

Education Checkpoints

STATE STANDARDS/GRADE

State standards are a great starting place to get a list of topics that are expected for each person to know, as well as possible extras for you to work through – either for a job or for fun. Or both.

Remember, this is a usual minimum. When your student decides to follow their dreams, they will want to go deeper.

COLLEGE/UNIVERSITY OBJECTIVES

When you work from home you get to work at your own pace and within your interests. If your students work faster than the public systems, hooray! You can find more in depth topics to tackle by looking at university course objectives as a platform to go further.

JOB REQUIREMENTS

Got a topic that your students *really* like and are thinking about turning into a money making adventure? Browse job requirements to see what skills businesses would expect and need. Except, doing this from home means no pressure to get it right “or else,” and plenty of time to play with different ideas.

YOUR DREAMS & PASSIONS

While there are certain levels of expectations of knowledges in our modern world, there is also a lot of flexibility in what you can focus on during a homeschooling stint. Embrace that and follow passions as you explore the world around you.

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DEPTH OF KNOWLEDGE LEVEL 1 (RECALL)

Skills: arrange, calculate, define, draw, identify, list, illustrate, measure, memorise, repeat, recall, recite, state, tell, tabulate, recognise, name, report, use, match, quote, & “who, what, where, when, why, so what”

ACTIVITIES TO INTEGRATE

- ▣ Recall elements and details of story structure, such as sequence of events, character, plot, and setting.
- ▣ Conduct basic mathematical calculations.
- ▣ Label locations on map.
- ▣ Represent concepts and relationships in words or diagrams.
- ▣ Perform routine procedures like measuring length or using punctuation marks correctly.
- ▣ Describe the features of a place or of people.

IDEAS · NOTES · THOUGHTS · IDEAS

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DEPTH OF KNOWLEDGE LEVEL 2 (SKILL/CONCEPT)

Skills: infer, categorise, collect & display, identify patterns, organise, construct, modify, predict, interpret, distinguish, use context clues, make observations, summarise, show, graph, classify, separate, cause, effect, estimate, compare, relate

ACTIVITIES TO INTEGRATE

- ▣ Identify and summarise the major events in a narrative.
- ▣ Use context cues to identify the meanings of unfamiliar words.
- ▣ Solve routine multiple-step problems.
- ▣ Describe the cause/effect of a particular event.
- ▣ Identify patterns in events or behavior.
- ▣ Formulate a routine problem given data and conditions.
- ▣ Organise, represent, and interpret data.

Ideas · Notes · Thoughts · Ideas

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DEPTH OF KNOWLEDGE LEVEL 3 (STRATEGIC THINKING)

Skills: revise, assess, apprise, construct, critique, compare, formulate, investigate, hypothesis, draw conclusions, cite evidence, develop a logical argument, use concepts to solve non-routine problems, explain phenomenon in terms of concepts.

ACTIVITIES TO INTEGRATE

- ▣ Support ideas with details and examples.
- ▣ Use voice appropriate to the purpose and audience.
- ▣ Identify research questions and design investigations for a scientific problem.
- ▣ Develop a scientific model for a complex situation.
- ▣ Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- ▣ Apply concepts in other contexts.

Ideas · NOTES · THOUGHTS · Ideas

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DEPTH OF KNOWLEDGE LEVEL 4 (EXTENDED THINKING)

Skills: design, connect, synthesis, apply concepts, critique, analyse, create, prove

ACTIVITIES TO INTEGRATE

- ▣ Conduct a project that requires specifying a problem, designing and conducting an experiment, analysing its data, and reporting results/solutions.
- ▣ Apply mathematical models to illuminate a problem or situation.
- ▣ Analyse and synthesise information from multiple sources.
- ▣ Describe and illustrate how common themes are found across texts from different cultures.
- ▣ Design a mathematical model to inform or solve a practical or abstract situation.

Ideas · Notes · Thoughts · Ideas