you may feel you're neglecting.

How to Plan and Schedule for Multiple Children

Planning Before Lessons

Many parents spend about 30 minutes a day preparing the next day's lessons. Others take two hours over the weekend to plan the week ahead. The amount of planning does increase with the number of students, but smart planning can save a lot of time. Consider doing the following:

- Review the lesson objectives and assessments before teaching to assure that you'll cover all of the important concepts for each of your students.
- Gather all books and materials in the morning so that later you won't have to interrupt a lesson to go and get them. Some people also find that printing everything in advance works well.
- Have older children do some of their own preparation and planning.
- Make sure your children know what to do when they've completed an independent task to avoid "I'm done ... now what?" interruptions. Plan enough activities to keep everyone busy.
- Decide in advance which optional activities to include.

Scheduling Daily Work

- If one child is more active and easily distracted, teach that child first.
- Structure your day so that while one child is working independently, another can work directly with the teacher.

- Make sure that each of your students knows what must be accomplished each day. Some people keep assignment notebooks for each child. Others post lists on the refrigerator or in the computer's calendar.

Making Learning a Group Effort

- Encourage children to see what the other students are doing.
- Do one subject at the same time for all students. Share materials, but focus on each child's objectives and assigned activities.
- Have older kids help teach younger kids. This can give older students a valuable review of basic skills and concepts and can give you extra time to work with another child or to plan.

Guidelines for Combining the Subjects of Multiple Children

Depending on the ages and abilities of your children, you may consider combining subjects for two or more of your children. For example, a family with a first grader and a third grader could teach the children second grade History, Science, Art, and Music. For Math and Language Arts/English, the children should stay in separate grade levels based on placement test results.

(K12[®] Virtual academy families please note: Before deciding to combine courses it is important that you talk to your teacher about the advantages and disadvantages of implementing this approach in your home.)

Subjects

- Science lends itself to being combined across multiple grades. Kindergarten through fourth grade Science lessons each have a "Human Body" unit (and fifth grade lessons include an "Animal Physiology" unit which covers body systems). Other topics that are readily combined across grades include: animals, astronomy, ecosystems, fossils, habitats, magnetism, matter, rocks and minerals, plants, and weather.
- Arrange for a Science, Art, or Music day when multiple lessons from different grade levels in the same subject are all done in one day. For example, Saturday might be an Art day when everyone learns about, and completes projects from, all of the students' Art lessons.

Subject Levels

- **Art Level:** Level should be the same as the History course selected, unless more than two children at different skill levels are taking the course. In that case, select the level most appropriate to meet the age and ability levels of all students.
- **History Level:** A student can be placed one year above or below his or her Language Arts/English level.
- **Language Arts/English Level:** Level is determined by placement test results.

- **Math Level:** Level is determined by placement test results.
- **Music Levels**
 - Preparatory level is used for all kindergarten students.
 - Beginning 1 level is used for all first and new second grade students.
 - Beginning 2 level is used for all returning second grade students and returning third grade students who had Beginning 1 the year before.
 - Introduction to Music level is used for all new third, fourth, and fifth grade students.
 - Intermediate 1 level is used for all returning third, fourth, and fifth grade students who took Introduction to Music the year before. Also used for returning third grade students who had Beginning 2 the year before.
 - Intermediate 2 level is used for all returning fourth and fifth grade students who took Intermediate 1 the year before.
- **Science Level:** A student can be placed one year above or below his or her Language Arts/English level.

Assessments

- If you combine subjects, take care with student assessments. If two children are enrolled in the same course, it's possible to deliver the lesson to both students using one child's account. When assessments are administered, however, you will need to record each child's progress and score in his or her own Online School account.

Other Guidelines

- Often a state will test mastery of standards and objectives at various benchmarks throughout a child's K12[®] education. It is important to determine when these tests may be given or required in your state, and what preparation or additional materials will be necessary for student success.
(K12 Virtual academy families please note: Be sure to talk to your virtual academy teacher about any program gaps or requirements not met by K12's curriculum.)
- **For K12 Virtual academy families:** When children are enrolled in a combination course, one or all students may be working at a level not specifically designed for their age or skill level. There are simple modification strategies you can adopt to ensure that you're reaching each child. Consult with your virtual academy teacher for suggestions based on your program choices and course selections.

Frequently Asked Questions About Combining Subjects

Q: Can I have my first and third graders do second grade History, Science, Music, and Art?

A: Yes, but only if they are both newly enrolled students. Previously enrolled students should not repeat curriculum just because it's convenient.

Q: Can I have my children share only Science?

A: Yes. Course combination options are available in Art, Science, History, and Music.

Q: Can I have my children share Music and Art, but have individual History and Science?

A: In some states, these subjects are taught as a block.

(K12 Virtual academy families please note: Check with your virtual academy for more information.)

Q: Can I share the curriculums of my first and fourth graders?

A: No, a two-year gap is difficult to accommodate with a standards-based curriculum.

Q: Can I still share curriculums if my younger child is reading below grade level?

A: This will be answered on a case-by-case basis. The younger child would have to be able to complete all lessons as expected.

(K12 Virtual academy families please note: Check with your virtual academy for more information.)

Success Stories

How Other People Are Teaching More Than One Child

Family One

(Children: A preschooler, a first grader, and a third grader)

How are you making it work?

“Having a daily and weekly schedule is a must. Routine and predictability are great peacekeepers for kids. We print a weekly lesson plan and mark off as we go.

“I am also a den leader (Cub Scouts), soccer coach, and work on the church newsletter. I have to admit that I have used the grandparents in a pinch with my little one, but never for school day issues.”

Which courses do you combine?

“We found that it is easier and more fun to combine Music. All three participate.”

How do you balance your time?

“[The preschooler] is part of the routine. I don’t actively try to instruct him yet. With some prompting, he keeps himself busy with various items in our classroom and around the house. He knows where everything is, loves the different materials, and even has his own supplies on a shelf. He is my classroom helper. I will sometimes set him up with a ‘station’ in a different room with toys. He will participate (in his own way) in many of the lessons, especially Science, Music, and Art. Sometimes he just sits and listens.

“He is a distraction at times, but I am not trying to create a sterile environment. Being able to work through interruptions and distractions is a good skill to acquire. I have the others read aloud their Language Arts/English stories to him at times. It is amazing what he is learning just by being close by.

“My third grader often can work independently once a subject is introduced. He can do History and Science by himself with minimal supervision during experiments and projects (he loves this).

“The first grader requires the most one-on-one teaching. However, I can see that quickly she will be doing a lot of the work on her own.”

What organizational methods do you use?

“I think what has worked best for us it to get the day going early. We try to start school by 9 a.m. Sometimes, we are able to start earlier. We always do core material in the morning.

“Most often we are through Math and all Language Arts/English by lunch. Then we can eat and relax a bit. (I have found that a big, middle-of-the-day recess is difficult to recover from.)

“After lunch, we complete another lesson or even two of Art, History, Science, or Music. Then we are done for the day.

“What has worked best for me is to involve the kids as much as possible in every aspect of the day. From dusting to quiet reading time, they help keep the ball rolling.”

Family Two

(Children: A kindergartner and a first grader)

Math

“I only do the online activity if my child doesn’t understand the concept. So far, both of my children have been able to get through most of the workbook and printed worksheets without me going through the entire online lesson.”

Language Arts/English

“We take all the reading sessions that are four days and make them one or two days. The kids get very bored if we’re reading the same story for more than two days. Sometimes, if our book in first grade is more interesting than the scheduled kindergarten book, we’ll skip the kindergarten book altogether and read the first grade book. I’m trying to consolidate the literature to where I’m reading to both of them from either one or the other’s lessons. It saves time reading one set of literature books, rather than two.”

Art

“Instead of teaching kindergarten and first grade Art, I dropped the kindergarten Art and taught first grade Art to both of them. I did the same thing for Music.”

History

“My son is seven. He’s able to read the History lessons himself on our kitchen computer while I make dinner, and then after dinner he will dictate to me what the lesson was about. I give him any assessments personally. This has helped a lot because I can oversee what he’s learning but not have to be the one reading the lesson to him. This has saved me an hour!”

Family Three

(Children: A kindergartner not enrolled in K12, a first grader, and a third grader)

Supplies

“Next to my desk, I have a hanging file cabinet. I make up packets of the unit we are currently working on. When I tell the kids to get their packet (Math, Language Arts/English, Science, or History), they can find it by their color-coded hanging folder.

“With this system, I have fewer loose papers to keep up with and the kids often want to work ahead when they flip through the packet to see what is next. It does seem to give the lessons more of a unit study feel because if they are really enjoying it, we keep on working through the packet.

“When the lesson is over, the packet goes quickly back in the hanging file. When a packet/unit is finished, we file it away in a binder for that subject. The first year I used K12, I spent a lot of time printing worksheets and finding the worksheet for the lesson. With the unit packets [this year], it is all ready to go.

“Getting the printed materials this year for first grade complete and third grade Language Arts/English was a big time saver. I definitely recommend this.” ***(K12 Virtual academy families please note: Check with your virtual academy to see if this is an option.)***

Workspace

“Everyone has her own desk at least 10 feet apart and I have an L-shaped desk with plenty of workspace. If they have questions, they come to my desk where I have a chair for the student needing instruction. Let their feet do the walking!”

Schedule

“We start the morning by everyone grabbing their Math packet. While I am giving instruction to one, the other is doing the Skills Update on her own. By the time I get the first and third graders going on their own, I give my five-year-old an assignment (usually handwriting or Math).

“Next, we do Language Arts/English. I start with the third grader and explain the GUM lesson and send her to her desk to do the work. This usually gives enough time for me to do Phonics with the first grader.

I teach the lesson and send her to her desk to complete the work. My husband teaches her Literature. (He uses first grade Literature for bedtime stories to the girls.) I staple the lesson discussion questions inside the Junior Great Books and he takes care of that. This makes her Language Arts/English lesson relatively short because we are mainly doing the GUM.

“I have found many times that we are covering the same topics in the same day in first and third grade GUM (example: using a dictionary), so I teach them together.

“We do Science and History on alternating days. Sometimes we will do several lessons at one time and make it a mini-unit, then pick the optional activities to add. We do Art with the corresponding History level and all children participate.”

Subjects

"I decided to combine subjects to make my teaching time more efficient, especially knowing that I will be adding my five-year-old in the fall. We stopped the third grade Science and History and everyone (five-, seven-, and nine-year-olds) started the first grade Science and History classes together.

"At first, my third grader was not too happy about it, thinking it would be too easy, but I just required more work on her part. When the younger ones may be coloring a fish to learn about the anatomy, the older one is writing a report and reading additional materials from the library.

"I was concerned about [my third grader] missing things from her Science level but I found that when I was trying to teach so many subjects, I was skimming too much and skipping the fun parts. It was either skim both first and third grade Science or dive deep into one. We like to dive deep into Science and this gives us the time to do it. My third grader is probably learning more since I have the teaching time to dig deeper."

Assessments

"They do their Math and Language Arts/English assessments individually but we do the Science and History assessments together. My third grader is also graded on her extra assignments that I give to bring the first grade Science to her level."

Other Lessons Learned

"Make K12 work for you. Don't become a slave to it. It is designed to be a wonderful tool. It took over a year for me to figure out how best to use it, but with standardized test scores going up 25 percent and everyone enjoying school, I couldn't ask for more. No more going to homeschool fairs trying to figure out what to use. I have complete confidence with K12.

"I have really learned how to be more time efficient this year and make sure everyone is learning and enjoying it. It doesn't matter to me which level the Science or History is, as long as the Math and Language Arts/English are on grade level. I felt I had to make these changes in order to be ready for adding another child to the schedule in the fall.

"I love homeschooling and knew that I had to do what works for me so that I can continue to homeschool without being stressed or taking on too much."

Family Four

(Children: A kindergartner and a first grader)

"Before I start teaching, I read the Course Introductions for each subject. This may have been obvious for some people and may have been in my K12[®] instructions somewhere, but I was so excited when I started that I made the mistake of just jumping into teaching. In retrospect, I wish I had read the introductions first!

"I suggest that when you start using K12 that you ease into it one or two subjects at a time until you get your routine going. Start with Math or Language Arts/English and perhaps a 'fun' subject. Then after a while, even weeks, add one or two more subjects. This keeps us from getting overwhelmed. **(K12 Virtual academy families please note: Check with your virtual academy to see if this is an option.)**

“I found that I had to get my daughters up to a point in Math and Phonics where it started to challenge them. We moved through lessons very quickly at first. If your children are bored at the beginning, try speeding up to get them to the point where they are challenged.

“Remember, you don’t have to do everything in the lesson for your child to meet the learning objective. Experiment until you find what your child likes and learns with best. For example, one child did not like the letter tiles, so she does not use them, but she still learns what she needs to. (Sometimes I write, sometimes I have her spell words aloud.)

“If we really get interested in a subject, we spend a lot of time on that one and forgo the others. It evens out over time. The K12® scheduling tools are great for this. The progress section will show you when you start to lag in one subject and get ahead in another.

“Each child does her own Math and Language Arts/English. (I get one started, and then work with the other and go back and forth as they need me.)

“With Language Arts/English stories, I usually read the stories to both of them and direct most of the discussion to the one who it was intended for. Having both in the discussion is more stimulating for them.

“For the Junior Great Books, you can photocopy the pages that they draw on for the other child or you can order an extra sets of books from greatbooks.com. Using this approach has slowed us down, but both children are benefiting. We usually don’t read the stories as many times as K12 says, nor do we discuss all the questions, but we read each story at least two times.

“Don’t forget to look ahead on the materials lists for books you need to get from the library or buy. I have found that most of the optional stories have been worth spending the extra time to read to the children (even just as bedtime stories).

“And lastly, one of the reasons that I think homeschooling works so well for us (in addition to using K12’s great curriculum) is that we have fun together. We really enjoy being together.”

Family Five

(Children: A preschooler and a first grader)

How are you making it work?

“This year my [preschool] son is only doing kindergarten Phonics and kindergarten Math a few days a week. My husband helps by teaching a Science and/or Art lesson about once a week.”

Which courses do you combine?

“The younger one piggybacks the first grader’s Science, Music, Art, and sometimes History. Next year we will combine and finish grade 1 Music and grade 2 Art together. For Science, I will try to teach some of it together when kindergarten and grade 2 topics can correlate with one another.

“For History, they will do kindergarten and second grade but I will have [the older child] sit with the kindergartner to do his History. It will be a great review.”

How do you balance your time?

“My husband is home until 2 p.m. each day so he plays with and reads to the preschooler in the morning. He teaches Science and Art to both about once a week so I can catch up and do other things. He also teaches PE most mornings.”

What organizational methods do you use?

“We have a schedule as a guide to go by, but it does not have specific times on it. I have found that I only need about 30 minutes to teach a lesson one-on-one. This speeds things up a bit. My boys are fairly quick learners, so at times we skip parts of lessons if they do not need the extra practice. They can finish some work independently while I start on the next subject with other child. We are flexible and the schedule varies as needed.”

Schedules That Work

A Schedule for a Crowded House

(Students: A kindergartner, a first grader, and a fifth grader)

Mom runs a daycare service in the same home where she’s teaching her children. She combines the two activities for reading time and when the children work on arts and crafts.

	Kindergartner	First grader	Fifth grader
7:30 – 8:00 a.m.	At breakfast, discuss the day’s K12 lessons, chores, and scheduled extracurricular activities.		
8:00 – 8:30 a.m.	Gather materials		
8:30 – 10:00 a.m.	One-on-one instruction		
10:00 – 11:00 a.m.		One-on-one instruction	
11:00 – 11:30 a.m.	Break		
11:30 – Noon		Instruction	
Noon – 12:45 p.m.	Lunch		
1:00 – 1:30 p.m.	Story time for kindergartner, first grader, and daycare children. Distribute instructions for Language Arts/English lessons so that questions can be asked during reading and worksheets can be completed soon after.		
1:00 – 2:30 p.m.		Instruction	
2:30 – 4:30 p.m.	Daycare activities that include doing arts and crafts, coloring pages, free writing, working with modeling clay, and baking.		
4:30 – 5:30 p.m.			One-on-one instruction
7:30 – 8:30 p.m.	This time is used when students fail to complete lessons during the day.		

A Schedule That Doesn't Take All Day

(Students: A first grader and a third grader)

Wherever she can, Mom saves time by combining subjects for her two children (she also has a three-year-old running around the house). She tries to finish school early in the day to give her time to do some housework, cook dinner, or even have a short rest.

	Activities
7:30 – 8:00 a.m.	Third grader (who gets distracted easily) works on Math while the house is still quiet.
8:00 – 8:30 a.m.	Breakfast and devotions
8:30 – 9:00 a.m.	Piano practice and religion
9:00 – 10:00 a.m.	Math and handwriting
10:00 – 11:00 a.m.	Language Arts/English, with an emphasis on work that requires help from Mom including phonics lessons, spelling tests, and literature discussions.
11:00 – Noon	Science or History
Noon – 1:30 p.m.	Saved for lunch, chores, and recess. One day a week, family has a recess play date with another homeschool family.
1:30 – 2:30 p.m.	Art or Music
2:30 – 3:30 p.m.	Children have quiet time when they can listen to music or storytelling CDs, play with their toys, etc.

A Schedule Where Every Minute Counts

(Students: A kindergartner, a second grader, and a fourth grader)

Mom has her family (which includes an energetic three-year-old) following a strict routine. School starts exactly the same way every day and her schedule doesn't waste any time in transitions from one child's instruction to another. Mom finds ways to count most of the children's daily activities toward their education. For example:

- After lunch the children play outside for 15 minutes while Mom prepares for the afternoon lessons. This time counts for PE hours.
- Sing-a-longs at her kindergartner's bath time count as 20 minutes of Music lessons.
- Bedtime reading of the story "Rechenka's Eggs" counts as History time for the kindergartner. Her second and fourth graders read for 30 minutes before bedtime, which counts as Language Arts/English lesson time.

	Kindergartner	Second grader	Fourth grader
7:30 – 8:00 a.m.	Breakfast and handwriting exercises		
8:00 a.m. – 12:45 a.m.	Phonics	Language Arts/English	Language Arts/English
	Math		
	Music	Math	Math
	Play		
Play			
The rest of the school day	History or play	Combined History, Science, Art, or Music lessons. Also, reading for 30 minutes just before bedtime.	

A Schedule That Overlaps Where It Can

(Students: A kindergartner and a second grader)

Although many of her children's lessons are done independently, Mom uses overlapping topics for an hour of Science studies. For Art and Music, she teaches the same lesson to both children. She also has her second grader review the History work of her kindergartner.

	Kindergartner	Second grader
8:30 – 9:00 a.m.	Phonic	Independent work
9:00 – 9:30 a.m.	Handwriting	Language Arts 2 instruction
9:30 – 10:00 a.m.	Language/Literature instruction	Independent work
10:00 – 10:30 a.m.	Break	
10:30 – 11:00 a.m.	Independent work	Math 2/3 instruction
11:00 – 11:30 a.m.	Math kindergarten/1	Independent Math work
11:30 a.m. – 1 p.m.	Lunch	
1:00 – 2:00 p.m.	Overlapping Science kindergarten and Science 2 topics	
2:00 – 2:30 p.m.	History kindergarten and 2, or free time	History 2 and kindergarten review with kindergartner
2:30 – 3:00 p.m.	Art 2 (Music 1 on Fridays)	

Index

Art level, selecting, 5
Assessments, 6, 10
Binder, for child's worksheets, 2
Binder, for teaching materials, 2
Bookcase, for K12 materials, 2
Burnout, 4
Computer, positioning, 2
Course Introductions, 10
Daily household tasks, 2
Frequently Asked Questions About Combining Subjects, 6
History level, selecting, 5
Junior Great Books, 9, 11
Language Arts/English level, selecting, 5
Learning center approach, 5
Lessons, 3
Math level, selecting, 6
Music level, selecting, 6
Preschooler, 3, 7, 11
Printing, teaching materials, 2
Scheduling, 2, 3, 4, 11
Science level, selecting, 6
Storage container, for K12 materials, 2
Stress, 4
Student conduct, 2
Study chart, 2
Subject Levels, guidelines for selecting, 5
Subjects, 5, 10
Subjects, guidelines for combining, 5
Supplies, 2, 3, 9
K12 Virtual academy families, 5, 6, 7, 9, 10
Workspace, 2, 9