



Bur Oak Secondary School
HEALTH CARE TECHNOLOGY COURSE OUTLINE

Course Title: Health Care
Course Code: TPJ2O1
Grade: 10
Course Type: Open
Department: Technological Education
Credit Value: 1.0

Curriculum Policy Document: [The Ontario Curriculum, Grades 9 and 10: Technological Education, 2009 \(revised\)](#)

Developed by: Angeera Wall-levtushenko
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Prerequisite: NONE

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THE IMPORTANCE OF TECHNOLOGICAL EDUCATION IN THE CURRICULUM:

Technological innovation influences all areas of life, from the daily lives of individuals to the work of business and government, to interactions on a global scale. It helps meet basic human needs and provides tools for improving people's lives and exploring new frontiers. The policy outlined in this document is designed to ensure that technological education in Ontario enables students to meet the challenges and opportunities of the twenty-first century.

COURSE OVERVIEW:

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.

OVERALL EXPECTATIONS:

HEALTH CARE FUNDAMENTALS

- A1. describe the scope and diversity of health services available in their community;
- A2. describe factors that affect personal health and well-being;
- A3. compare and contrast conventional and complementary therapies and their role in maintaining personal health;
- A4. describe types of abuse that affect children and adolescents, and the community resources available to help victims of abuse.

HEALTH CARE SKILLS

- B1. demonstrate an understanding of and apply correct procedures for ensuring asepsis, good hygiene, and proper use of medical equipment;

- B2. develop and use a variety of age-appropriate recreational activities to promote safe and healthy play for children and adolescents;
- B3. demonstrate an understanding of and apply sound nutritional practices, as described in Canada’s Food Guide;
- B4. demonstrate competence in the use of health care terminology and techniques for facilitating communication with clients;
- B5. demonstrate the ability to perform basic first aid procedures.

HEALTH CARE,THE ENVIRONMENT, AND SOCIETY

- C1. demonstrate an understanding of environmental issues related to health care and personal well-being;
- C2. describe social trends and health care issues relating to children and adolescents.

PROFESSIONAL PRACTICE AND CAREER OPPORTUNITIES

- D1. identify and apply health and safety legislation and safe working practices relating to the health care industry;
- D2. identify and describe career opportunities in health care and the postsecondary education and training required for entry into these occupations.

Evaluation will take the form of the four level system as provided by [Ontario Ministry of Education. \(2010\). Growing success: Assessment, evaluation, and reporting in Ontario schools. Toronto: Author](#)

Level 1	50 - 59%	<ul style="list-style-type: none"> - Limited effectiveness in relating: Knowledge and Understanding, Thinking, Communication and Application - Represents achievement that falls much below the provincial standard. - Improving learning in specific areas, as necessary, if they are to be successful in the next grade/course
Level 2	60 - 69%	<ul style="list-style-type: none"> - Some effectiveness in relating: Knowledge and Understanding, Thinking, Communication and Application - Represents achievement that approaches the provincial standard. - Performing at this level need to work on identifying learning gaps to ensure future success.
Level 3	70 - 79%	<ul style="list-style-type: none"> - Considerable effectiveness in relating: Knowledge and Understanding, Thinking, Communication and Application - Represents the provincial standard for achievement Prepared for work in subsequent grades/courses.
Level 4	80 - 100%	<ul style="list-style-type: none"> - High Degree of effectiveness in relating: Knowledge and Understanding, Thinking, Communication and Application - Identifies achievement that surpasses the provincial standard.

Grades will be based on the following:

- **90%** of the course grade is based on assessments **throughout the semester, and will include both formative and summative evaluations.**
Each unit will be weighted based on the **Categories of Achievement Chart** from the [Ontario Ministry of Education. \(2010\). Growing success: Assessment, evaluation, and reporting in Ontario schools. Toronto: Author.](#) and will be worth 22.5% (totalling 90%).
 - **Knowledge & Understanding**
 - Understanding subject-specific content and comprehension of its meaning and significance. Knowledge and understanding will be assessed through a variety of question formats including multiple choice, matching, diagrams and short answer questions during summative assessments.
 - **Thinking & Inquiry**
 - Use of planning skills. Use of processing skills. Use of critical/creative thinking processes
 - **Communication**
 - Expression and organization of ideas and information in oral, visual, and written forms. Communication for the specific audience in oral, visual, and/or written forms. Use of conventions vocabulary, and terminology of the discipline in oral, visual, and written forms
 - **Application**
 - Application of knowledge and skills in familiar contexts. Transfer of knowledge and skills to new contexts Making connections within and between various contexts

- **10 %** of the course grade is based on the student reflection portfolio completed throughout the semester and submitted after the last unit.

Assessment marks will be posted on the YRDSB Teach Assist where they are available for viewing by students and parents/guardians.

UNITS OF STUDY

Unit 1: Health Care Fundamentals		
Length:		
Overall Expectations A1.1-A1.3, A2.1-A2.10, A.3.1-A.3.3, A.4.1-A.4.3	Focus Personal Health Health Care Services/Systems Conventional and Complementary Therapies Child and Adolescent Abuse	Assessment Knowledge and Understanding Thinking Communication Application Frequent formative assessments Summative for Unit:

Unit 2: Health Care Skills		
Expectations B1.1-B1.3, B2.1-B2.3, B2.1- B2.3, B3.1- B3.3, B.4.1-B.4.4, B5.1-B.5.2	Focus Safety Asepsis, Hygiene, and Equipment Use Recreational Activities Communication Techniques Nutrition and Meal Planning Using Canada’s Food Guide First Aid	Assessment Knowledge and Understanding Thinking Communication Application Frequent formative assessments Skills assessment Summative for Unit:

Unit 3: Health Care, Society and Environment		
Overall Expectations C1.1, C1.2, C2.1, C2.2, C2.3	Focus Health Care and the Environment Health Care and Society	Assessment Knowledge and Understanding Thinking Communication Application Frequent formative assessments Skills assessment Summative for Unit:

Unit 4: Professional Practice and Career Opportunities		
Expectations D1.1-D1.4, D2.1- D2.7	Focus Health and Safety Career Opportunities	Assessment Knowledge and Understanding Thinking Communication Application Frequent formative assessments Skills assessment Summative:

Ontario Ministry of Education. (2010). Growing success: Assessment, evaluation, and reporting in Ontario schools. Toronto: Author, p. 17

LEARNING SKILLS AND WORK HABITS	BEHAVIOUR/DESCRIPTORS
Responsibility	<ul style="list-style-type: none"> ● completes and submits class work, homework, and assignments according to agreed-upon timelines ● punctual ● academic honesty
Organization	<ul style="list-style-type: none"> ● devises and follows a plan and process for completing work and tasks ● establishes priorities and manages time to complete tasks and achieve goals ● preparedness
Independent Work	<ul style="list-style-type: none"> ● uses class time appropriately to complete tasks ● follows instructions with minimal supervision
Collaboration	<ul style="list-style-type: none"> ● responds positively to the ideas, opinions, values, and traditions of others ● shares information, resources, and expertise ● promotes critical thinking to solve problems and make decisions ● encourages and motivates others
Initiative	<ul style="list-style-type: none"> ● demonstrates the capacity for innovation and a willingness to take risks ● demonstrates curiosity and interest in learning ● actively participates in class
Self-Regulation	<ul style="list-style-type: none"> ● sets own individual goals and monitors progress towards achieving them ● seeks clarification or assistance when needed ● takes responsibility for and manages own behavior ● stays on task

LEARNING SKILLS AND WORK HABITS EVALUATED
E – Excellent
G – Good
S – Satisfactory
N – Needs Improvement

Assessment/Evaluation Techniques

Methods of assessment and evaluation include a wide variety of approaches to enhance the learning environment. Assessment methods may include: performance assessment such as project deliverables and skill demonstrations; personal communication assessment such as instructional questions and answers, conferences, classroom discussions, reflections; and standardized tests such as classroom assessments. Self and peer assessment assist the student by providing directions to improve performance. Assessment charts included in each activity provide the basis for teacher evaluation rubrics, student self-assessment, and peer assessment.

Teaching/Learning Strategies

A variety of teaching and learning strategies are used throughout the course, including: classroom lessons, brainstorming, collaborative and cooperative learning, student–teacher conferencing, design process, independent study, demonstrations, practical applications, theory lessons and assignments, research and reflection.

Special Education

1. Students Requiring Accommodations

Accommodations allow access to the course without any changes to the knowledge and skills the student is expected to demonstrate. The accommodations required to facilitate the student’s learning must be identified in their IEP.

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions

2. Students Requiring Modified Expectations

Modified expectations represent specific, realistic, observable, and measurable achievements and describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

- If a student requires modified expectations, assessment and evaluation of their achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document.

Attendance Related Matters:

Students learning face-to-face are expected arrive to class on time. Students learning virtually are to log in daily during scheduled course time (via Google Meet, found in Google Classroom)

It is the student’s responsibility to find out what they have missed.

- Students who are absent for part or all of a class may miss important learning opportunities.
- Students are responsible for work covered during any absence, and can expect to be evaluated on all information covered in the course.
- Persistent absences may place the student in jeopardy of losing the credit.
- Sometimes absences from class are unavoidable.
 - If a student has an anticipated absence on the day of summative assessment the student must notify the teacher two days prior to the absence and arrange for submission or completion of the assessment prior to the absence.

- Students with unauthorized absences will be given a mark of zero on missed evaluations.
- If a student has an unscheduled, authorized absence on the due date for a summative assignment **the student will be expected to make arrangements to submit the assignment directly to the teacher on the scheduled due date despite the absence.** This may be achieved by having a friend, sibling or parent/guardian hand the assignment directly to the teacher or by submitting evidence of the completed assignment via email or Google Classroom.
- All assignments must be submitted on time. Students are expected to submit completed projects at the beginning of class on the due date.
- Work submitted later than the beginning of the class on the due date will be considered late. Incomplete work handed in on time will be assessed using the assessment outline and rubric.

Late/Missed Assignments

Consequences for late and missed assignments will be determined using the teacher's professional judgment in consultation with board and ministry policies, with consideration of any extenuating circumstances. Consequences may include (but are not limited to):

- Deduction of marks for late assignments.
- A mark of zero if a student does not submit an assignment after reasonable opportunities have been provided.
- Referrals to the administration for additional consequences

Plagiarism:

To assist students in recognizing and avoiding plagiarism most summative work will be done in the Google Classroom. Students will be expected to show evidence of their process in the Google Classroom and as instructed all work should be done in the Google Classroom on the documents provided by the teacher. Students **may be** asked to submit some assignments to Turnitin. If a project expectation is submission through Turnitin then the project will not be graded until this step is completed.

Equity and Inclusive Education

Throughout the units of study in the Health Care Technology course students are guided to explore and discuss a variety of social, economic and cultural perspectives related to the application of health care skills and policies. Concepts of health care are presented so that students can see themselves, and their own and their classmates' lived experience, reflected in what and how they are learning.

We will work together to minimize the barriers that limit students' ability to achieve and to pursue their chosen pathways after graduation while supporting the choice of appropriate pathways to work, college, apprenticeship, or university.

Mrs. Wall-Ievtushenko's email address is angeera.wall-ievvtush@gapps.yrdsb.ca - parents/guardians please contact us with any questions, comments or concerns that you have throughout the semester. Thank you.

Acknowledgement Form below:

Acknowledgement Form TPJ20

By signing this form, I am acknowledging that I have read through the course outline with my parent(s) or guardian(s). I am also acknowledging that I have understood the course policies as listed above.

Student name _____ Course _____

Student signature _____

Parent / guardian signature _____

Parental Contact

Course information and updates will be e-mailed periodically throughout the semester and posted on our course moodle. Mark updates are available on Teach Assist and can be accessed by asking your child for the password. Mark updates can also be sent via email if requested. Should you wish to contact me, e-mail is the fastest form of communication. I will return your email as soon as possible.

Please take a moment to complete the following information:

- Have you registered a parental email address with the school? yes no

- If you have not, please provide an email _____