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| **READING 1.1** | Use written instruction |
| **Level 1**:Text is short & simple; learner locates a single piece of information, and/or follows simple written directions. The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-follow written instructions to assemble a product basic product (e.g. Ikea)-read a website to understand regulations or how to play/use an app on your phone.-read instructions in a basic recipe (cake mix) |
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| **READING 1.2** | Use written instruction |
| **Level 2**:Text has increased complexity or involves more than one source of information; learner makes inferences. | **Enabling Actions:**-follow written instructions to assemble a more complicated product (e.g. Carpentry, motors)-read a professional website (can include any post-secondary websites whether that is university, college, etc) -read instructions that’s more complex (cake from scratch, applying/requirements to post-secondary)  |
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| **READING 2.1** | Use non-fiction text |
| **Level 1**:Text is short & simple; learner locates a single piece of information, and/or follows simple written directions. The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-read a non-fiction article about topics that interest you such as sports, social media, video games and answer questions -read information about post-secondary programming and applications-read media articles to inform decision making -read a social media post/page about an event happening near you  |
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| **READING 2.2** | Use non-fiction text |
| **Level 2**:Text has increased complexity, and/or multiple texts are needed. learner makes inferences and picks out key pieces of information that work together. | **Enabling Actions:**-read multiple articles for a research assignment.-read information about an academic subject (science, history etc.)-read media articles to inform a decision and use knowledge for assignment or action (debate topics, news stories that are happening in your town) |
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| **READING 3.1** | Use guides and/or manuals |
| **Level 1**:Text is short & simple; learner locates a single piece of information, and/or follows simple written directions. The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-read a guide to set up a piece of basic electronics or install computer program-read a driver’s manual to study for a driving test-read a course textbook for information-read a document to help troubleshoot a basic mechanical problem |
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| **READING 3.2** | Use guides and/or manuals |
| **Level 2**:Text has increased complexity, or multiple guides are needed. Learner applies information from guide or manual | **Enabling Actions:**-read a guide to set up a more complex piece of electronics or computer program with various steps-apply knowledge from a driver’s manual by passing practice tests-read a course textbook and use information for test or research paper-read a document to help solve a somewhat unfamiliar mechanical or technological problem-read a guide to help apply for student loans and/or scholarships |
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*Outcome continues on the following page.*

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| **READING 3.3** | Use guides and/or manuals |
| **Level 3**:Learner chooses and integrates information from various text sources; or, several parts of a single text; learner makes low-level inferences from multiple sources; and /or learner identifies relevant and irrelevant information. | **Enabling Actions:**-read a guide to build a computer or robot -read a guide on how to fix an issue you’re having with your electronic device -read various documents to solve a unknown mechanical problem-use a manual to weld with various techniques-use a manual to use a sewing machine for various techniques |
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| **READING 4.1** | Use notes, memos, notices, and/or letters |
| **Level 1**:Text is short & simple; learner locates a single piece of information, and/or follows simple written directions. The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-read notices about health information to help inform decisions-read memos about safety in their place of employment-read details from cell phone carrier about cell mobility plan-read notices or updates on a new gaming system or device coming out  |
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| **READING 4.2** | Use notes, memos, notices, and/or letters |
| **Level 2**:Text has increased complexity, and/or more than one piece of information must be used. Learner makes inferences. | **Enabling Actions:**-read variety of notes, emails etc. between learner and others to inform decision/action.-read memos about safety in their place of employment and be able to explain procedures.-read about WHMIS and explain to others what it is -read details from cell mobility plan and use this information to change or modify plan.-read notices on a new gaming system or device coming out and act on this information if you want to purchase the device.  |
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| **READING 5.1** | Use lists and tables |
| **Level 1**:Text is short & simple; learner locates a single piece of information, and/or follows simple written directions. The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-locate an item in a table, such as proper sizing for a piece of equipment-find information from a data table in science or math classes-find information from a data table from your favorite sports team |
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| **READING 6.1** | Use reference manuals |
| **Level 1**:Text is short & simple; learner locates a single piece of information, and/or follows simple written directions. The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-locate information to understand a procedure-consult indexes, directories, or tables of contents in reference manuals to locate information- consult catalogues to order items- read manuals to help with basic diagnostics- read texts to learn a new simple technique |
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| **READING 6.2** | Use reference manuals |
| **Level 2**:Text has increased complexity, and learner must cycle through a single piece of information; or must cycle through more than one piece of information from a simple text; learner makes low-level inferences. | **Enabling Actions:**- use reference manuals to repair an item in auto class or at home.- use reference manuals to learn proper techniques for welding, carpentry, mechanics, cooking, sewing etc.- use reference manuals to learn a technical or digital skill (using certain apps on your phone)- use reference manuals in science class for research. |
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| **READING 7.1** | Use different signs and symbols |
| **Level 1**:The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-interpret signs and symbols found in home, school, or public spaces-reading and following signs to ensure safe work practices-determine how to follow and use road signs |
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| **READING 8.1** | Follow a plan to assemble a product |
| **Level 1**:Text is short & simple; learner locates a single piece of information, and/or follows simple written directions. The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-follow documentation required to perform the task-follow an explanatory diagram-build a Lego set-set up and install a piece of software-look up articles on how to build something on Minecraft or another familiar game  |
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| **READING 8.2** | Follow a plan to assemble a product |
| **Level 2**:Text has increased complexity, and learner must cycle through a single piece of information; or must cycle through more than one piece of information from a simple text; learner makes low-level inferences. | **Enabling Actions:**-build a piece of furniture and/or barbeque using written instructions-build a project following own design (can be digital) -set up and install a more complex piece of software with various parts |
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| **READING 9.1** | Interpret information labels of different products |
| **Level 1**:Text is short & simple; learner locates a single piece of information, and/or follows simple written directions. The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-read the uses for various types of paint to select the correct brand depending on the application-read dosage recommendations for different medications-read labels to locate a needed product or item |
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| **READING 10.1** | Interpret information from various documents |
| **Level 1**:Text is short & simple; learner locates a single piece of information, and/or follows simple written directions. The reader locates, understands, and responds to simple, concrete ideas. | **Enabling Actions:**-locate information in various documents to complete a task such as an assignment-use manuals to determine tire specifications for a vehicle-read a letter from a soldier long ago. Share how the soldier felt during the war. |
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| **READING 10.2** | Interpret information from various documents |
| **Level 2**:Text has increased complexity, and learner must cycle through a single piece of information; or must cycle through more than one piece of information from a simple text; learner makes low-level inferences. | **Enabling Actions:**-determine scholarship or funding eligibility -interpret the symbolism in a series of paintings from different artistic movements to reveal changing societal values. -use various manuals to complete a task such as rebuilding a motor-compare two historical documents about a specific event and highlight differences and similarities. |
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| **WRITING 1.1** | Write complete sentences – utilise sentence parts to create simple sentences, compound sentences, and complex sentences |
| **Level 1**:Writing is less than a paragraph; is intended to organize, remind, or inform; writing is informal, typically for co-workers; uses pre-set formats or no format; concrete, day to day matters of fairly immediate concern. | **Enabling Actions:**-complete a written assignment for a standard class-e-mail an employer or teacher-create a post on social media with a short caption  |
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| **WRITING 1.2** | Write complete sentences – utilise sentence parts to create simple sentences, compound sentences, and complex sentences |
| **Level 2**:Brief text that is intended to serve a variety of purposes; formal style for audience other than co-workers; tone is appropriate to the occasion; standard syntax is expected; templates and models exist to guide writing; routine with little variation from one instance to the next. | **Enabling Actions:**-complete a formal written assignment (article review, short story, speech, essay, presentation) -request information via email about a product that you found online |
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| **WRITING 2.1** | Write clear text/paragraphs to convey information and/or a message applying basic grammar (end points and commas), word tense, pluralization, capitalization (proper nouns) |
| **Level 1**:Writing is a paragraph or longer; is intended to organize, remind, or inform; writing is informal, typically for co-workers; uses pre-set formats or no format; concrete, day to day matters of fairly immediate concern. | **Enabling Actions:**-complete a short-written reflection for a standard class-share information on social media about an upcoming event, providing all necessary details.-create a comprehensive online post to sell something on social media (ex: Facebook MarketPlace)  |
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| **WRITING 2.2** | Write clear text/paragraphs to convey information and/or a message applying basic grammar (end points and commas), word tense, pluralization, capitalization (proper nouns) |
| **Level 2**:Formal style for audience other than co-workers; tone is appropriate to the occasion; standard syntax is expected; templates and models exist to guide writing; routine with little variation from one instance to the next. | **Enabling Actions:**-complete a final formal written assignment for a standard class-write a children’s book on a topic you’re learning about in class-write a paper to teach your friend on a topic you learned about in class or a different topic that interests you -write a blog post as a guest writer on a featured blog or submit an article to a blog to be posted |
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| **WRITING 3.2** | Reference written work following a specific format (ex: MLA, APA, Chicago). |
| **Level 2**:References are written using approved format and are included either in a work cited page at the end of the document or in another location determined by the instructor. | **Enabling Actions:**-reference information shared in a PowerPoint presentation.-provide references in a report or essay.-reference information in an informative video.-provide references in an Infographic you made  |
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| **WRITING 4.1** | Use lists and tables |
| **Level 1**:Writing is less than a paragraph; is intended to organize, remind, or inform. | **Enabling Actions:**-make a list in alphabetical, numerical, or other order to inform a work plan or to achieve a goal. -create a table to convey budget information or a workplan-enter data into a table to document inventory-use lists or data tables to record or obtain information in science or math classes. |
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| **WRITING 5.1** | Fill out a form |
| **Level 1**:Writing is less than a paragraph; is intended to organize, remind, or inform; writing is informal, typically for co-workers; uses pre-set formats or no format; concrete, day to day matters of fairly immediate concern. | **Enabling Actions:**-job application-request for a transcript-register log in information for a website/app |
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| **NUMERACY 1.1** | Use a standard calculator |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-add up a list of expenses (budget) and create a final total-calculate measurements to determine area in a room-basic calculator use in math class  |
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| **NUMERACY 1.2** | Use a standard calculator |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-compare various costs for accommodation and travel options-calculate electrical requirements i.e. Flows, resistances, and voltages-calculate cost of ingredients or materials needed for a recipe or project including taxes.-prepare a budget taking into account money in as well as expenses. -more complex calculator use in math class such as trigonometry or logarithms. |
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| **NUMERACY 2.1** | Use decimal numbers |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-compare window and door sizes to specifications-measure room size for layout and placement of furniture-count cash flows and petty cash funds-calculate ingredient requirements to double or triple recipes.-grade 10 math decimal outcomes |
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| **NUMERACY 2.2** | Use decimal numbers |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-analyze the operating condition of equipment by using fuel consumption rates-calculate statistics, such as the number of clients served per month as a facility-calculating areas and volumes of shapes like cylinders and cones |
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| **NUMERACY 3.1** | Use fractions |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-add, subtract, multiply and divide simple and mixed fractions, improper and proper fractions by hand and by using a calculator. -scaling a recipe to make more or less food by using fractions to modify ingredient quantities -calculate the average cure time for various types of paint, concrete, epoxy, etc. |
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| **NUMERACY 3.2** | Use fractions |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-estimate the duration of time required to complete tasks and verify-analyze data (compare to previous or to other data) i.e.. compare readings from different measuring tools and equipment-Creating scale models of buildings or structures, involving proportions and fractions. |
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| **NUMERACY 4.1** | Use SI (metric) system units to measure and/or calculate |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-take measurements from a scale map to later determine distance to a destination-measure distances, temperatures, volumes, and angles using basic measuring tools such as tape measure, thermometers, calibrated beakers, and protractors-calculating the volume of a box in cubic meters (m³) |
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| **NUMERACY 4.2** | Use SI (metric) system units to measure and/or calculate |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-measure distances, temperatures, volumes, and angles using basic measuring tools such as tape measure, thermometers, calibrated beakers and protractors and then apply those measurements for construction, planning, scientific experimentation, sewing, drafting etc. -calculating the energy output of a machine in kilowatt-hours under different loads-calculating the force exerted by a person lifting a weight using kilograms and acceleration due to gravity. |
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| **NUMERACY 5.1** | Use imperial system units to measure and/or calculate |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-measure temperatures, weight, height, blood pressure-use common measuring tools such as tapes, measuring wheels, and graduated containers (i.e.. Measure the dimensions of floor openings; volumes of aggregate materials, area of a lawn for replacement sod, and distance from ceiling to hang pictures on a wall) |
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| **NUMERACY 5.2** | Use imperial system units to measure and/or calculate |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-measure temperatures, weight, height, blood pressure and apply these measurements in science class or for health applications.-use common measuring tools such as tapes, measuring wheels, and graduated containers and then apply those measurements for construction, planning, scientific experimentation, cooking, sewing, drafting etc. |
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| **NUMERACY 6.1** | Use instruments/devices to measure and/or calculate mass and/or weight. |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-use measuring cups/scales to measure the volume/mass of ingredients-measure the weight of loads-measure the weight of humans  |
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| **NUMERACY 6.2** | Use instruments/devices to measure and/or calculate mass and/or weight. |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-use volume/mass of ingredients and apply in completing a recipe-measure the weight of humans and compare to previous weight readings to determine health applications.- use mass/weight measurements in a scientific experiment. |
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| **NUMERACY 7.1** | Use instruments/devices to measure and/or calculate volume. |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-calculate volume of water consumed in a day-complete volume activities in grade 10 math-calculate volume of a classroom |
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| **NUMERACY 7.2** | Use instruments/devices to measure and/or calculate volume. |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-calculate volume of water consumed in a week, and/or month and compare to recommendations-calculate household or school water flow to lower water consumption-calculate the volume of sand needed for sandbox or soil for a planter-calculate the volume of paint required to cover walls or surfaces |
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| **NUMERACY 8.1** | Use instruments/devices to measure and/or calculate temperature. |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-measure temperature of food when cooking to ensure that it is safe to consume-compare outdoor temperatures from year to year-measure your own temperature and determine if it is average-monitor temperatures of refrigerators and freezers to keep perishable food safe |
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| **NUMERACY 8.2** | Use instruments/devices to measure and/or calculate temperature. |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-measure temperature of oven and prepare cooked food-determine temperature increases with regards to global warming-calculate your own baseline temperature by averaging temperature readings over a week-testing materials and products under different temperature conditions to assess performance. |
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| **NUMERACY 9.1** | Convert units of length, mass, capacity, and temperature within a system (Imperial or SI) as well as between systems (Imperial and SI) |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-convert from Fahrenheit to Celsius and vice versa-convert from centimeters to inches and vice versa-convert from kilometres to miles and vice versa-convert from millilitres to grams and vice versa |
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| **NUMERACY 9.2** | Convert units of length, mass, capacity, and temperature within a system (Imperial or SI) as well as between systems (Imperial and SI) |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-calculate fuel consumption in litres or gallons per hour-calculate the averages from sets of readings to determine if humidity, temperature, and water pressure are within levels recommended by manufacturers- convert metric measurements on a plan to SI for construction- convert units for mechanical devices |
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| **NUMERACY 10.1** | Calculate ratios and proportions |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-find the percentage ratio between two numbers-find the missing quantity in a proportion-solve problems involving proportions-solve problems involving inversely proportional variables-calculate currency exchange |
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| **NUMERACY 10.2** | Calculate ratios and proportions |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-calculate the number of joists needed to complete a construction project-calculate the amount of cement, sand, gravel, water needed for specific volumes of concrete-calculate discounts, including taxes-calculate amount of ingredients needed to prepare food for a large group-calculate amount of fabric needed for sewing projects-convert sewing pattern to a different size |
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| **NUMERACY 11.1** | Check the accuracy of a quantity - count/compare quantities |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-check the quantity of an item against a stock list.-count the amount of completed Essential Skills outcomes and calculate percent completed-take inventory of parts and supplies-tally hours on work orders to determine the total amount of billable time-determine payment amount and make change |
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| **NUMERACY 11.2** | Check the accuracy of a quantity - count/compare quantities |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-collect data on behaviours to monitor the students’ progress-compare office supplies purchases to budget to determine if spending is within limit-purchase supplies, count accuracy and costs |
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| **NUMERACY 12.1** | Perform mental calculations - mentally calculate basic operations + - × ÷ using numbers from 0 to 10. |
| **Level 1**:Only the simplest operations are required. The operations are clearly specified. One operation per task. Only minimal translation is required to turn the task into a mathematical operation. All information required is provided. | **Enabling Actions:**-determine an estimate of spending when shopping-perform mental math calculations in math class-estimate number of materials needed for a project |
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| **NUMERACY 12.2** | Perform mental calculations - mentally calculate basic operations + - × ÷ using numbers from10 to 100. |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-perform mental math calculations with two-digit numbers in math class-estimate cost of materials needed for a project |
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| **NUMERACY 13.2** | Demonstrate personal financial planning**Career Life Plan Task: Develop a financial plan that considers life beyond high school.**  |
| **Level 2**:Fairly simple operations required but may not be clearly specified; tasks require one or two types of operation, and few steps of calculation are required. Some translation is required, or numbers required may need to be collected from several sources. Simple formulae may be used. | **Enabling Actions:**-understand interest rates-develop a personal budget for current finances and future financial situations-understand investment opportunities-understand the tax system and what it means to pay taxes |
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| **DIGITAL 1.2** | Demonstrate digital responsibility |
| **Level 2**:Tasks require the use of several, familiar software or technology features, and technology is needed for a limited number of functions; technology is set up by others in a default setting. | **Enabling Actions:**-students engage in and reflect on safe and ethical behavior when using technology.-practice safer online activity by choosing websites that are good for them to visit and avoiding sites that appear inappropriate.-demonstrate how to safely and effectively handle situations or online behavior that make them feel uncomfortable.-can identify online networks that foster positive, safe, and ethical environments, reflecting on and acting in ways that contribute to and strengthen these communities.-recognize discrimination and cyber-mistreatment and determine how best to deal with it. |
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| **DIGITAL 2.1** | Use the internet |
| **Level 1**:Tasks require basic interaction with computer-controlled equipment; basic commands with no knowledge of software required; limited number of steps to be memorized; no change in digital technology tasks. | **Enabling Actions:**-search for relevant information-pull information from a website-use teams for course work |
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| **DIGITAL 2.2** | Use the internet |
| **Level 2**:Tasks require the use of several, familiar software or technology features, and technology is needed for a limited number of functions; technology is set up by others in a default setting. | **Enabling Actions:**-extract information from multiple Websites for a project-host an online video conference (teams meeting) and utilize some of the software features- plan a trip or event that involves the use of multiple web sites  |
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| **DIGITAL 3.1** | Use different modes of electronic communication |
| **Level 1**:Tasks require basic interaction with computer-controlled equipment; basic commands with no knowledge of software required; limited number of steps to be memorized; no change in digital technology tasks. | **Enabling Actions:**-e-mail to communicate with friends, family, or teachers-text using proper etiquette-video conferencing chat (Teams, Facetime)  |
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| **DIGITAL 3.2** | Use different modes of electronic communication |
| **Level 2**:Tasks require the use of several, familiar software or technology features, and technology is needed for a limited number of functions; technology is set up by others in a default setting. | **Enabling Actions:**-e-mail to communicate with employer, teacher or skills contact-host a video conference and use multiple functions (effects, sharing screen, etc)-use platforms like Google Docs or Microsoft Teams to collaborate on projects in real-time |
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| **DIGITAL 4** | Create and maintain a digital portfolio**Career Life Plan Tasks: Complete the five assessments in myBlueprint,** **Identify post-secondary pathways connected to a Career Life Plan, Develop resume writing skills & Develop cover letter writing skills.**  |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| The student discovers his/her strengths and his/her field(s) of interest by using My Blueprint software. | -go to [www.myblueprint.ca](http://www.myblueprint.ca), create an account and select assessments. 100% should be completed. |  |  |  |
| The student understands the components of a personal portfolio (e.g. resume, letters of reference, internship reports, certificates, transcripts). | -student decides to apply for part-time employment and prepares portfolio to distribute-student prepares to apply for post secondary (college) in their grade 11 year. |  |  |  |
| The student builds his/her résumé, cover letter and references. |  |  |  |
| The student updates his/her résumé, cover letter and references. |  |  |  |
| The student prints, or keeps digital copies of, the documents and inserts them into a professional portfolio. Student has copies on hand if needed as well as the documents on a memory stick for future use. | -student maintains and updates these documents throughout their time in high school and beyond-student demonstrates how to keep important files/documents relating to their professional portfolio in an accessible place |  |  |  |

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| **DIGITAL 5** | Explore and understand the Essential Skills program’s online resources |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| The student is introduced to Employment and Development Canada's Skills for Success (formerly Essential Skills) Model. | -understand each of the Essential Skills<https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/what-aresential-skills.html>  |  |  |  |
| The student understands the Essential Skills Program as part of the New Brunswick Department of Education and Early Childhood Development’s graduation pathways. | -student understands all aspects of the Essential Skills program and has a copy of the completion timeline-student shares with the teacher or future students’ details of the program |  |  |  |
| The student identifies an area of ​​interest and/or preferred future. | -student participates in various experiential, problem, and project-based learning opportunities-student reflects on experiences and learning to determine a best fit area of interest/sector |  |  |  |
| The student is introduced and can use the National Occupational Classification and associated complexity levels.  | -student understands what the National Occupational Classification is (NOC codes) and can explain that to others-student understands complexity levels from basic to complex tasks |  |  |  |
| The student understands various complexity levels based on which problem or project is being completed. | -student demonstrates how to determine the complexity of a task |  |  |  |

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| **COMMUNICATION 1.1** | Communicate with classmates, teachers, and/or community members |
| *-The student maintains appropriate eye contact while speaking to a person for up to 10 minutes.**-The student provides and/or obtains simple information, explanations, or instructions on a familiar topic.***Level 1**:Limited amount of talking needed; topic is limited to one area, with limited prior knowledge needed; highly predictable context; low risk in failing to convey the information successfully. | **Enabling Actions:**-Explains the details of a chapter of a book they read, the operation of a piece of equipment or how to assemble a product.-Takes orders, assists customers or works at a check out-Listens to short messages on an answering machine and conveys that information.-The student gives his/her opinion to one person at a time, on a familiar subject.-Works one on one with child at Elementary school for example reading a story |
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| **COMMUNICATION 1.2** | Communicate with classmates, teachers, and/or community members |
| *-Student maintains eye contact while talking to a small group of people (3-4 people) for 10 to 30 minutes.**-Provide and/or obtains simple information, explanations, or instructions on a familiar topic.***Level 2**:Discussion needed, participation needed from another person or persons; somewhat broad range of subject matter, familiar topics, and usually on one main issue; less predictable context; moderate risk in failing communication intent. | **Enabling Actions:**-The student presents to a small group of people or a class on a topic and/or engages those people in a conversation.-Participate in a class discussion about news events providing the five W’s (Who, what, when, where and why) as well as the positives and negatives of the event.-Works with a group of children to organize a game or activity |
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| **COMMUNICATION 2.2** | Students conference with their teacher/mentor regularly to identify completed objectives**Career Life Plan Task: Engage in a student-led conference of the completed Career Life Plan.**  |
| **Level 2**:Discussion needed, participation needed from another person or persons; somewhat broad range of subject matter, familiar topics, and usually on one main issue; less predictable context; moderate risk in failing communication intent. | **Enabling Actions:**-student maintains binder in a timely manner-student provides details to explain their evidence of learning-student discusses learning on an ongoing basis with their teacher-student moves towards maintaining binder autonomously without reminder-student maintains binder in a good order – pages are not ripped and that everything in binder is organized |
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| **COMMUNICATION 3.1** | Listen to understand |
| *The student demonstrates active listening and maintains appropriate eye contact while listening to a person for up to 10 minutes.***Level 1**:Limited amount of talking needed; topic is limited to one area, with limited prior knowledge needed; highly predictable context; low risk in failing to convey the information successfully. | **Enabling Actions:**-student listens to a peer share a learning experience in a literature circle, lab or group project.-student listens to the teacher give instructions and acts on instructions appropriately.-student listens to an employer who provides an update or instructions. |
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| **COMMUNICATION 3.2** | Listen to understand |
| *Student demonstrates active listening and maintains eye contact while listening to an individual or small group of people (3-4 people) for 10 to 30 minutes.***Level 2**:Discussion needed, participation needed from another person or persons; somewhat broad range of subject matter, familiar topics, and usually on one main issue; less predictable context; moderate risk in failing communication intent. | **Enabling Actions:**-student listens to a podcast or watches a movie and shares a written or oral reflection.-student takes notes during a post-secondary presentation.-students determine a problem and subsequent project in the Essential Skills class through discussions with the group. |
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| **COLLABORATION 1.1** | Interact respectfully with classmates, partners, teachers and/or community members |
| *The student completes work respectfully with others.***Level 1**:Coordinating work with others is not required but may share information; rules and routines for working with others are well established, or none are required; minimal responsibility for interaction with others. | **Enabling Actions:**-understand the impact of their interaction style on self and others-show respect for peers by seeking other opinions and listening with intention when a member of a group-helping others as needed in a school situation-interacts respectfully with teachers in the classroom-recognizes deadlines and timelines of themselves and other team members-rules and routines for working with others are well established |
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| **COLLABORATION 1.2** | Interact respectfully with classmates, partners, and teachers and/or community members |
| *The student completes work respectfully with others***Level 2**:Coordinate work with one or a few others; carried out within established work routines; only responsible for own behaviors and/or for maintaining effective interactions with others in situations requiring coordination. | **Enabling Actions:**-show respect for peers by seeking other opinions and listening with intention when acting as project leader.-helping others as needed in a workplace situation-showing initiative |
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| **CREATIVITY INNOVATION & PROBLEM SOLVING 1.1** | Identify, analyse, and propose solutions to a variety of problems |
| **Level 1**:Limited number of factors to consider; all needed information is provided; procedures are given for matching a solution to the problem, once identified; check that problem has been solved. | **Enabling Actions:**-student identifies areas of the essential skills classroom that could be improved and makes suggestions.- student participates with ideas during Monday meetings- student comes up with ways of meeting outcomes.- students determines how best to meet deadlines for assignments this term.  |
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| **CREATIVITY INNOVATION & PROBLEM SOLVING 1.2** | Identify, analyse, and propose solutions to a variety of problems |
| **Level 2**:Different factors need to be considered, but most of which are clearly defined; procedures are provided for determining the problem; solver must decide on one of several solutions; evaluate if the solution was timely and effective and re-evaluate/re-try if needed. | **Enabling Actions:**-student plans a project, such as shelving, for the essential skills classroom.- student steps into a new role on a project team as needed.- student meets with members of the community to come up with ideas for projects to address issues. |
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| **CREATIVITY INNOVATION & PROBLEM SOLVING 2.2** | Complete a task by following a Design Thinking model and using a work plan**Career Life Plan Task: Develop an action plan to work towards a career pathway.** |
| *The student uses a work plan (ex: Launch Plan or similar) to design and/or complete a student driven problem or project.***Level 2**:Different factors need to be considered, but most of which are clearly defined; procedures are provided for determining the problem; solver must decide on one of several solutions; evaluate if the solution was timely and effective and re-evaluate/re-try if needed. | **Enabling Actions:**-The student determines a project in the school or wider community and determines one of several solutions, executes the solution and assesses efficiency and effectiveness of solution chosen.-The recycling program at the school may not seem effective. The student observes, researches, surveys and discusses ways to make it more successful, then they design a project to support the most beneficial strategies for success.  |
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| **CREATIVITY INNOVATION & PROBLEM SOLVING 3.1** | Access information to work effectively and efficiently |
| *The student accesses the information required to perform his/her work from a source provided by the teacher/mentor.***Level 1**:Limited number of factors to consider; all needed information is provided; procedures are given for matching a solution to the problem, once identified; check that problem has been solved. | **Enabling Actions:**-the student finds information by consulting a website provided. -the student understands a procedure using a manual provided. -the teacher determines a potential subject matter expert or mentor that the student could consult. |
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| **CREATIVITY INNOVATION & PROBLEM SOLVING 3.2** | Access information to work effectively and efficiently |
| *The student accesses and determines the source and/or the information required to perform his/her work.***Level 2**:Different factors need to be considered, but most of which are clearly defined; procedures are provided for determining the problem; solver must decide on one of several solutions; evaluate if the solution was timely and effective and re-evaluate/re-try if needed. | **Enabling Actions:**-the student finds him/herself a website that will provide him/her with the information needed to do his/her project.-the student finds/determines which manual to use to learn how a device function.-the student seeks and connects with a subject matter expert or mentor for consultation. |
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| **CREATIVITY INNOVATION & PROBLEM SOLVING 4.1** | Make decisions |
| *Students use strategies, resources, and tools provided to support their decision making.***Level 1**:Limited number of factors to consider; all needed information is provided; procedures are given for matching a solution to the problem, once identified; check that problem has been solved. | **Enabling Actions:**-student uses the course selection guide provided and meets with ES teacher to choose courses for the following year.-student adheres to school rules.- student makes positive decisions in both personal and academic life |
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| **CREATIVITY INNOVATION & PROBLEM SOLVING 4.2** | Make decisions**Career Life Plan Task: Create a goal to show preparation for life beyond high school.** |
| *Students select strategies, resources, and tools to support their decision making.***Level 2**:Different factors need to be considered, but most of which are clearly defined; procedures are provided for determining the problem; solver must decide on one of several solutions; evaluate if the solution was timely and effective and re-evaluate/re-try if needed. | **Enabling Actions:**-student uses the MyBlueprint self-assessments to determine their courses for the following year.-student meets with mentors and post-secondary institutions to make decisions on course and career.-student participates in the co-creation of classroom rules and procedures. |
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| **CREATIVITY INNOVATION & PROBLEM SOLVING 5.2** | Innovate |
| *Apply ideas in ways that are new, unexpected, or challenge existing methods and norms.* **Level 2**:Different factors need to be considered, but most of which are clearly defined; procedures are provided for determining the problem; solver must decide on one of several solutions; evaluate if the solution was timely and effective and re-evaluate/re-try if needed. | **Enabling Actions:**-student completes projects in essential skills -create a raised garden bed for seniors, or bags from vintage clothes.-create any new product, or revamp an existing product  |
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| **MOTOR SKILLS 1** | Demonstrate active living practices on a continual basis |
| **Enabling Actions:**Actively participating in healthy lifestyle/active movement activities that demonstrate health and wellness on a regular basis, such as:-participating in an organized sport-consistently visits a gym or recreation center-participates in physical labour (ex. Shoveling snow, chopping wood, etc.) |
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| **MOTOR SKILLS 2** | Perform small motor tasks |
| **Enabling Actions:**-using small motor tools-handling a sawdering gun-type documents with fluid typing skills-using a sewing machine-painting or drawing |
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| **MOTOR SKILLS 3** | Perform large motor tasks |
| **Enabling Actions:**-lifting a piece of equipment using proper safety procedures.-participating in an athletic activity such as lifting appropriately sized weights-taking apart a motor-changing a tire |
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| **ADAPTABILITY 1** | Self-awareness: the capacity to self-regulate, manage one’s holistic well-being, self-assess, and advocate for support in an ever-changing world |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| The student is knowledgeable and demonstrates the importance of good personal hygiene. | -the student maintains clean clothes and appearance-the students seek help and support if maintaining good personal hygiene is a struggle in their home environment-the student checks in with others to ensure that their personal hygiene/appear is appropriate for the situation. |  |  |  |
| The student is knowledgeable and demonstrates the importance of good nutrition. | -the student consistently demonstrates healthy food choices-the student demonstrates the understanding of food that is ok to consume sometimes (less nutritious food). |  |  |  |
| The student is knowledgeable and demonstrates understanding with regards to addiction. | -the student shares the dangers and concerns with regards to addiction-the student shares their view on addictive substances and behaviors |  |  |  |
| The student knows and demonstrates strategies for managing and balancing one's personal, work and school life. | -the student maintains a calendar on paper or in their phone-the student makes time for leisure, work, and academic study-the student recognizes when they have over stretched their time and makes steps to move back toward a balanced approach. |  |  |  |
| The student knows and demonstrates understanding self-regulation strategies to manage his/her emotions. | -student demonstrates how to determine the complexity of a task |  |  |  |
| The student knows and demonstrates stress reduction strategies to manage his/her stress. | -student recognizes when a situation is stressful-student engages in preventative activities to ensure stress reduction (planning, developing a goal, seeking help and resources) |  |  |  |
| The student discovers his/her strengths. | -the student completes various learning opportunities-the student engages in new and different learning opportunities-the student engages in experiential learning that is both inside and outside of their comfort zone |  |  |  |
| The student understands his/her weaknesses and sees them as an opportunity for growth. | -the student completes various learning opportunities-the student engages in new and different learning opportunities-the student engages in experiential learning that is both inside and outside of their comfort zone |  |  |  |
| The student has recognized her/his strengths throughout Foundational Learning and has identified his/her Post Secondary/Workplace Pathway. | -opportunities to explore various occupations-engage with various problem and project-based learning opportunities-complete self assessments-conversations with mentor teacher both Essential Skills and other subject matter experts-student demonstrates developmental skills, talents, and abilities in the chosen Post Secondary or Workplace pathway |  |  |  |
| The student identifies their unique Funds of Knowledge\* | -student explores their knowledge that is based in cultural practices that are a part of their families’ inner culture, work experience, or their daily routine. It is the knowledge and expertise that the student and their family members have because of their roles in their families, communities, and culture. |  |  |  |
| The student identifies his / her learning style and preferences (Howard Gardner’s Multiple Intelligences).  | -personality testing, such as Myers Briggs-self assessments available on www.myblueprint.ca |  |  |  |
| The student recognizes their needs in support of learning if necessary (e.g. learning disability). | -student is aware and knows how to access learning center-student completes a student for a day opportunity and meets with an available learning strategist-student meets with the learning strategist available for apprenticeship |  |  |  |
| The student asks for help in situations where appropriate | -the student meets with guidance opportunities if needed-the student meets with resource personnel as needed-the student meets with outside agencies as needed |  |  |  |

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| **ADAPTABILITY 2** | Career development and goal setting: learners develop and identify personal, educational, and career goals,opportunities, and pathways; they monitor their progress. Learners accurately self-assess their current level of understanding or proficiency and advocate for support based on their strengths, needs, and how they learn best.**Career Life Plan Tasks: Create a goal to show preparation for life beyond high school, Develop an action plan to work towards a career pathway, Identify two or more career life pathways of interest, Identify post-secondary pathways connected to a Career Life Plan & Participate in an authentic career connected experiential learning opportunity.** |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| The student knows him/herself and specifies his/her goal, the short, medium, and long term. | -The student recognizes their own strengths and weaknesses and develops specific strategies to deal with them.- Student develops a short-, medium- and long-term goal and a plan for achieving these goals.  |  |  |  |
| The student motivates herself/himself to achieve a goal and to realize her/his potential. | -student holds him/herself accountable-student develops a timeline and plan for graduation-student develops a strong sense of self-awareness |  |  |  |
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| The student participates in activities to clarify their future goals (e.g. visits to industry, consultation of job descriptions, invitation from employers, internships, observation, and student for a day, etc.). | - visits to industry- Consultation of job descriptions- invitation from employers- internships- experiential learning opportunity - participate in a “Question and Answer” opportunity with a member of industry (conduct an information interview via phone). -view occupational videos to information their career choices (www.nbjobs.ca) |  |  |  |
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| The student conferences with school guidance counsellor and/or other support person to determine academic plan while in high school. | -meet with guidance counsellor to discuss post secondary and workplace options. Discuss best fit and future plans. |  |  |  |
| The student is informed and understands the programs of study offered in post-secondary and apprenticeship. | -completes student for day-reviews website and shares information gained with the teacher-if considering trades, understands the block process and/or apprenticeship |  |  |  |
| The student is informed and understands the services offered in the post-secondary institutions. | -student understanding of what services he/she may need to access-student knows what is available with regards to IT support-student determines what mental health supports are available on campus |  |  |  |
| The student is informed and understands the admission process. | -knows deadlines -knows documents and timelines required to apply successfully-student understands the program requirements and fees |  |  |  |
| The student is informed and understands the student loan program. | -student meets with school financial personnel-student knows how to apply for student loan-student is aware of timelines and the repayment process-student is aware of alternatives to student loans (loans may not always be necessary) |  |  |  |

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| **ADAPTABILITY 3** | Work attitudes: learners manage their time, environment, and attention, including their focus, concentration, and engagement. |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| The student is educated and demonstrates understanding in the importance of adhering to rules and regulations within a workplace. | -student can share rules and regulations with others-the work completed by the student demonstrates their understanding. |  |  |  |
| The student is aware and demonstrates the attitude needed to maintain employment. | -student treats him/herself with respect-student treats others with respect-student speaks appropriately and professionally to others-student maintains appropriate dress and hygiene-student demonstrates initiative and perseverance |  |  |  |
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| The student puts into place strategies to ensure work attendance and punctuality | -student arrives early to a meeting or appointment-student prepares needed materials in advance-student sets and maintains an alarm |  |  |  |
| The student is aware that growth (both personal and in work) require continuous improvement. | -student engages with free online webinars-student challenges themselves to learn new techniques-student looks for, and connects with, subject matter experts to allow for deeper learning |  |  |  |
| The student demonstrates efficient time management | -student consistently completes assignments on time-student prepares all materials needed to complete a task-student maintains a calendar either on paper or electronically |  |  |  |
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| **ADAPTABILITY 4** | Experiential learning/work placement: prepare to look for and engage with experiential learning, work placement and/or paid employment.**Career Life Plan Tasks: Engage in an interview opportunity & Participate in an authentic career connected experiential learning opportunity.**  |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| The student applies job search techniques | -filling in an application-resume is prepared, reviewed and a professional standard-student understands how to access job search services-student understands and demonstrates how to network to connect with potential employment |  |  |  |
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| The student is familiar with the different benefits of a job (vacation, salary, benefits, hours of work, schedule, etc.). | -student has completed all occupational research prior to applying-student understands employment standards |  |  |  |
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| The student knows how to give a professional greeting. | -student appropriately gives a handshake as a greeting and/or as a closing to a conversation-student maintains eye contact while greeting others-student uses appropriate language when greeting others |  |  |  |
| The student is exposed to different interview situations and/or simulations. Ex. Student participates in interview techniques | -job interview-interview for the Essential skills program-mock interview to practice interview techniques with a classmate or teacher |  |  |  |

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| **ADAPTABILITY 5** | Memory use  |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| Student can recall basic information | -student recalls personal information ex. SIN Card, parent’s profession, workplace, phone number, passwords, location, home address and directions (using street names) from school and/or work |  |  |  |
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| **ADAPTABILITY 6** | Safety: keep the safety of yourself and others in mind when at school, work and in the community. |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| The student has received basic training in health and safety in the workshop. (mandatory). | -student completes training module at the opening of one of their skilled trades courses-student completes training offered by Work Safe NB-student completes online Work Safely course offered by NBCC |  |  |  |
| The student completes WHMIS training. | -student completes online WHMIS training -student completes in class WHMIS training |  |  |  |
| The student participates in defining the procedures to follow in the event of an accident. (mandatory) | -student knows location of fire extinguisher-student is aware of fire escapes and escape plan-student knows how to file an incident report-student is aware of eye wash station-student knows who to contact in the case of emergency |  |  |  |
| The student reports any unsafe situations. (if necessary) | -student reports improper use of machinery-student reports faulty equipment-student reports lack of PPE (Personal protective equipment) |  |  |  |
| The student uses tools and materials in a safe manner. | -student demonstrates to others how to use tools and materials in a safe manner-student keeps hands in a secure location while using drill press-student uses proper lifting techniques when lifting heavy items  |  |  |  |
| The student wears the required clothing and/or safety equipment (ex: safety glasses). | -student uses a welding a hood/visor when completing a welding project-student wears steel toed boots-ensuring long hair is tightly secured |  |  |  |

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| **ADAPTABILITY 7** | Perseverance: learners adapt to change, are resilient in adverse situations, and persevere to overcome challenges. |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| Student completes a task and/or project despite difficulty or delay in achieving success. | -student ensures that their project is completed even if they do not meet their original projected timeline.-when completing a difficult task, the student continues working toward their goal.-student works with others in challenging situations if necessary.-student deals with issues that may arise in the completion of a project and looks for alternate solutions |  |  |  |
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| **ADAPTABILITY 8** | Reflection**Career Life Plan Task: Engage in a student-led conference of the completed Career Life Plan.** |
| **Essential Objective:** | **Enabling Action:** |  | **Date:** | **Signature:** |
| Student offers reflection on personal growth throughout Foundational Learning either in writing or through conferencing with their teacher mentor. | -student discusses learning regarding a particular project-student shares successes and challenges-student discusses personal growth in a specific skill or in all skills-student uses details (adjectives) when reflecting, either in writing or in conferencing with their teacher, guidance counsellor or other trusted adult/mentor |  |  |  |
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