

Formal Learning Plan in Agreement with Alberta Education Guidelines for Home Education

Outcomes:	Methods: How will you teach these outcomes?	Resources To be Used to help teach the Outcomes	Assessment Practices to be used to see that learning, growth and development are happening.
Citizenship and Technology in Learning: (l) demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals (o) demonstrate competence in using information technologies			
Personal Development Through Learning: (p) know how to work independently and as part of a team (r) demonstrate initiative, leadership, flexibility and persistence (s) evaluate their own endeavours and continually strive to improve			
Character in Learning:			

(q) manage time and other resources needed to complete a task (t) have the desire and realize the need for life-long learning			
English Language Arts: (a) read for information, understanding and enjoyment (b) write and speak clearly, accurately and appropriately for the context (l) understand and appreciate literature, the arts and the creative process (m) research an issue thoroughly and evaluate the credibility and reliability of information sources			
Mathematics: (c) use mathematics to solve problems in business, science and daily life situations			
Science: (d) understand the physical world, ecology and the diversity of life (e) understand the scientific method, the nature of science and technology and their			

application to daily life (n) demonstrate critical and creative thinking skills in problem solving and decision making			
Social Studies: (f) know the history and geography of Canada and have a general understanding of world history and geography (g) understand Canada's political, social and economic systems within a global context (h) respect the cultural diversity, the religious diversity and the common values of Canada			
Physical Education and Health: (k) know the basic requirements of an active, healthful lifestyle (l) recognize the importance of personal well-being and appreciate how family and others contribute to that well-being			

APPENDIX B: Examples of skill progressions with scope and sequencing

- If you start where your child is at, the next level is the target. Fluency:

- Phonetic sounding out - reading some words by sight - sight words - two word chunks - sentences - phrases - phrases with expression and intonation. Writing Mechanics, Legibility:

- Punctuation, grammar, capitalization, phrasing, wording, technical language (can talk about their writing with the terms)

Writing Process and structure: ● No structure - Stream of conscious (write like you think) - Momentary thought then write - Analytical aspects to writing with willingness to draft (aware

of changes you would move) - Deliberate planning and enhancing work prior to writing (model)

Scientific Method: ● Acts on instincts to expand knowledge through observation or experiments Trial and error - Investigating a predetermined question to find possible

solutions. - Using base knowledge Investigating a piece of knowledge with a pre-determined - Building a Solid core of Knowledge and expanding understanding through development of observation and experimentation connection.

Social Studies Compare and Contrast: ● Makes direct comparison without empathy - Applies knowledge to the comparison - Personal experience to connect to the comparison - Self

reflection to extrapolate experience of others (empathy) - Use knowledge to make multiple perspectives and connections to create a complete picture (geography, transportation, food, climate)

Evaluation and Support of Ideas and Opinions: ● Can identify what is being presented - Can use basic knowledge to ask questions to evaluate information - Forms options based on base knowledge

and make thoughtful statement - Can support multiple perspectives and patterns on given topic - Seeks out additional information to support and validate statements - Can discuss information and providing evidence from multiple perspectives

Questioning (simpler version of Evaluate): ● Takes information as fact - Asks closed questions to one level - asks closed questions to test facts - Asks closed and open questions to further

investigate - Asks leading questions to validate facts - Asks questions to validate and uses to pursue additional facts - Validates facts with questions and research.

Mental Math: • Uses fingers or manipulatives immediately - Pauses to think first then uses fingers/manipulatives - Uses a combination of mental recall and fingers -

uses paper/pencil to break down more complicated problems - With time can work out simple problems mentally - Has quick recall of facts and breaks down harder questions in steps with paper support...

Problem Solving: • Requires support to understand problems and find first steps - Understands the problem and with help can put into mathematical terms - Can identify

a few elements in problem and with help can create a strategy - Knows what needs to be done and with guidance can create a strategy - Has repeatable tools to decode and create a strategy to solving.