Course Outline

Department:	Technological Education
Course Title:	Health Care
Grade Level:	10
Course Type:	Open
Course Code:	TPJ2O
Credit Value:	1.00
Prerequisite(s):	None
Policy Document:	*The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009 (revised)*
Developed by:	Alex Chen
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Revised By:	
Revision Date:	

COURSE DESCRIPTION / RATIONALE

This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care, and will explore secondary and postsecondary pathways leading to careers in the field.

OUTLINE OF COURSE CONTENT

Unit No.	Titles	Descriptions	Hours
1	Physical Health	Students will explore aspects of physical health, such as exercise, sleep, and food. Students will also create a physical health plan.	21
2	Mental Health	Students will explore aspects of mental health, such as mental illnesses, brain health, meditation, and happiness. Students will also create a mental health plan.	27
3	Medicine	Students will compare conventional medicine to alternative medicine, such as Traditional Chinese Medicine and Ayurveda.	21
4	Health Care Skills	Students will learn and practice basic health care skills such as first aid, counseling, and hygiene.	18
5	Health Care Application	Students will explore current health trends, health and safety laws, and career opportunities.	18
Final Evaluation		Final Exam Review (3 hours) Final Examination/Project (3 hours)	6
Total			111

OVERALL CURRICULUM EXPECTATIONS

A. Health Care Fundamentals
   A.1. Describe the scope and diversity of health services available in their community;
   A.2. Describe factors that affect personal health and well-being;
   A.3. Compare and contrast conventional and complementary therapies and their role in maintaining personal health;
   A.4. Describe types of abuse that affect children and adolescents, and the community resources available to help victims of abuse.
B. Health Care Skills

B.1. Demonstrate an understanding of and apply correct procedures for ensuring asepsis, good hygiene, and proper use of medical equipment;

B.2. develop and use a variety of age-appropriate recreational activities to promote safe and healthy play for children and adolescents;

B.3. demonstrate an understanding of and apply sound nutritional practices, as described in Canada's Food Guide;

B.4. Demonstrate competence in the use of health care terminology and techniques for facilitating communication with clients;

B.5. Demonstrate the ability to perform basic first aid procedures.

C. Health Care, The Environment, and Society

C.1. demonstrate an understanding of environmental issues related to health care and personal well-being;

C.2. Describe social trends and health care issues relating to children and adolescents.

D. Professional Practice and Career Opportunities

D.1. Identify and apply health and safety legislation and safe working practices relating to the health care industry;

D.2. Identify and describe career opportunities in health care and the post secondary education and training required for entry into these occupations.

TEACHING & LEARNING STRATEGIES

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts.

Along with some of the strategies noted in the assessment for, as and of learning charts below, strategies will include:

Activity Based Strategies	Arts Based Strategies	Cooperative Strategies
Debate Survey Case Study	Role Playing Posters	Collaborative Discussion Interview Peer Practice Peer Teaching Round Table Think/Pair/Share

Direct Instruction Strategies	Independent Learning Strategies	Technology and Media Based Applications
Demonstration Activities Guest speaker Lecture Review Seminar/Tutorial Workbook/Work Sheets	Homework Independent Study Memorization Note Making	Internet Technologies Media Presentation Multimedia Applications On-line Public Access Catalogues

STRATEGIES FOR ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

There are three forms of assessment that will be used throughout this course:

Assessment for Learning: Assessment for Learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for Learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching.

Assessment for Learning is:
- Ongoing
- Is tied to learning outcomes
- Provides information that structures the teachers planning and instruction
- Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of Assessment for Learning is to create self-regulated and lifelong learners.

Assessment as Learning*:* Assessment as Learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of Assessment as Learning is to enable students to monitor their own progress towards achieving their learning goals.

Assessment of Learning: Assessment of Learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observation, conversations,* and *student products.* Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

Assessment for Learning	Assessment as Learning	Assessment of Learning
Student Product • Pre-tests • Exit tickets • Quizzes • Graphic Organizers **Observation** • Class discussions • PowerPoint presentations • Performance tasks **Conversation** • Student teacher conferences • Small Group Discussions • Pair work	**Student Product** • Pre-tests • Quizzes • Graphic Organizers • Peer feedback • Exit tickets • Journals **Observation** • Class discussions • PowerPoint presentations • Performance tasks **Conversation** • Student teacher conferences • Small Group Discussions	**Student Product** • Assignment • Quests • Tests • Exam • Reports • Portfolio **Observation** • PowerPoint presentations • Performance tasks **Conversation** • Student teacher conferences • Question and Answer Sessions

EVALUATION

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

Categories of the Achievement Chart	Description	Wt.
Knowledge & Understanding	Subject-specific content acquired (knowledge), and the comprehension of its meaning and significance (understanding)	25%
Thinking	The use of critical and creative thinking skills and/or processes.	25%
Communication	The conveying of meaning and expression through various art form	25%
Application	The use of knowledge and skills to make connections within and between various contexts.	25%

Total		100%

FINAL MARK

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the arts.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation. At least 20% of this evaluation will be a formal examination. The other 10% may be any one of a variety of assessment tools that suit the students learning style.

CONSIDERATIONS FOR PROGRAM PLANNING

Access to a wide variety of visual and technical resources is important. Teachers should adapt this profile in response to student and community resources, supplies available, and limitations. Health and safety in the classroom must be a priority when dealing with materials, equipment and routines. Portfolio assessment is an important student assessment tool for visual and aural arts. The course content develops essential learning and creative thinking in students. Connections should be made across the units.

English Language Learners

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

 In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity); use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Environmental Education and Technology

Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.

Healthy Relationships And Technology

Skills in building healthy relationships are developed as part of the arts curriculum . They help students to appreciate the value of each others' contribution and to support each other in these experiences. The Foundations strand in each arts course includes expectations on etiquette and ethical practices related to the discipline to encourage respect, trust, and honesty.

Equity and Inclusive Education In Technology

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nation, Métis, and Inuit peoples, they enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs of all students.

Students should be made aware of the historical, cultural, and political contexts of both the traditional and non-traditional gender and social roles represented in the material they are studying. Attention should be drawn to the ways in which minority groups are represented. In visual arts, for instance, examples can be taken from traditional art forms and crafts, which in the past were largely the purview of women, as well as from fine arts. In music, male and female students should be encouraged to play instruments of their choice without facing gender bias. In dance, opportunities to explore non-stereotypical social roles in dance forms should be provided. The dramatic arts provide opportunities for teachers and students to examine the work of Aboriginal storytellers and playwrights and those from other minority groups.

Multiple Literacies In Technology

Literacies in the arts are developed as students learn in, through, and about different art forms within the arts disciplines and as they learn to use the "languages" of these disciplines to communicate and to interpret meaning. There are many ways of knowing and of communicating what we know and

understand, and the arts provide multiple avenues for expression. These include the visual (e.g., still and animated images, layout, design, hypermedia, three-dimensional forms), oral (e.g., timbre and tone of voice), gestural (e.g., body language, kinesthetic movement), and aural (e.g., music, sound effects) – in fact, anything that can be "read", whether it uses print or other symbol systems to communicate. Visual, auditory, or kinesthetic signs and symbols are used by artists, choreographers, composers, dancers, dramatists, and musicians as part of the language of their discipline.

Critical Thinking and Critical Literacy In Technology

Students use critical thinking skills in the arts when they assess, analyse, and/or evaluate the impact of something and when they form an opinion about something and support that opinion with a rationale. In order to think critically, students need to examine the opinions and values of others, detect bias, look for implied meaning, and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference.
As they work to achieve the arts expectations, students frequently need to identify the possible implications of choices. As they gather information from a variety of sources, they need to be able to interpret what they are listening to, reading, or viewing; to look for instances of bias; and to determine why that source might express that particular bias.
In developing critical thinking skills in the arts, students must ask good questions to interpret information, detect bias, and consider the values and perspectives of a variety of groups and individuals.

The Role of Information and Communications Technology In Technology

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

Career Education

Expectations in the arts program include many opportunities for students to apply their skills to work-related situations, to explore educational and career options, and to become self-directed learners. Arts education can provide students with knowledge and a range of communication skills that are valued in various kinds of employment both in the arts themselves and in marketing and public relations, tourism and hospitality, teaching, and law. Teachers can help students to identify ways in which their involvement in the arts enhances their suitability for a wide range of occupations.

The Ontario Skills Passport and Essential Skills

http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml

Teachers planning programs in Technology need to be aware of the purpose and benefits of the Ontario Skills Passport (OSP).

The skills described in the OSP are the essential skills that the Government of Canada and other national and international agencies have identified and validated, through extensive research, as the skills needed for work, learning, and life. Essential skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

Ethics in Technology

The arts provide students with real-life situations that require them to develop an understanding of ethical issues, such as intellectual ownership and use of copyright material. In a technological world in

which it is very easy to copy and use various kinds of materials, students must become aware of the ethical issues concerning, for example, reproducing visual images, copying aspects of someone else's style, and incorporating soundtracks in their own works. Distinctions must be made between being inspired by others' works in the arts and reproducing others' works or aspects of them as they create their own works.

RESOURCES

Harvard Health
Healthline
Medical Medium books and blog
Canada Food Guide
Heal Documentary
The Need to Grow Documentary

ACHIEVEMENT CHART – TECHNOLOGICAL EDUCATION, GRADES 9-12

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge/ Understanding)	The student:			
Knowledge of Content *(e.g., facts, equipment, terminology, materials)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of Content *(e.g., procedures, technological concepts, processes, industry standards)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking/ Inquiry	The student:			
Use of planning skills *(e.g., identifying the problem, selecting strategies and resources, scheduling)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., analysing and interpreting information, reasoning, generating and evaluating solutions, forming conclusions)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., problem-solving, design, and decision-making processes)*	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
Communication	The student:			
Expression and organization of ideas and information *(e.g., clear expression, logical organization)* in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., standards/symbols, units of measurement, acronyms),* vocabulary, and terminology of the discipline in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application	The student:			
application of knowledge and skills *(e.g., concepts, processes, use of equipment and technology)* in familiar contexts	uses knowledge and skills in familiar contexts with limited effectiveness	uses knowledge and skills in familiar contexts with some effectiveness	uses knowledge and skills in familiar contexts with considerable effectiveness	uses knowledge and skills in familiar contexts with a high degree of effectiveness
transfer of knowledge and skills *(e.g., concepts, processes, use of equipment and technology)* to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness

Making connections within and between various contexts *(e.g., between disciplines; between technology, the environment, and society; between school and future opportunities)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between disciplines; between technology, the environment, and society; between school and future opportunities)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness