

# Unit Plan - Technology and Engineering Education - TPJ2O5

## Course Materials - Syllabus

### Expectations:

#### Assessed

- TPJ.10.F.OE.2 describe factors that affect personal health and well-being;
- TPJ.10.F.OE.3 compare and contrast conventional and complementary therapies and their role in maintaining personal health;
- TPJ.10.F.OE.4 describe types of abuse that affect children and adolescents, and the community resources available to help victims of abuse.
- TPJ.10.HCS.OE.3 demonstrate an understanding of and apply sound nutritional practices, as described in Canada's Food Guide;
- TPJ.10.PP.OE.2 identify and describe career opportunities in health care and the postsecondary education and training required for entry into these occupations.

#### Instructed

- TPJ.10.F.OE.1 describe the scope and diversity of health services available in their community;
- TPJ.10.HCS.OE.1 demonstrate an understanding of and apply correct procedures for ensuring asepsis, good hygiene, and proper use of medical equipment;
- TPJ.10.HCS.OE.2 develop and use a variety of age-appropriate recreational activities to promote safe and healthy play for children and adolescents;
- TPJ.10.HCS.OE.5 demonstrate the ability to perform basic first aid procedures.
- TPJ.10.HES.OE.2 describe social trends and health care issues relating to children and adolescents.

### Course Cover Page Information (District):

DEPARTMENT: Technological Studies  
COURSE TITLE: Health Care, Grade 10  
PREREQUISITE: none  
RECOMMENDATIONS: None  
COURSE TYPE: Open  
COURSE CODE: TPJ2O5 Part I  
CURRICULUM POLICY DOCUMENT: The Ontario Curriculum, Grades 9 and 10:  
Technological Education, 2009, revised  
CREDIT VALUE: 0.5  
YEAR: 2016-2017  
TEACHER of the COURSE: Marianne Bruinsma  
COURSE DEVELOPER: Marjorie Sutherland  
DATE: September 2012  
COURSE REVISER: Marianne Bruinsma  
DATE OF REVISION: September 2015

### Course Ministry Description (District):

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. This course is offered as a half credit course at Woodland Christian High School (TPJ 205 Part 1)

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<p><b>Course Rationale (District):</b></p> <p>As Christians, we are called to use and develop technology, as well as respond to its use, misuse and direction. Throughout the course, we will explore technology as it applies to health care and health related issues from a uniquely Christian perspective. In particular, students will explore personal aspects of physical, spiritual, and emotional health as it relates to their lives here in Canada and the lives of other teens globally.</p>	<p><b>Course Theme/Essential Question (District):</b></p> <p>What is required to have a happy and healthy life? What does it mean to be well and how can I maintain wellness? Integrated Woodland Through-lines: God honouring, image bearing, place and path finding, character building, truth seeking, idolatry discerning, brokenness healing.</p>
<p><b>Course Resources (main textbook or texts) (District):</b></p> <p>No specific textbook is used, but there are many resources available for health care. Use of our library books and periodicals, course textbook and on-line resources are used and updated throughout the course.</p>	<p><b>Course Unit Summary (District):</b></p> <p>By the end of this course, students will: Health Care Fundamentals (25 hours) - understand the scope and diversity of health services in the community as well as personal health and well-being and the conventional and complementary therapies and treatments Health Care Skills (20 hours) - demonstrate an understanding of the proper use of medical equipment and first aid as well as nutritional practices and communication using health care terminology Health Care, the Environment and Society (10 hours) - investigate impact of the health care system in Canada and other countries as well as the environment Professional Practices and Career Opportunities (integrated throughout the course) - Identify and describe career opportunities in health care and the postsecondary education and training required for entry into these occupations. Total = 55 hours (0.5 credit course)</p>

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<p><b>Course Teaching and Learning Strategies (District):</b></p> <p><b>Teaching/Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Whole-group direct instruction</li> <li>• Individual one-on-one instruction</li> <li>• Lab partner &amp; group experimentation</li> <li>• Jigsaw/expert groups</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Library/internet research</li> <li>• Peer helping</li> <li>• Other strategies</li> <li>• Portfolios (notebooks)</li> <li>• Film/Video</li> <li>• Textbook use</li> <li>• Work and task sheets</li> <li>• Computer simulations</li> <li>• Field trip</li> <li>• Oral presentation</li> <li>• Case studies</li> </ul>	<p><b>Course Mark Breakdown (KTCA) (District):</b></p> <p>Term Work 70%</p> <p>Knowledge and Understanding 25 % Tests, quizzes, reports, presentations</p> <p>Thinking and Inquiry 15 % Tests, quizzes, reports, lab activities, debates, group/Independent projects, classroom discussions, presentations</p> <p>Communication 15 % tests, quizzes, reports, lab activities, debates, group/Independent projects, health journal, classroom discussions, presentations</p> <p>Application 15 % tests, quizzes, reports, lab activities, debates, group/Independent projects, health journal, classroom discussions, presentations</p> <p>Cumulative Activities (Final Project) 30%</p>
<p><b>Course Assessment Strategies and Cumulative Activities (District):</b></p> <p>Assessment: Assessment FOR, AS and OF Learning procedures and policies have been established at Woodland Christian High School based on O.S (Ontario Schools: Policy and Program Requirements, 2011) and Growing Success (Assessment, Evaluation and Reporting in Ontario Schools, 2010) Ministry of Education documents.</p> <p>Assessment FOR Learning: Diagnostic tools include student conferences, in-class discussions, journals.</p> <p>Assessment AS Learning: On-going feedback includes in-class observation, self and peer evaluation, checklists, homework and assignment checks, participation rubrics</p> <p>Learning skills: Although feedback is provided for all six learning skills, the focus for this course will be on self-regulation, responsibility, organization, independent work, collaboration, initiative. These are assessed using student self-evaluation and on-going teacher tracking and feedback.</p> <p>Assessment OF Learning:</p> <p>Achievement Categories: These include knowledge and understanding, thinking and inquiry, communication, application. All assessments of tests, quizzes, examinations, reports, lab activities, debates, group/Independent projects, health journal, classroom discussions, presentations that become part of the student's grade are proportionally represented by the four assessment categories, and are based on the Ministry of Education Achievement Charts. The final grade is calculated using 70% term work and 30% cumulative activity, which represents a student's achievement of the overall and specific expectations of the course.</p>	
<p><b>Course Planning Considerations (District):</b></p> <p>✓ Information and Communications Technology  <i>Where possible, the effects that current trends in technology as they pertain to this course will be identified and assessed for their impact on future study and practice. Students will be given opportunities to research, develop, and communicate some of their work using technology tools appropriate to the course and level of study.</i>  <a href="http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf">http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf</a></p>	

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- ✓ **Careers Education**  
*The guidance and career education program has three areas of learning – student development, interpersonal development, and career development. Both student development and interpersonal development are integrated within the learning skills and work habits described in Growing Success. Career development helps students reflect critically on their strengths, needs, and interests; set goals; and identify learning opportunities and strategies to achieve their goals. The career development competencies are knowing self, exploring opportunities, making decisions, and preparing for change and making transitions. [www.edu.gov.on.ca/eng/document/curricul/secondary/choices/choicee.pdf](http://www.edu.gov.on.ca/eng/document/curricul/secondary/choices/choicee.pdf)*
- ✓ **Inclusive Education**  
*To achieve an equitable and inclusive school climate, we strive to ensure that all members of the school community feel safe, comfortable, and accepted. We want all staff and students to value diversity and to demonstrate respect for others and a commitment to establishing a just, caring society. Our curriculum upholds the principles of acceptance and inclusion of all students. Diversity is honoured and all individuals are respected. Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2009*
- ✓ **English Language Learners**  
*English language learners at different stages of learning English and/or developing literacy in English will need program adaptations in order to be successful. Appropriate adaptations include modified expectations, a variety of accommodations related to instructional strategies, a variety of learning resources and accommodations related to assessment strategies. <http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>*
- ✓ **Students with Special Needs**  
*Students who have behavioural, communicational, intellectual, physical or multiple exceptionalities, require special education programs and services to benefit fully from their school experience. These consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations and/or an educational program that is modified from the grade level expectations in a particular course or subject. Specific modifications and accommodations are articulated for individual students in the student's IEP and implemented by the course instructor and the academic support team. <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf>*
- ✓ **Healthy Relationships**  
*Students are encouraged to explore the aspects of, and development of healthy relationships as they pertain to self, peers, parents and family, teacher and employers, and the wider communities to which they belong. (<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>)*
- ✓ **Literacy, Mathematical Literacy, and Inquiry Skills**  
*Students are encouraged to see the value of math literacy as it pertains to a variety of subject areas (not just math and science courses). Statistical data is collected and analyzed in a variety of contexts (from sports to Canadian and World studies). Students will be exposed to appropriate use and analysis of data as well as other numeracy and math literacy skills as they relate directly to the curriculum (<http://www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf>)*
- ✓ **Critical Thinking and Critical Literacy**  
*Students are encouraged to develop competencies in all 21st Century Skills, including critical thinking and analysis. Development of these skills builds in an age appropriate way from grade 9 through grade 12. Critical thinking skill development is an important part of every course. ([http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical\\_Literacy.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Critical_Literacy.pdf))*
- ✓ **The Role of the School Library**  
*The school library supports the learning environment by providing reference materials, fiction and non-fiction titles by topic, and a wide variety of digital resources (periodicals, website links, database access for research etc.) Students are encourage to use the library webpage as the "launching" site for project and assignment research, as well as for personal learning and enjoyment. (<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/thinklitlibrary.pdf>)*
- ✓ **Ethics**  
*Students are encouraged to compare and contrast the wide array of responses to ethical issues as they pertain to each subject area. Classroom discussions will focus on a variety of areas including biomedical, legal, environmental, social, financial and moral ethics (to name a few). Students are encouraged to consider the basis by which individuals and societies decide what is deemed right and wrong, as well as the Christian lens through which view ethical issues.*
- ✓ **Health and Safety**  
*Awareness of health and safety issues is important in every classroom. As teachers, we are constantly aware of potential hazards and we communicate health and safety standards of practice to our students. This is especially true in classes where students are using chemicals, materials and/or equipment that is potentially harmful if used inappropriately. Students are provided with appropriate training in all areas where health and safety is of highest concern (woodworking, kitchen, gymnasium, science lab, art room, etc.) (<http://www.edu.gov.on.ca/eng/policyfunding/workplace.html#Curriculum>)*