

Essential Skills Achievement Pathway Foundational Learning

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
READING	To acquire the foundational skills for reading text, the student must be able to:	To demonstrate the essential outcomes, the student could choose to:
Level 1 Level 2	1. Understand informative text/written instruction	-follow written instructions to assemble a product. -read a website to understand regulations or how to volunteer with an organization. -read instructions in a recipe
Level 1 Level 2	2. Understand informative text/read non-fiction text	-read an article for an assignment. -read information about post secondary programming and applications -read media articles to inform decision making
Level 1 Level 2 Level 3	3. Understand informative text/guides and/or manuals	-read a guide to set up a piece of electronics -read a driver's manual -read a course textbook -read a document to help troubleshoot a mechanical problem -read a guide to help apply for student loans and/or scholarships
Level 1 Level 2	4. Understand informative text/notes, memos, notices and/or letters	-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 from financial institutions with regards to changes to banking fees.

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Document Use	To acquire the foundational skills for document use, the student must be able to:	To demonstrate the essential outcomes, the student could choose to:
Level 1	1. use lists and tables.	-make a list in alphabetical, numerical, or other order to inform a work plan or to achieve a goal. -locate an item in a table, such as proper sizing for windshield wipers -create a table to convey budget information or a workplan -enter data into a table to document inventory
Level 1 Level 2	2. use reference manuals.	-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 diagnostics -read texts to learn creative ways to support learning
Level 1	3. understand different signs and symbols.	-interpret signs and symbols found in home, school or industry.

		<ul style="list-style-type: none"> -reading signs to ensure safe work practices -understand and interpret expiration dates -determine how to follow and use road signs
Level 1 Level 2	4. follow a plan to assemble a product.	<ul style="list-style-type: none"> - follow documentation required to perform the task -build a piece of furniture and/or barbeque -follow an explanatory diagram - build a lego set -set up and install a piece of software
Level 1	5. interpret information labels of different products	<ul style="list-style-type: none"> -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
Level 1 Level 2	6. interpret information from various documents.	<ul style="list-style-type: none"> -determine scholarship or funding eligibility -locate information in various documents to complete a task -use manuals to determine tire specifications for a vehicle

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Numeracy	To acquire the foundational skills for numeracy, the student must be able to:	To demonstrate the essential outcomes, the student could choose to:
Level 1 Level 2	1. Use a standard calculator.	<ul style="list-style-type: none"> - add up a list of expenses (budget) and create a final total - compare various costs for accommodation and travel options - calculate electrical requirements ie. Flows, resistances, and voltages - calculate measurements to determine area in a room - calculate cost of ingredients or materials needed for a recipe or gas/oil mixture or water/cement mixture or pool chemicals - calculate the total cost of parts when completing a repair
Level 1 Level 2	2. Use decimal numbers.	<ul style="list-style-type: none"> -compare window and door sizes to specifications - measure room size for layout and placement of furniture - count cash flows and petty cash funds - 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 - calculate ingredient requirements to double or triple recipes.
Level 1 Level 2	3. Use fractions.	<ul style="list-style-type: none"> - add, subtract, multiply and divide simple and mixed fractions, improper and proper fractions by hand and by using a calculator. - convert and round up or down fractions into decimal numbers and vice versa. - estimate the duration of time required to complete tasks and verify - analyze data (compare to previous or to other data) ie. Compare readings from different measuring tools and equipment - calculate the average cure time for various types of paint, concrete, epoxy, etc.

Level 1 Level 2	4. Use SI (metric) system units to measure and/or calculate length.	<ul style="list-style-type: none"> - 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
Level 1 Level 2	5. Use imperial system units to measure and/or calculate.	<ul style="list-style-type: none"> - measure temperatures, weight, height, blood pressure - use common measuring tools such as tapes, measuring wheels, and graduated containers (ie. 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)
Level 1 Level 2	6. Use instruments/devices to measure and/or calculate mass.	<ul style="list-style-type: none"> - Use measuring cups/scales to measure the volume/mass of ingredients - Measure and weigh packages to be sent by courier - Measure the weight of loads - Measure the weight of humans and compare to previous weight readings
Level 1 Level 2	7. Use instruments/devices to measure and/or calculate volume.	<ul style="list-style-type: none"> - calculate volume of water consumed in a day, a week, and/or month and compare to recommendations - calculate household water flow to lower water consumption - calculate the volume of sand needed for sandbox
Level 1 Level 2	8. Use devices/units for measuring and/or calculate temperature.	<ul style="list-style-type: none"> - measure temperature of food when cooking to ensure that it is safe to consume - compare outdoor temperatures from year to year - determine temperature increases with regards to global warming - calculate your own baseline temperature by averaging temperature readings over a week
Level 1 Level 2	9. Convert units of length, mass, capacity and temperature within a system (Imperial or SI) as well as between systems (Imperial and SI)	<ul style="list-style-type: none"> - 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 - 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
Level 1 Level 2	10. Calculate ratios and proportions.	<ul style="list-style-type: none"> - 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 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, include taxes - calculate currency exchange
Level 1 Level 2	11. Check the accuracy of a quantity. <i>Count/compare quantities</i>	<ul style="list-style-type: none"> - check the quantity of an item against a stock list. - collect data on behaviours to monitor the students' progress - count the amount of completed Essential Skills outcomes and calculate percent completed - take inventor of parts and supplies

		<ul style="list-style-type: none"> - compare office supplies purchases to budget to determine if spending is within limit - tally hours on work orders to determine the total amount of billable time - determine payment amount and make change - purchase supplies, count accuracy and costs
Level 1	<p>12a. Perform mental calculations.</p> <p><i>Mentally calculate basic operations + - × ÷ using numbers from 0 to 10.</i></p>	<ul style="list-style-type: none"> -estimate amount of time needed to schedule activities - estimate the number of servings from a bulk item - estimate the cost of a trip - estimate the length of carpet remaining in a roll or the dimensions of plastic remaining in a sheet when determining how much to cut
Level 2	<p>12b. Perform mental calculations</p> <p><i>Calculate mentally by doing two operations (e.g. 2 × 3 + 6) and multiply with factors 10, 100, and 1000.</i></p>	<ul style="list-style-type: none"> - analyze the operating condition of equipment by using fuel consumption rates - estimate finishing times for concrete floors, given the size of the job, the number of workers available and prevailing weather conditions - estimate cash balances and expenditures that will accrue in financial periods - determine net horsepower gains realized by installing consumption fuel, mechanical and exhaust systems - estimate fares for group tours of area attractions, including fees for shuttles, baggage, valet and flat rates

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Writing	To acquire the foundational skills for writing, the student must be able to:	To demonstrate the essential outcomes, the student could choose to:
Level 3	<p>1. Write a simple sentence. (3)</p> <p><i>Due to the brevity of the expected outcome, level 3 will be the complexity level expectation for assessment.</i></p> <ul style="list-style-type: none"> -Understand and apply basic grammar (end points and commas). -Understand and apply word tense -Understand and apply pluralization -Understand and apply capitalization (proper nouns) 	<ul style="list-style-type: none"> -write a detailed text message to convey information -write a thoughtful reflection -write a poem or song lyrics for a performance
Level 1 Level 2	<p>2. Write complete sentences.</p> <p>Sentence Knowledge and Application</p> <p>Utilize sentence parts to create:</p> <ul style="list-style-type: none"> -Simple sentences -Compound sentences -Complex sentences 	<ul style="list-style-type: none"> -complete a written assignment for a standard class -e-mail a loved one to share information about your well being -request information about a product that you found online
Level 1 Level 2	<p>3. Write clear text/paragraphs to convey information and/or a message</p>	<ul style="list-style-type: none"> -complete a written assignment for a standard class -share information on social media about an upcoming event, providing all necessary details. -create a comprehensive online post to sell a piece of equipment

Level 1	4. Fill out a form	-job application -request for a transcript -register log in information for a website
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Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Oral Communication	To acquire the foundational skills for oral communication, the student must be able to:	To demonstrate the essential outcomes, the student could choose to:
Level 1	1. Interacting with classmates, teachers and community <i>-The student maintains appropriate eye contact while speaking to a person for up to 10 minutes.</i> <i>-The student provides and/or obtains simple information, explanations or instructions on a familiar topic.</i>	- Explains the details of a chapter of a book they read, the operation of a piece of equipment or how to assemble a product. - Gives directions to go home. - Take an order. - 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.
Level 2	1. Interacting with classmates, teachers and community <i>-Student maintains eye contact while talking to a small group of people (3-4 people) for 10 to 30 minutes.</i> <i>-Provide and/or obtains simple information, explanations or instructions on a familiar topic.</i>	- Verbally receives the steps to operate a software program and proceeds to use that information. - Listen to the facts of an accident and ask probing questions. - The student gives his/her opinion to a small group of people and 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.

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Thinking	To acquire the foundational skills for thinking, the student must be able to:	To demonstrate the essential outcomes, the student could choose to:
Level 1	1. Evaluate a product, work, opportunity or opinion <i>-The student identifies and respects a quality standard without having to be reminded.</i>	- He/she goes back over his/her work before showcasing to an audience. - He/she assembles a product and ensures that all the parts are in place (double checks work). - She/he makes a recipe and rechecks her/his list to make sure she/he has everything needed and included in the recipe.
Level 2	1. Evaluate a product, work, opportunity or opinion <i>-The student identifies and respects a quality standard without having to be reminded.</i>	-She/he verifies that the amounts of an invoice are correct and recalculates to ensure that the amounts are calculated properly. -She/he recounts the parts during an assembly and makes sure that all parts are in place and working properly.

Level 1	2. Complete a task by using a work plan <i>The student uses the Launch work plan (or similar work plan document) to design and/or complete a pre-determined problem or project.</i>	-teacher/mentor provides students with a project or problem with pre-determined objectives such as: Project: -Prepare for an upcoming school bake sale -Put together benches for the student common area -Help support a local elementary track and field day -Collect and organize recycling in the school Problem: -School parking lot congestion -Lack of donations to the local food bank -Loneliness among residents at a special care home (lack of visitors)
Level 2	2. Complete a task by using a work plan The student uses the Launch work plan (or similar work plan document) to design and/or complete a student driven problem or project	The student determines a problem in the school or wider community and determines one of several solutions, executes the solution and assesses efficiency and effectiveness of solution chosen. Project: -Figuring out how to provide more student parking -Working with a local building supply store to assemble products for customers -Baking snacks for teachers during teacher appreciate week Problem: -The local skateboard park needs repair but the funds for the repairs are not available -The classroom is not organized, and students find it difficult to store items -Lack of lunch hour activities at the school
Level 1	1. Develop memory <i>Student can recall basic information</i>	-Recalling personal information ex. SIN Card, parent's profession, work place, phone number and location. -Being able to provide full home address and directions (using street names) from school and/or work. -Recall passwords
Level 1	1. Access information to work effectively and efficiently <i>The student accesses the information required to perform his/her work from a source provided by the teacher/mentor.</i>	-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.
Level 2	<i>The student accesses and determines the source and/or the information required to perform his/her work.</i>	-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.

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Digital Technology	To acquire the foundational skills for digital technology, the student must be able to:	To demonstrate the essential outcomes, the student could choose to:
Level 1	1. Complete data entries	- enter information into a simple spreadsheet - create a new contact on a cell phone - enter portfolio information in My Blueprint

Level 1 Level 2	2. Use the Internet.	-search for relevant information -extract information from Websites -use online video conferencing software
Level 1 Level 2	3. Use different modes of electronic communication	- e-mail to communicate - text using proper etiquette -video conferencing - messenger programs

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Working with Others	To acquire the foundational skills for working with others, the student must be able to:	To demonstrate the essential outcomes, the student could choose to:
Level 1 Level 2	1. Interact respectfully with classmates, partners and teachers and/or community members <i>The student completes work respectfully with others</i>	- understand the impact of their interaction style on self and others; - show respect for peers by seeking other opinions and listening with intention - helping others as needed - showing initiative -stays on task -recognizes deadlines and timelines of other team members -rules and routines for working with others are well established

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Continuous Learning	To acquire the foundational skills for continuous learning, the student must be able to:	To demonstrate the essential outcomes, the student could choose to: See Appendix A for detailed examples
Level 1 Level 2	1. Participate in self-assessment, knowledge development and goal setting.	A. The student knows him/herself and specifies his/her goal, the short, medium and long term. B. The student discovers his/her strengths and his/her field(s) of interest using My Blueprint software. C.D. E. F. The student participates in activities to clarify his/her life-career project (eg visits to industry, consultation of job descriptions, invitation from employers, internships, observation, and student for a day, etc.). G. The student identifies an area of interest. H.I.J. The student does research on the particularities of the trade (eg conditions of employment, job opportunities, etc.).
Level 1 Level 2	2. Manage your own learning.	A. The student has recognized her/his strengths throughout Foundational Learning and has identified his/her College/Workplace Pathway. B. C. D. E. F. Students complete and maintain their Essential Skills Program Binder and/or conferences with their teacher mentor regularly to identify completed objectives.

		G. The student conferences with school guidance counsellor to determine academic plan while in high school.
Level 1 Level 2	3. Engage in ongoing learning.	A. The student is introduced to Employment and Development Canada's Essential Skills Model B. The student understands the Essential Skills Program of the New Brunswick Department of Education and Early Childhood Development. C. The student is aware that jobs require continuous improvement. D. The student identifies an area of interest. E. The student is introduced to the National Occupational Classification and associated complexity levels. F. The student understands various complexity levels based on which problem or project is being completed.
Level 1 Level 2	4. Manage my own learning plan.	A. The student understands the components of a personal portfolio (eg resume, letters of reference, internship reports, certificates, transcripts). B, C, D. The student builds his/her résumé, cover letter and references. E. The student prints 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.
Level 1 Level 2	5. Use efficient study methods that work for me.	A. The student identifies his / her learning style and preferences (Howard Gardner's Multiple Intelligences). B, C, D, E. The student demonstrates efficient time management F, G, H, I, J. Student motivates herself/himself to achieve a goal and to realize her/his potential.
Level 1 Level 2	6. Prepare for post-secondary education.	A. The student is informed and understands the programs of study offered in post-secondary and apprenticeship. B. The student is informed and understands the services offered in the institutions. C. The student recognizes their needs in support of learning if necessary (eg learning disability). D. The student is informed and understands the admission process. E. The student is informed and understands the student loan program.
Level 1 Level 2	7. The student has opportunities to understand financial planning	A, B, C, D, E. Student demonstrates opportunities to engage with personal financial planning.
Level 1 Level 2	8. Prepare to look for/engage with experiential learning, work placement and/or paid employment	A, B, C. The student applies job search techniques (ex. Networking, and filling in an application) D, E, F. The student is familiar with the different benefits of a job (vacation, salary, benefits, hours of work, schedule, etc.). G. The student knows how to give an assured handshake. H. The student is exposed to different interview situations and/or simulations. Ex. Students participate in interview techniques
Level 1 Level 2	9. Reflection	A, B, C, D, E. Student offers reflection on personal growth throughout Foundational Learning either in writing or through conferencing with their teacher mentor.

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Motor Skills	To acquire the foundational skills for motor skills, the student must be able to:	To demonstrate the essential outcomes, the student could choose to: See Appendix B for detailed examples
	1. Stay active.	The student actively participates in healthy lifestyle/active movement activities that demonstrate health and wellness on a regular basis.

Skill and Complexity Levels Required	Essential Objectives	Enabling Action Examples
Attitude	To acquire the foundational skills for workplace attitude, the student must be able to:	To demonstrate the essential outcomes, the student could choose to: See Appendix C for detailed examples
	1. Keep the safety of yourself and others in mind when at school, work and in the community.	A. The student has received basic training in health and safety in the workshop. (mandatory) B. The student completes WHMIS training C. The student participates in defining the procedures to follow in the event of an accident. (mandatory) D. The student reports any unsafe situations. (if necessary) E. The student uses tools and materials in a safe manner. F. The student wears the required clothing and/or safety equipment (ex : safety glasses).
	2. Work to acquire workplace attitudes	A. The student is educated and demonstrates understanding in the importance of adhering to rules and regulations within a workplace. B. The student knows and demonstrates understanding self-regulation strategies to manage his/her emotions. C. The student knows and demonstrates stress reduction strategies to manage his/her stress. D, E, F. The student is aware and demonstrates the attitude needed to maintain employment. G. The student puts into place strategies to ensure work attendance and punctuality (if it's a challenge). H. The student demonstrates the above understandings when needed.
	3. Adopt a healthy lifestyle.	A. The student is knowledgeable and demonstrates the importance of good personal hygiene. B. The student is knowledgeable and demonstrates the importance of good nutrition. C. The student is knowledgeable and demonstrates understanding with regards to addiction. D. The student knows and demonstrates strategies for managing and balancing one's personal, work and school life.
	4. Engage in Self-Assessment.	A. The student discovers his/her strengths. B. The student understands his/her weaknesses.

		C. The student accepts outside services, help and education if needed.
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Appendix A – Continuous Learning Enabling Action Examples

Evidence	Expected Outcome	Enabling Action Example
Continuous Learning 1 – Participate in self-assessment, knowledge development and goal setting		
A	The student knows him/herself and specifies his/her goal, in the short, medium and long term.	<ul style="list-style-type: none"> -The student recognizes that he/she has difficulties with interrupting others. In discussion with his/her teacher, he/she decides to practice self talk to allow others to finish their thought before jumping in to the conversation – the student decides that this will be a short-term goal for self improvement. -Student decides they would like to complete their beginners test, and studies to ensure success. They identify this a medium term goal, as the test is not for six months.
B	The student discovers his/her strengths and his/her field(s) of interest by using My Blueprint software.	Go to www.myblueprint.ca , create an account and select assessments.
C, D, E, F	The student participates in activities to clarify his/her life-career project	<ul style="list-style-type: none"> - 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)
G	The student identifies an area of interest.	-after several opportunities, student determines that they will pursue opportunities in the Building and Construction sector, specifically as a carpenter.
H, I, J	The student does research on the particularities of the trade (eg conditions of employment, job opportunities, etc.).	<ul style="list-style-type: none"> -conduct an information interview via phone -visit an employer for a short- or long-term learning experience -research online using myblueprint.ca or nbjobs.ca
Continuous Learning 2 – Manage your own learning		
A	The student has recognized her/his strengths throughout Foundational Learning and has identified his/her College/Workplace Pathway.	<ul style="list-style-type: none"> - 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
B, C, D, E, F	Students complete and maintain their Essential Skills Program Binder and/or conferences with their teacher mentor regularly to identify completed objectives.	<ul style="list-style-type: none"> -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
G	The student conferences with school guidance counsellor to	-meet with guidance counsellor to discuss post secondary and workplace options. Discuss best fit and future plans.

	determine academic plan while in high school.	
Continuous Learning 3 – Engage in ongoing learning		
A	The student is introduced to Employment and Development Canada's 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
B	The student understands the Essential Skills Program of the New Brunswick Department of Education and Early Childhood Development.	-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
C	The student is aware that jobs 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
D	The student identifies an area of interest.	-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
E	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
F	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
Continuous Learning 4- Manage my own learning plan		
A	The student understands the components of a personal portfolio (eg 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.
B, C, D	The student builds his/her résumé, cover letter and references.	See above
E	The student prints 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
Continuous Learning 5 – Use efficient study methods that work for me.		
A	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

B, C, D, E	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
F, G, H, I, J	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
Continuous Learning 6 – Prepare for post-secondary education.		
A	The student is informed and understands the programs of study offered in the institutions.	-completes student for day -reviews website and shares information gained with the teacher -if considering trades, understands the block process and/or apprenticeship
B	The student is informed and understands the services offered in the 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
C	The student recognizes their needs in support of learning if necessary (eg 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
D	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
E	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)
Continuous Learning 7 – The student has opportunities to understand personal financial planning		
A, B, C, D, E	Personal Financial Planning opportunities	-understand interest rates -what is debt and how does it happen -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
Continuous Learning 8 – Prepare to look for/engage with experiential learning, work placement and/or paid employment		
A, B, C	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
D, E, F	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
G	The student knows how to give an assured handshake.	-student appropriately gives a handshake as a greeting and/or as a closing to a conversation -student maintains eye contact with handshake recipient.

		-student maintains clasp of handshake recipient's hand
H	The student is exposed to different interview situations and/or simulations. Ex. Students participate in interview techniques	-job interview -interview for the Essential skills program -mock interview to practice interview techniques with a classmate or teacher
Continuous Learning 9 – Reflection		
A, B, C, D, E	Student offers reflection on personal growth throughout the Foundational Learning either in writing and/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

Appendix B – Motor Skills Enabling Action Examples

Demonstration	Expected Outcome	Enabling Action Example
Motor Skills – Stay Active		
A-J	The student actively participates in healthy lifestyle/active movement activities that demonstrate health and wellness on a regular basis.	-participating in an organized sport -consistently visits a gym or recreation center -participates in physical labour (ex. Shoveling snow, chopping wood, etc)

Appendix C – Attitude Enabling Action Examples

Demonstration	Expected Outcome	Enabling Action Example
Attitude 1 – Keep the safety of yourself and others in mind when at school, work and in the community		
A	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
B	The student completes WHMIS training	-student completes online WHMIS training -student completes in class WHMIS training
C	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
D	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)
E	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
F	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
Attitude 2: Work to acquire workplace attitudes		
A	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
B	The student knows self-regulation strategies and demonstrates understanding to manage his/her emotions.	-when students is experiencing frustration they use self regulation techniques to maintain calm -student develops a goal for self improvement -student can celebrate success and honor mistakes
C	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)
D-F	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
G	The student puts into place strategies to ensure work attendance and punctuality (if it's a challenge).	-student arrives 10 minutes early to a meeting or appointment -student prepares needed materials in advance -student sets and maintains an alarm
H	The student demonstrates the above understandings when needed.	-student demonstrates the above in context and demonstrates the value of workplace attitudes for their well being
Attitude 3 – Adopt a Healthy Lifestyle		
A	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.
B	The student is knowledgeable and	-the student consistently demonstrates healthy food choices

	demonstrates the importance of good nutrition.	-the student demonstrates the understanding of food that is ok to consume sometimes (less nutritious food).
C	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
D	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.
Attitude 4 – Engage in self-assessment		
A	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
B	The student understands his/her weaknesses.	-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
C	The student accepts outside services, help and education if needed.	-the student meets with guidance opportunities if needed -the student meets with resource personnel as needed -the student meets with outside agencies as needed