

Advanced Learning Strategies: Skills for Success After Secondary School, Grade 12 Open (GLS40/GLE40/GLE30)

1. Learning and Thinking Strategies

| Specific Expectation | Not Yet 1 | Emerging 2 | Competent 3 | Proficient 4 | Approx Hours |
|---|--------------|---------------|----------------|-----------------|-----------------|
| Identify and apply strategies for improving concentration and minimizing internal and external distractions | | | | | |
| Demonstrate effective use of the inquiry/research process and problem solving in a variety of learning situations | | | | | |
| Describe and make effective use of memory strategies to support learning | | | | | |
| Demonstrate the ability to adapt study techniques and test-taking strategies to suit different subjects and formats (e.g., essay, MCQ, open book, oral) | | | | | |

2. Literacy and Numeracy Skills and Strategies

| Specific Expectation | Not Yet 1 | Emerging 2 | Competent 3 | Proficient 4 | Approx Hours |
|---|--------------|---------------|----------------|-----------------|-----------------|
| Identify/apply reading strategies (headings, subheadings, pictures, charts, questioning) to acquire and evaluate information from varied written materials | | | | | |
| Apply writing strategies (brainstorming, mind maps, charts, note-taking) for diverse audiences and purposes (reports, job applications, résumés) | | | | | |
| Identify/apply oral communication strategies (class discussions, interviews, requesting assistance, asking for information) in school, community, and workplace | | | | | |
| Identify/apply numeracy skills (calculating, data interpretation, budgeting) to meet academic and career-planning requirements | | | | | |

3. Planning for Learning

| Specific Expectation | Not Yet | Emerging | Competent | Proficient | Hours |
|---|---------|----------|-----------|------------|-------|
| Identify and analyze learning styles (auditory, visual, kinesthetic) to determine how they learn best | | | | | |
| List positive/negative personal factors affecting secondary-school learning (motivation, values, attitude) and identify strategies to maximize learning | | | | | |
| Identify past difficulties in educational settings (projects, tests, essays, group work, presentations) and explain how to improve | | | | | |
| Identify possible challenges (learning difficulties, physical barriers, family, finances, location) to effective postsecondary learning | | | | | |
| Identify resources (library, Internet, tutors, guidance office, community agencies) available to support learning | | | | | |
| Identify and apply self-advocacy strategies to meet learning and personal needs | | | | | |
| Describe how they will continue lifelong learning in both formal and informal ways after secondary school | | | | | |

B. Personal Management

1. Applying Personal-Management Skills

| Specific Expectation | Not Yet 1 | Emerging 2 | Competent 3 | Proficient 4 | Hours |
|---|--------------|---------------|----------------|-----------------|-------|
| Compare personal-management skills, habits, characteristics needed for success in secondary school with those required in other learning/work settings | | | | | |
| Evaluate personal-management skills, habits, characteristics through self-assessment (inventories, skills tests, past successes/failures) and identify areas to improve | | | | | |
| Describe ways people manage issues such as risk, time, change, planning, and money | | | | | |
| Demonstrate effective strategies for improving personal management (agenda use, goal setting, time/priorities management, budgeting) | | | | | |

2. Impact of Personal Factors

| Specific Expectation | Not Yet 1 | Emerging 2 | Competent 3 | Proficient 4 | Hours |
|--|--------------|---------------|----------------|-----------------|-------|
| Identify and describe personal factors that can negatively affect learning and thinking (low self-esteem, high anxiety, substance abuse, interpersonal issues) | | | | | |
| Describe personal/social factors contributing to positive/negative stress (disabilities, racism, discrimination, finances, family support) and their effects | | | | | |
| Explain the relationship between a healthy lifestyle (sleep, nutrition, exercise, holistic approaches) and daily performance | | | | | |
| Assess affective preparedness (responsibility, independence, emotional readiness) for post-secondary education or work goals | | | | | |

3. Interpersonal Skills

| Specific Expectation | Not Yet 1 | Emerging 2 | Competent 3 | Proficient 4 | Hours |
|--|--------------|---------------|----------------|-----------------|-------|
| Identify and use strategies/resources (conflict resolution, co-curricular activities, counselling) to maximise success in school and daily living | | | | | |
| Demonstrate understanding of networking, mentorship, and self-advocacy's role in achieving postsecondary goals (work, travel, training, further education) | | | | | |
| Demonstrate interpersonal skills that contribute to goal achievement (communicating with employers, requesting information, job applications, work experience) | | | | | |