**Education Program Plan Goals**

**based on the Alberta Education Schedule of Learning Outcomes**

from the outcomes that form the foundation of the entire Alberta Program of Study (Goals and Standards

Applicable to the Provision of Basic Education in Alberta, Ministerial Order 004/98), also contained in

The Alberta Home Education Regulation (Alberta Regulation 145/2006)

**Child’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Notes**: Many of the learning outcomes listed (outcomes in physical activity and health, among others) are “lived” courses which may not follow a conventional pedagogical paradigm.  All learning outcomes will be achieved through lessons and personal experience conducted in both formal and informal family and community settings.  All texts and resources are for the benefit of the teacher/parent and may be used in whole or in part at the teacher/parent’s discretion.  Assessment is primarily through observation of the manifest acquisition of skills, habits, and degrees of perfection, although other forms of evaluation (tests and reports, for example) may also be added based on teacher/ parent discretion (see bottom of last page). | |
| **Learning Outcome (LO)** | **Implementation - specific goals this year indicated** |
| 1. Language Arts - Reading | **Note**: Subjects listed to the left (#1) are considered the “core program subjects” to be completed by the end of high school in the province of Alberta and are spread across the range of outcomes listed below (#2). These represent samples of objectives/ outcomes stretching over a typical Grade one-to-twelve program fulfilling the outcomes listed in the Alberta Home Education Regulation. |
| Language Arts - Writing |
| Mathematics |
| Science |
| Social Studies |
| 2 (a) Read for information, understanding and enjoyment (included within LO1-Language Arts - Reading)  **Resources, activities, instructional methods** (additional resources, activities, instructional methods may be noted on page 6 or on a separate page): | Within a solid core program of Language Arts, the student will…  - read age-appropriate books for information/understanding/ enjoyment  - understand that letter symbols are used to construct meaning  - understand use of print: how letter sounds make words, left to right movement, and spacing  - read with support, becoming increasingly fluent and independent, including rereading and reading ahead for clarification  - put words in alphabetical order by first and second letter  - ask and respond to questions before, during, and after reading  - apply dictionary skills to determine the meaning, correct pronunciation, and accurate spelling of words  - locate answers to questions, extract appropriate and significant information from texts  - demonstrate comprehension of assigned texts by identifying the main ideas and supporting examples  - use an increasing vocabulary gained by diversified reading, including dictionary, thesaurus, encyclopedia, etc.  - know parts of speech (nouns, verbs, etc.), creative use of language (similes, metaphors, etc.), and forms of writing (poetry, prose, etc.)  - grow in understanding of narrative tools and techniques such as plot, setting, character, conflict, language, theme, etc.  - integrate own perspectives and interpretations with new  understandings developed through reading  - identify explicit and implicit ideas and information in texts  - use efficient note-taking strategies to aid learning  - demonstrate understanding of main ideas, events, or themes of a variety of increasingly complex novels, dramas, stories, poetry, etc.  - use reading skills in the gaining of knowledge in other disciplines  - study a second language |

|  |  |
| --- | --- |
| (b) Write and speak clearly, accurately and appropriately for the context (included within LO1-Language Arts - Writing)    **Resources, activities, instructional methods:** | Within a solid core program of Language Arts, the student will…  - write age-appropriate stories and reports with confidence and enthusiasm  - communicate verbally in a clear and confident manner  - respond to the needs of different audiences by choosing appropriate syntax, diction, and grammar  - print letters legibly from left to right, using lines on a page as a guide  - use capital letters, correct spelling and appropriate punctuation  - use complete sentences to communicate clearly  - develop organized paragraphs a) supported with evidence from research and b) from personal experience or observation  - use cursive writing in a legible manner  - use an increasing variety of words to express self  - gather, evaluate, and synthesize sources in a correctly documented research paper  - create a cohesive and persuasive essay (including introduction/ thesis/ support/ summary)  - demonstrate knowledge of writing as a process that includes revision  - express multiple sides of an issue, articulate and defend a position, and express personal beliefs in both speaking and writing  - appropriately use different writing styles for different purposes  - create, edit and adapt written and oral presentations to best suit audiences and styles  - use writing skills in the presentation of knowledge in other disciplines  - study and communicate in a second language |
| (c) Use mathematics to solve problems in business, science and daily life situations (included within LO1-Mathematics)    **Resources, activities, instructional methods:** | Within a solid core program of Mathematics, the student will…  - count orally by 1s, 2s, 5s and 10s to 100 and beyond  - recognize number concepts (even/odd numbers, prime numbers)  - have an age-appropriate understanding of addition and subtraction  - estimate and then count the number of objects in a set  - have an age-appropriate understanding of multiplication and division  - grow in understanding of math concepts such as fractions and decimals, two-dimensional and three-dimensional shapes, patterns and variables, measuring time, money, length, height, distance, volume, temperature, etc.  - grow in understanding of math tools (graphs, for example), math functions, and problem solving  - solve problems involving multiple steps and multiple operations  - obtain new information by performing arithmetic operations on data, make predictions when solving similar problems  - use logic within mathematical arguments and beyond  - use trigonometric functions in mathematical equations  - apply concepts of algebra and geometry to achieve solutions to complex, real-world problems  - solve problems that involve mathematics within other disciplines |
| (d) Understand the physical world, ecology and the diversity of life (included within LO1-Science)  **Resources, activities, instructional methods:** | Within a solid core program of Science, the student will…  - gain in understanding of the world and life in the world through personal experience and study  - study seasonal changes in animal and plant life and what is necessary to sustain life in each  - grow in knowledge and understanding of concepts in life science, physical science, earth and space science (for example: colour, heat and cold, magnetism, gas/liquid/solid, electricity, weather, ecosystems, life cycles, light/sight, sound/hearing, rocks and minerals, chemistry, air and flight, matter, cells and systems, space) |

|  |  |
| --- | --- |
| (e) understand the scientific method, the nature of science and technology and their application to daily life (included within LO1-Science)  **Resources, activities, instructional methods:** | Within a solid core program of Science, the student will…  - ask questions that lead to exploration and investigation  - identify possible answers by stating a prediction or hypothesis  - use the scientific method to investigate research questions  - apply scientific concepts to achieve solutions to complex, real-world problems  - use scientific method to gain knowledge in other disciplines |
| (f) know the history/geography of Canada, general understanding of world history and geography (included within LO1-Social Studies)  **Resources, activities, instructional methods:** | Within a solid core program of Social Studies, the student will…  - distinguish countries, oceans, and other symbols on globes and maps  - use and interpret pictures, charts, tables and graphs  - locate own country/province/city on map  - understand distance and direction using maps and compass  - arrange events, facts and/or ideas in sequence  - know the physical features and climate of Canada, compare and contrast to other parts of the world  - know details of the exploration and settlement of Canada, compare and contrast to other countries and contemporary events  - understand the scope of world history, including important events, people, and periods |
| (g) understand Canada’s political, social and economic systems within a global context (included within LO1-Social Studies)  **Resources, activities, instructional methods:** | Within a solid core program of Social Studies, the student will…  - know traditions held by one’s own family, Canadian families, families outside Canada  - study the contributions of people (past and present) to civilization and culture  - study forms of government and civilization, including the rights and responsibilities of citizenship (political, social, and economic) |
| (h) respect the cultural diversity, the religious diversity and the common values of Canada (included within LO1-Social Studies)  **Resources, activities, instructional methods:** | Within a solid core program of Social Studies, the student will…  - learn values held by one’s own family, Canadian families, families outside Canada  - include persons of diverse backgrounds and abilities in activities of work, study, and recreation  - engage in active listening skills and effective communication  - grow in understanding of and reasons for differences in culture and world view |
| (i) demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals  **Resources, activities, instructional methods:** | - develop strong character by learning and demonstrating in daily life situations the values held by one’s own family  - explore thoughts, ideas, feelings, experiences and values through a variety of reading and other materials  - articulate own moral and ethical philosophy (a code of conduct)  - be honest and reliable in a variety of situations  - grow in the knowledge, skills and attitudes necessary to live happily and productively as an individual, within a family, and within the community  - study democracy in federal, provincial, and/or local government  - perform service or volunteer work in the community |

|  |  |
| --- | --- |
| (j) recognize the importance of personal well‑being and appreciate how family and others contribute to that well‑being  **Resources, activities, instructional methods:** | - collaborate effectively with peers to finish an undertaking  - recognize the influence of peer pressure, make own appropriate decisions, take responsibility for consequences of own actions  - know the ways family members solve problems e.g., discussing,  planning, completing jobs, cooperation |
| (k) know the basic requirements of an active, healthful lifestyle  **Resources, activities, instructional methods:** | - grow in knowledge of the body, bodily functions, growth and development  - recognize that habits and actions affect mental and physical  health, make wise choices and create habits and goals that maintain health and fitness  - develop and maintain physical fitness, both gross and fine motor skills |
| (l) understand and appreciate literature, the arts and the creative process  **Resources, activities, instructional methods:** | - use art to illustrate or tell a story  - develop own images of things seen or imagined  - compare similarities and differences of objects, forms and media and use these objects etc. in own creative works  - grow in awareness and appreciation of a variety of music leading to self expression and creativity  - comprehend and respond personally and critically to literature and the arts including a historical and cultural perspective  - understand the role of the arts in creating and reflecting culture |
| (m) research an issue thoroughly and evaluate the credibility and reliability of information sources  **Resources, activities, instructional methods:** | - use available information sources to gain all relevant information on a topic  - compare information on a topic drawn from two or more sources to recognize agreement or contradiction, identify which sources of information are more acceptable stating reasons for choice  - synthesize and evaluate print, audio, and/or visual material and  utilize this information in a practical application |
| (n) demonstrate critical & creative thinking skills in problem solving, decision making  **Resources, activities, instructional methods:** | - identify one or more possible approaches to solving a problem, plan a set of steps to follow, follow them, arrive at a solution  - distinguish between fact and fiction, fact and opinion, and follow the development of argument and opinion  - demonstrate understanding of several methods of critical thinking |
| (o) demonstrate competence in using information technologies  **Resources, activities, instructional methods:** | - use available technology to solve real-life problems  - use appropriate skills and technologies to locate, organize, and  communicate/ present information  - compare, contrast and evaluate different technologies in their effect on own life  - grow in typing/ keyboarding skills |

|  |  |
| --- | --- |
| (p) know how to work independently and as part of a team  **Resources, activities, instructional methods:** | - be aware of feelings and be able to express them appropriately  - demonstrate confidence in expressing own ideas/ opinions  - complete tasks without constant supervision, take initiative and responsibility for own learning  - listen and respond constructively to the ideas/ opinions of others  - discern quality in others’ work, provide constructive and specific feedback  - encourage, support, and work with others including paid or volunteer work outside the home  - address problems within a group by setting goals, suggesting solutions, choosing the best alternative |
| (q) manage time and other resources needed to complete a task  **Resources, activities, instructional methods:** | - grow in obedience and diligence from supervised to unsupervised work and task completion  - use available resources to design, develop, evaluate and explain solutions to real-life problems  - manage ideas, information and priorities by organizing, recording, completing and assessing  - consistently apply study skills and time-management techniques to attain goals  - grow in real-life skills leading to independence |
| (r) demonstrate initiative, leadership, flexibility and persistence  **Resources, activities, instructional methods:** | - respond appropriately to daily life situation without needing to be told to do so  - take steps to set own course of learning  - initiate projects, set goals, develop plans, assess performance, and  revise actions in order to achieve desired outcomes  - identify and pursue own intellectual, artistic and vocational interests |
| (s) evaluate their own endeavours and continually strive to improve  **Resources, activities, instructional methods:** | - use personal accomplishments and setbacks to identify own strengths and weaknesses  - use growing self-knowledge to improve in knowledge, skill, attitude and character  - discern quality in own work and constructively use feedback to further self |

|  |  |
| --- | --- |
| (t) have the desire and realize the need for life‑long learning  **Resources, activities, instructional methods:** | - set goals to explore personal understanding of new ideas and information  - ask questions about all subjects and learning materials, paraphrase and discuss to explore ideas and understand new concepts  - evaluate level of personal understanding, explore ways to find additional ideas and experiences to extend understanding  - articulate personal changes over time and how education has had an impact on past changes and on future goals  - include continuing education as part of a consideration of career and occupational goals |
| Additional Resources, activities, instructional methods to be used (add separate page if needed): | |
| Method(s) of evaluation (should include timing/frequency of evaluation, reason each method will be effective): (As noted on page 1: Assessment is primarily through observation of the manifest acquisition of skills, habits, and degrees of perfection, although other forms of evaluation (tests and reports, for example) may also be added based on teacher/ parent discretion.) | |

\* Note: all goals, resources, activities and methods of evaluation may be changed/ modified by the parent at any point or points throughout the year in order to best meet educational needs.