

*Catholic District School Board Writing Partnership*

# Course Profile

## Health Care

Grade 11

College Preparation

TPA3C

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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### **Acknowledgments**

Catholic District School Board Writing Teams – Health Care

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## Course Overview

### Health Care, Grade 11, College Preparation, TPA3C

**Secondary Policy Document:** *The Ontario Curriculum, Grades 11 and 12, Technological Education, 2000.*

#### Course Description

This course offers students an opportunity to investigate various disciplines of the health care industry through theoretical classroom learning, career exploration, portfolio development, and practical applications and experiences. Theoretical classroom learning focuses on lifestyle and personal health, disease prevention, alternative therapies, anatomy and physiology, the health care industry, and the equipment utilized. As well, students are exposed to the health/safety, the environmental impact, and the societal impact of biotechnology.

Students gain hands-on experiences through both job shadowing initiatives and practical applications in the classroom. Students become increasingly cognizant of career options, develop research skills and learn to comprehend and use medical terminology throughout the course. These transferable skills enable students to make informed career choices. Health and safety and proper use of equipment are addressed and applied within each unit. Throughout this course students are reminded of the Catholic perspective related to the health care industry and develop a sense of dignity for self and others. Students are expected to be mindful of the gift of life and recognize that we all have God given talents that are to be applied as the creator intended.

#### Course Notes

- In each unit students identify career options and are given insight into skills required for a variety of related professions in the health care industry. Students also gain knowledge of careers in this area through volunteer work, cooperative education, and job shadowing.
- Throughout the course the teacher addresses health and safety concerns as they pertain to the health care industry. Guest speakers from WHMIS, St. John Ambulance, and/or Regional Health centres may be invited to teach or reinforce safety and/or first aid.
- The activities provide opportunities for students to engage in both research and practical activities.
- The expectations are assessed in accordance with the four areas identified in the Achievement Chart.
- The teacher introduces the course by reviewing the course outline, the course expectations, and assessment activities with the students.

#### Units: Titles and Time

Unit 1	Introduction to Course, Health Care Industry, and Careers	5 hours
Unit 2	Anatomy and Physiology	30 hours
*Unit 3	Lifestyle and Personal Health for Disease Prevention	20 hours
Unit 4	Disease Prevention Utilizing Conventional and Alternative Therapies	25 hours
Unit 5	Health/Safety and Socioenvironmental Impact	30 hours

\* This unit is fully developed in this Course Profile.

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## Unit Descriptions

### Unit 1: Introduction to Course, Health Care Industry and Careers

**Time:** 5 hours

#### Unit Description

Through an explanation of Expectations and Assessment strategies, students become aware of the parameters of this course and the criteria for success. Students develop an understanding of the health care industry by researching careers and local and regional health care facilities. Students develop and maintain a portfolio on health care, facilities, careers, and current articles on health and health care, all of which enable the student to begin to formulate a sense of respect for the dignity and welfare of self and others.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	TFV.04, TF4.01 CGE2a,b, CGE3f, CGE5e, CGE7g	Knowledge/Understanding	- overview of health care industry
2	ICV.03, IC3.01, IC3.02 SPV.01, SPV.02 CGE2b,c,d,e, CGE3c, CGE4f,g, CGE5b,g	Knowledge/Understanding Thinking/Inquiry Communication Application	- career opportunities in health care
3	ICV.03, IC3.01, IC3.02 CGE2b,c,d, CGE3c,f, CGE4e,f,g, CGE5b,c,d,g	Knowledge/Understanding Thinking/Inquiry Communication Application	- portfolio development

### Unit 2: Anatomy and Physiology

**Time:** 30 hours

#### Unit Description

Students learn about the structure and function of body systems, i.e., digestive, respiratory, skin, nervous, endocrine, skeletal, and cardiovascular. Students learn to respect and promote and maintain the sacredness of life as one of God's many gifts.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	TFV.01, TF1.01, TF1.02 CGE2a,b,c,d,e, CGE4f, CGE7d	Knowledge/Understanding Thinking/Inquiry Application	- structure and function of body systems

### Unit 3: Lifestyle and Personal Health for Disease Prevention

**Time:** 20 hours

#### Unit Description

This unit assists students to make connections between present personal lifestyles choices and future health and longevity. Students make decisions in light of gospel values with an informed moral conscience. Students realize the importance of nutrition, physical fitness and exercise, and the impact of each on their own well-being and the well-being of others. The use of prescription and non-prescription drugs is discussed in the context of life style choices. The Catholic perspective that recognizes human intimacy and sexuality as God given gifts to be used as the creator intended are adhered to.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	TFV.02, TF2.05, TF2.09 SPV.02, SP2.03 CGE2a,b,c,d,e, CGE3b,c,f, CGE4f,g, CGE5a,g, CGE7i	Knowledge/Understanding Thinking/Inquiry Communication Application	- nutrition for health
2	TFV.02, TF2.06, TF2.07, TF2.09 IC2.01, IC2.04 CGE2b,c,d, CGE4h	Knowledge/Understanding Thinking/Inquiry Communication Application	- exercise and physical fitness
3	TFV.02, TF2.02, TF2.04, TF2.09 CGE3d, CGE7a,b,d	Knowledge/Understanding Thinking/Inquiry Communication Application	- prescription and non-prescription drugs
4	TFV.02, TF2.08 CGE3c, CGE6b, CGE7d	Knowledge/Understanding	- Catholic view of sexual practices
5	TFV.02, TF2.01, TF2.02, TF2.03, TF2.04, TF2.09 CGE1d, CGE2a,b,c,d,e, CGE3b,c,e,f, CGE4a,e,f,g, CGE5a, CGE7d	Knowledge/Understanding Thinking/Inquiry Communication Application	- impact on longevity

### Unit 4: Disease Prevention Utilizing Conventional and Alternative Therapies

Time: 25 hours

#### Unit Description

Through individual and group research, students gain knowledge of the difference between conventional and alternative medicine and understand the role of these therapies in the health care industry. Based on previous knowledge from Unit 3: Life Style and Personal Health, they expand their knowledge of disease prevention and treatment through homeopathic remedies such as therapeutic touch, massage therapy, acupuncture, reflexology, stress management, etc. Students are made aware of the home care and community services available for both conventional and alternative therapies. Learning of conventional and alternative therapies promotes a holistic approach to life that is consistent with Catholic teachings.

#### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	TFV.03 CGE2a,b,d, CGE3b,c,d,e, CGE5e	Knowledge/Understanding Communication	- definitions of conventional and alternative therapies
2	TFV.03, TF3.01 CGE2b,c,d,e, CGE3f, CGE4b, CGE5a,g	Knowledge/Understanding	- types of alternative therapies
3	TFV.03, TFV.05, TF2.10, TF3.01 SPV.02, SP1.13, SP1.14, SP2.04 CGE1d, CGE2b,c,d,e	Knowledge/Understanding Thinking/Inquiry Communication Application	- treatment and prevention of disease
4	TFV.04, TF3.02 CGE2a,b,e, CGE4b	Knowledge/Understanding Thinking/Inquiry Communication	- home care and community health care services

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## Unit 5: Health/Safety and Socio-environmental Impact

Time: 30 hours

### Unit Description

Through the study and application of WHMIS, safe body mechanics, infection control, fire safety and bio-hazardous waste management students are prepared to function safely in health services work places. These activities are applied for the benefit of self, others and the environment to help create a safer workplace and society. Students find meaning, dignity and fulfillment in safe practices, which contribute to the common good and well being of humankind.

### Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	TFV.05, TF4.02 ICV.02, IC2.02, IC2.03, IC2.04 CGE3c, CGE5a,b,e, CGE7a,b,i	Knowledge/Understanding Application	- WHMIS
2	TFV.05 SPV.01, SP1.02, SP1.04, SP1.05, SP1.10, SP1.11, SP1.12 ICV.02, IC2.01 CGE3c, CGE5a,b,e, CGE7b,i	Knowledge/Understanding Application	- using safe body mechanics in health care techniques and skills
3	TFV.05, TF1.02, TF4.02 SPV.01, SP1.01, SP1.05, SP1.06, SP1.07, SP1.08, SP1.09, SP2.04 CGE3c, CGE5g,h, CGE7i,j	Knowledge/Understanding Application	- infection control and bio-hazardous waste
4	TFV.05 SPV.01 ICV.02, IC2.02, IC2.03, IC2.04 CGE7a,b,d,i,j	Knowledge/Understanding Application	- fire safety
5	TFV.05, TF4.02 ICV.01, IC1.01, IC1.02, IC1.03 CGE1d,i, CGE2e, CGE3d, CGE7d	Knowledge/Understanding Thinking/Inquiry Application	- biotechnology

### Teaching/Learning Strategies

A variety of teaching and learning strategies are used throughout the course, including:

- demonstrations;
- practical applications;
- portfolio development;
- design process.

The following chart describes additional teaching/learning and assessment strategies.

Teaching/Learning Strategies	Assessment Strategies
<p>Teaching strategies include:</p> <p><i>Brainstorming</i> – group generation of initial ideas expressed without criticism or analysis;</p> <p><i>Buddy System</i> – linking of students for peer/cross-age support;</p> <p><i>Case Study</i> – investigation of real and simulated issues;</p> <p><i>Teacher-directed Class Discussion</i> – active participation of students by taking turns while discussing current issues;</p> <p><i>Collaborative/Cooperative Learning</i> – small group learning providing high levels of student engagement and interdependence;</p> <p><i>Computer-assisted Learning</i> – learning of new material or review/reinforce material previously learned;</p> <p><i>Conferencing/Discussion</i> – student-to-student discussion and teacher-to-student discussion to encourage confidence and motivation for success in all learners;</p> <p><i>Problem Solving</i> – model for helping students to identify and work through a problem using a prescribed process involving a number of steps;</p> <p><i>Independent Study</i> – exploration and research of a topic of interest to students;</p> <p><i>Journal Writing</i> – the practice of expressing ideas, experiences, questions, reflections, personal understanding or new learning in written form on a regular basis;</p> <p><i>Report/Presentation</i> – oral, visual, and written presentation of researched topic to class or in community;</p> <p><i>Research</i> – model of investigation;</p> <p><i>Socratic Lesson</i> – oral presentation of information by the teacher;</p> <p><i>Just-on-time Teaching</i> – theoretical material that is presented to the student at the appropriate stage of his/ her project;</p> <p><i>Examples</i> – model or a sample of student work to provide the standard toward which students are aiming.</p>	<p><i>Paper-and-Pencil Tests</i></p> <ul style="list-style-type: none"> <li>• Ongoing quiz, self/peer rubric</li> <li>• Final evaluation of unit (rubric, tests)</li> </ul> <p><i>Performance Assessment</i></p> <ul style="list-style-type: none"> <li>• Research project</li> <li>• Assigned exercises</li> <li>• Log/journal entries</li> <li>• Presentation</li> <li>• Finished product</li> </ul> <p><i>Personal Communication</i></p> <ul style="list-style-type: none"> <li>• Conferencing <ul style="list-style-type: none"> <li>• Student-teacher</li> <li>• Teacher-group</li> </ul> </li> </ul> <p><i>Self/peer assessment</i></p> <ul style="list-style-type: none"> <li>• Daily log/journal</li> <li>• Ongoing verbal feedback</li> <li>• Critique self/peer</li> </ul> <p><i>Teacher Observation</i></p> <ul style="list-style-type: none"> <li>• Formal/informal</li> <li>• Reflection</li> <li>• Self/peer assessment</li> <li>• Log/journal/portfolio</li> </ul> <p><b>Assessment Tools</b></p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Marking schemes</li> <li>• Project specification sheets</li> <li>• Rubrics</li> <li>• Anecdotal comments with suggestions for improvement</li> </ul>

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## Assessment/Evaluation of Student Achievement

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Students are assessed using the following strategies:

- Diagnostic - occurs at the beginning of the term or unit of study, or at any point during the course when information about prior learning is useful;
- Formative – occurs during the learning process and provides ongoing feedback to the teacher about the quality of learning and the effectiveness of instruction;
- Summative - usually carried out at the end of a learning process and may include feedback and/or judgment.

Specifically, evaluation techniques may include:

- communication through journals and classroom presentations;
- self-assessment rubrics;
- student-teacher conferencing;
- written tests, formal and informal observation;
- performance assessment rubrics;
- reflective learning including self-assessment;
- learning logs;
- peer assessment rubrics;
- check lists for practical work;
- peer evaluation.

## Accommodations

Various accommodations may be made throughout the program to assist students with various physical, developmental, and special needs:

- Be familiar with Individual Education Plans (IEPs) for legislated accommodations and consult with the appropriate staff in order to implement prescribed modifications and accommodations.
- Maintain the principles of Catholic social teaching with regard to the dignity of the human person by making accommodations so students do not lose dignity because of disability, poverty, lack of success, linguistic diversity, or race. Teachers foster a positive atmosphere accepting of individual's uniqueness, values and needs.
- Include the following support for students who may require it: having class rules, procedures and expectations for work, behaviour, and homework explicit and posted in clear view of students.
- Provide a variety of modes of instruction (verbal, written, demonstration, small group, peer tutoring or one-on-one conferencing).
- Repeat instructions and frequently monitor progress, providing feedback frequently through suggestions, comments or questions about work.
- Provide generated hardcopies of instructions and handouts that are well spaced, clear, have legible font, and suitable font size.
- Use drafts, proofreading, conferencing, outlines, diagrams, and word lists.
- Use organizers for the following purposes: outlines, new vocabulary, recording of dates, required due dates and homework.
- Allow the finished product/project/assignment to be presented in a variety of formats: oral presentation; point form rather than essay; one-on-one conferencing.
- Simplify materials on individual assignments and allow extra time for completion.
- Consider process rather than product as an aspect of work.

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- Use class time for discussion through questioning and examples rather than lecturing.
  - Provide an atmosphere that encourages students to ask questions for information gathering and for clarification.
  - Use audiovisual aids and/or group work with peer-mentors.
  - Provide a glossary of new terms and definitions, and diagrams/sketches with labels.
  - Use demonstrations and hands-on experience to further develop the understanding of a new concept.
  - Check with administration, academic resource department personnel, and guidance counsellor to make certain that all aids, environmental issues and safety precautions are addressed. Discuss accommodations and make certain that the physical surroundings will meet the needs of the students.
  - Provide a list of topics and suggestions for students requiring challenge.
  - Provide appropriate modifications to teaching, learning, and evaluation strategies to help students gain proficiency in English. Check with administration, academic resource department personnel, and guidance counsellor for assistance in making these modifications.
  - Allow extra time for test writing. See special education staff for assistance.
  - Modify tests and quizzes by utilizing multiple choice, true-false, fill-in-the-blank test questions with a word list in place of essay type questions (or reduce number of questions).
  - Provide verbal testing where appropriate.

## Resources

Various resources used throughout the course include textbooks, trade journals and magazines, software, websites, fashion magazines, guest speakers, and videos.

**Note:** The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

### Print

*Basic Life Support. First Aid Training Manual* (available through Canadian Red Cross).

ISBN 0-8151-1732-9

Brand, Richard W. and Donald E. Isselhard. *Anatomy of Orofacial Structures*. Toronto: Mosby, 1994.

ISBN 0-8016-7967-2

Berry, Gordon and David Lynn. *Biology of Ourselves*. Toronto: John Wiley and Sons, 1990.

ISBN 0-471-79526-7

The Body Image Coalition of Peel. *EveryBODY Is A Somebody: Facilitator's Guide*. Ontario Ministry of Health, Canada: Desktop Publishing, 1997.

Canadian Institute for Environmental Law and Policy. *The Citizen's Guide to Biotechnology*. Toronto, 1995. ISBN 0-9690534-9-5. E-mail: CIELAP@web.apc.org

Glanze, Walter (ed.). *The Signet Mosby Medical Encyclopedia*. Toronto: Penguin Books Canada Ltd., 1996. ISBN 0-451-18409-2

Health Canada. *Using the Food Guide*. Ottawa: Ministry of Health, 1997. ISBN 0-662-19649-X

Health and Welfare Canada. *Canada's Food Guide to Healthy Eating*. Ottawa, 1992.

ISBN 0-662-19648-1

McTeer, Maureen A. *Tough Choices: Living and Dying in the Twenty-First Century*. Toronto: Irwin-Law, 1999. ISBN 1-55221-040-5

Merki, Mary Bronson and Don Merki. *Health - A Guide to Wellness*. New York, New York: Glencoe Macmillan/McGraw-Hill, 1993. ISBN 0-02-652479-1

Miller-Keane. *Encyclopedia and Dictionary of Medicine, Nursing and Allied Health*. Toronto: W.B. Saunders Company, 1992. ISBN 0-7216-3456-7

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Potter and Perry, *Canadian Fundamentals of Nursing*. Toronto: Mosby-Yearbook, INC., 1997. ISBN 0-8151-8901-X

Reed, Gretchen Mayo and Vincent Sheppard. *Basic Structures of the Head and Neck*. Toronto: W.B. Saunders, 1976. ISBN 0-7216-7516-6

Siebert, Myrtle and Evelyn Kerr. *Food for Life*. Canada: McGraw-Hill Ryerson Ltd., 1994. ISBN 0-07-551544-X

St. John Ambulance. *First on the Scene Manual*. Ottawa: Priory of Canada, 1998. Order Code 6504

Sorrentino, Sheila and Bernice Gorek. *Long Term Care Assistance*. Toronto: Mosby, Inc., 1999. ISBN 0-323-007-09-0

Torres, Hazel O., Ann Ehrlich, Doni Bird, and Ellen Dietz. *Modern Dental Assisting*. Toronto: W.B. Saunders, 1995. ISBN 0-7216-5053-8

Tortora, Gerard J, Berdell R. Funke, and Christine L. Case. *Microbiology: An Introduction*, 5th ed. Don Mills, ON: Benjamin/Cummings Publishing Company, Inc., 1995. ISBN 0-8053-8496-0

*Vital Link*. CPR Training Manual (available through Canadian Red Cross).

Wernig, Julie and Sheila A. Sorrentino. *The Homemaker/Home Health Aide*. Toronto: Harcourt Canada, 1989. ISBN 0-8016-5390-8

Zucker, Elana. *Being A Homemaker/Home Health Aide*. New Jersey: Brady Prentice Hall, 1996. ISBN 0-9303-018-X

Catholic Course Profile - Grade 9 Support Document; *Sexuality*: Simcoe-Muskoka Catholic District School Board, Huron-Perth Catholic District School Board, Grey-Bruce Catholic District School Board, July 1999.

### **Computer Software**

*OESS: The Ultimate Human Body 2.0*

### **Videos**

*Home Safe*. StayCom Productions (available through Canadian Red Cross).

Med Com Trainex. *Nursing Assistant Techniques - Measuring Pulse, Respirations and Blood Pressure*. Elora, ON: Directional Learning, 1993.

St. John Ambulance. *First on the Scene*. (Set of four videos). Ottawa, Ontario: Priory of Canada, 1994. Order Code 6550

### **Websites**

Alternative therapies – therapeutic touch  
<http://therapeutictouchnetwk.com>

Catholic Healthcare West – health risk assessments, wellness overviews, links to other health site  
<http://your.chwhealth.org/centres>

Contact Canada  
<http://ccinfo@ContactCanada.com>

Cross-section of a Tooth  
[http://webmd.lycos.com.encyclopedia\\_article\\_DMK\\_Article\\_1459766](http://webmd.lycos.com.encyclopedia_article_DMK_Article_1459766)

Diabetes division of Population and Health Branch of Health Canada – Diabetes facts  
<http://www.hc-sc.gc.ca/hpb/lcdc/bcrdd/diabetes/index.html>

Directory for health topics specific to Canada  
<http://www.canadian-health-network.ca/customtools/search>

Directory for health issues specific to teens – drugs, alcohol, fitness and nutrition  
[http://directory.google.com/Top/Health/Teen\\_Health](http://directory.google.com/Top/Health/Teen_Health)

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Fitness and Active Living website – links to Canada’s Physical Activity Guide for Older Adults and other fitness sites

<http://www.hc-sc.gc.ca/hppb/fitness>

Health Canada – Canada’s Food Guide to healthy eating, Healthy Eating checklist and scorecard, links to factors affecting diet and nutritional impact on long-term health

<http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/foodguide.html>

Health Canada and Canadian Society for Exercise Physiology website – physical activity guide and quiz  
<http://www.paguide.com>

Health Canada online – index and links to nutrition and healthy living, drug information, jobs, sexuality, smoking, physical activity guide, disease information, home care, educator’s page, WHMIS, trends in health of Canadian youth

<http://www.hc-sc.gc.ca/english/index.htm>

Health Canada site – Population and Health Branch – Cancer Bureau – Facts and information, links

[http://www.hc-sc.gc.ca/hppb/fitness/home\\_family.html#home\\_family](http://www.hc-sc.gc.ca/hppb/fitness/home_family.html#home_family)

Improving fitness and exercise habits

[http://www.hc-sc.gc.ca/hppb/fitness/home\\_family.html#home\\_family](http://www.hc-sc.gc.ca/hppb/fitness/home_family.html#home_family)

Pharmacology information

<http://www.pharmacology2000.com>

Search engine – health topics

<http://directory.google.com/Top/Society/Issues/Drugs>

Catholic Social Teaching – education for justice, current issues and social teaching principals

<http://www.coc.org/coc.est.html>

The Toronto Star newspaper

<http://www.thestar.com>

## **OSS Considerations**

The course is designated as a Technological Education program. Three types of courses offered in Technological Education at the Grade 11 level and are offered as one full course, which comprise a set of expectations that are appropriate for all students. (See *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000* for a description of the different types of secondary school courses.)

Students may use the course as a compulsory credit (one credit from Science [Grade 11 or Grade 12] or Technological Education [Grade 9 –12]), or as an optional credit. This course could be part of a school-work transition program (see *Cooperative Education and Other Forms of Experimental Learning: Policies and Procedures for Ontario Secondary Schools, 2000*).

Students are introduced to theoretical and practical aspects of Health Care technology. The curriculum provides opportunities for students to undertake hands-on practical activities, as well as to conduct research and analysis. There is a wide range of Teaching/Learning Strategies used to accommodate and meet the needs of all students. This course will also address social issues such as anti-discrimination education, equity/social justice issues, career goals/cooperative education, conflict resolution/violence prevention, and community partnerships.

Career exploration throughout all units will be made available to students with specific reference to *Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*.

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## Coded Expectations, Health Care, Grade 11, College Preparation, TPA3C

### Theory and Foundation

#### Overall Expectations

- TFV.01 · demonstrate an understanding of human anatomy, physiology, and medical terminology;
- TFV.02 · explain the relationship between lifestyle choices and personal health;
- TFV.03 · compare conventional and alternative methods of disease prevention and treatment;
- TFV.04 · identify patterns and trends in the health care industry;
- TFV.05 · describe types and functions of instruments, equipment, and materials used in the health care industry.

#### Specific Expectations

##### Human Anatomy, Physiology, and Medical Terminology

- TF1.01 – demonstrate an understanding of human anatomy and physiology, including the functioning of body systems;
- TF1.02 – correctly use basic terminology related to health care.

##### Lifestyle and Personal Health

- TF2.01 – explain the relationship among body systems and how they affect personal health (e.g., not taking in sufficient fluids may lead to digestive or urinary problems);
- TF2.02 – identify relationships between lifestyle and the health of individuals of various ages;
- TF2.03 – describe significant changes in the body during the life cycle;
- TF2.04 – explain how lifestyle choices can have great impact on an individual’s health and well-being (e.g., sleep, dietary and exercise habits, the use of tobacco, alcohol, and other drugs);
- TF2.05 – assess a client’s dietary strengths and weaknesses and make appropriate suggestions regarding client needs in terms of Canada’s Food Guide and the nutritional value of foods;
- TF2.06 – describe the benefits of different types of exercise and how physical fitness programs and equipment can promote health;
- TF2.07 – demonstrate an understanding of factors relating to physical fitness by suggesting ways an exercise regimen could be improved;
- TF2.08 – describe how sexual practices (e.g., unprotected sex) can have an impact on health;
- TF2.09 – identify healthier personal lifestyles for themselves by evaluating their own lifestyle choices and habits;
- TF2.10 – describe the organ donation program and its benefits.

##### Disease Prevention and Treatment

- TF3.01 – describe conventional and alternative (e.g., homeopathic remedies, acupuncture, therapeutic touch) methods of preventing and treating disease;
- TF3.02 – analyse various types of home care available in the community in relation to specific patients’ needs.

##### The Health Care Industry

- TF4.01 – identify and describe patterns and trends in the health care industry based on demographic information and changes in lifestyle;
- TF4.02 – identify and determine the purpose of common instruments, equipment, and materials used for client care in the health care industry.

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## Skills and Processes

### Overall Expectations

- SPV.01** · use correct techniques and skills that meet industry standards in the health care field and explain the rationale for each technique;
- SPV.02** · demonstrate effective communication, interpersonal, and teamwork skills.

### Specific Expectations

#### Professional Techniques and Skills

- SP1.01** – perform proper hand-washing techniques at appropriate times;
- SP1.02** – make beds (unoccupied and occupied) and give bed baths, completing each operation in the correct sequence;
- SP1.03** – demonstrate safe feeding, toileting, turning, lifting, or transferring techniques;
- SP1.04** – weigh a client correctly;
- SP1.05** – describe appropriate techniques for dental and denture care;
- SP1.06** – identify conditions requiring sterile procedures;
- SP1.07** – explain what a decubitus ulcer and a contracture are and describe methods to prevent their occurrence;
- SP1.08** – explain the difference between medical and surgical aseptic procedures;
- SP1.09** – describe body substance precautions and other methods to decrease the spread of infection;
- SP1.10** – explain the four types of vital signs and normal values for each;
- SP1.11** – assess vital signs, such as temperature (e.g., by oral, axillary, and tympanic routes); pulse rate, rhythm, and strength (e.g., by apical and radial routes); respiration rate, rhythm, and depth; and blood pressure;
- SP1.12** – explain how vital signs can be an overall reflection of an individual’s health status;
- SP1.13** – document case studies to produce client profiles;
- SP1.14** – research and report on various health care procedures in nursing, medicine, and dentistry.

#### Communication, Interpersonal, and Teamwork Skills

- SP2.01** – demonstrate effective communication, organization, teamwork, and personal management skills;
- SP2.02** – use appropriate techniques of therapeutic communication;
- SP2.03** – demonstrate effective interviewing skills and an ability to communicate client progress;
- SP2.04** – describe professional decorum that is appropriate to specific health care situations (e.g., discrete handling of situations that might be embarrassing to the patient, treating information provided by patients confidentially);
- SP2.05** – explain how to gather health data and the rules of confidentiality.

## Impact and Consequences

### Overall Expectations

- ICV.01** · describe the role and impact of biotechnology on Canadian society, the environment, and the global economy;
- ICV.02** · describe health and safety procedures and their application to health care;
- ICV.03** · identify educational requirements for careers in health care.

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## **Specific Expectations**

### **Effects of Biotechnology**

**IC1.01** – describe the impact of biotechnology, pharmaceuticals, and health care on the economy, the role of government, and public opinion;

**IC1.02** – explain how the health care industry is changing as a result of recent developments in technology;

**IC1.03** – identify products designed to compensate for changes in the environment (e.g., sunscreen, air filtering systems, water purifiers).

### **Health and Safety Procedures**

**IC2.01** – describe health and safety procedures, such as the use of proper body mechanics (e.g., being careful to bend with the knees instead of the back, having a wide base of support when lifting, or turning the full body instead of twisting the upper half of the body), and their application to health care;

**IC2.02** – identify problems in health care caused by potentially unhealthy or unsafe conditions related to equipment, instruments, or materials;

**IC2.03** – describe safe methods for the handling, storage, and disposal of waste, biohazardous materials and equipment, and outdated medication;

**IC2.04** – operate health care and fitness equipment, tools, and materials safely.

### **Education, Training, and Career Opportunities**

**IC3.01** – identify present health care career opportunities and those anticipated in the near future;

**IC3.02** – identify education or training requirements for careers in health care.

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## Ontario Catholic School Graduate Expectations

The graduate is expected to be:

**A Discerning Believer Formed in the Catholic Faith Community** who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

**An Effective Communicator** who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**A Reflective and Creative Thinker** who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

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**A Self-Directed, Responsible, Life Long Learner** who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

**A Collaborative Contributor** who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

**A Caring Family Member** who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

**A Responsible Citizen** who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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## Unit 3: Lifestyle and Personal Health for Disease Prevention

**Time:** 20 hours

### Unit Description

This unit assists students to make connections between present personal lifestyle choices and future health and longevity. Students make decisions in light of gospel values with an informed moral conscience. Students realize the importance of nutrition, physical fitness and exercise, and the impact of each on their own well-being and the well-being of others. The use of prescription and non-prescription drugs is discussed in the context of life style choices. The Catholic perspective that recognizes human intimacy and sexuality as God given gifts to be used as the creator intended is adhered to.

### Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. Nutrition for Health	300 min	TFV.02, TF2.05, TF2.09 SPV.02, SP2.03, SP2.05 CGE2a,b,c,d,e, CGE3b,c,f, CGE4f,g, CGE5a,g, CGE7i	Knowledge/ Understanding Thinking/Inquiry Communication Application	Research Canada's Food Guide Interview a "client" and assess nutritional strengths and weaknesses according to CFG
2. Exercise and Physical Fitness	300 min	TFV.02, TF2.06, TF2.07, TF2.09 ICV.02, IC2.01, IC2.04 CGE2b,c,d, CGE4h	Knowledge/ Understanding Thinking/Inquiry Communication Application	Plan a self-fitness program
3. Prescription and Non-prescription Drugs	240 min	TFV.02, TF2.02, TF2.04, TF2.09 CGE3d, CGE7a,b,d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Group project on the therapeutic use of prescription drugs and the effects on health of non-prescription drugs
4. Catholic View of Sexual Behaviours and Impact on Health	120 min	TFV.02, TF2.04, TF2.08 CGE3c, CGE6b, CGE7d	Knowledge/ Understanding	Summary paper on Catholic teachings specific to sexual behaviours
5. Self-Assessment of Health Practices, Lifestyle Choices and Impact on Longevity	240 min	TFV.02, TF2.01, TF2.02, TF2.04, TF2.09 CGE1d, CGE2a,b,c,d,e, CGE3b,c,e,f, CGE4a,e,f,g, CGE5a, CGE7d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Self-assessment of lifestyle choices and habits and identification of changes to increase longevity

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## **Activity 1: Nutrition for Health**

**Time:** 300 minutes

### **Description**

Through utilization of research skills, students gain knowledge of preferred nutritional habits and practices according to Health Canada's Guideline to Healthy Eating. Students also enhance their communication practices and interviewing skills by interviewing a client for the purpose of a nutritional assessment. The data collected from the research and the interview enable students to identify healthier nutritional habits for both themselves and the client. Through examination and reflection on one's personal values, abilities, and aspirations influencing life's choices and opportunities, students will reflect on their present habits and identify needed changes that will influence lifestyle choices.

### **Strand(s) & Learning Expectations**

**Strand(s):** Theory and Foundation, Skills and Processes, Impact and Consequences

#### **Ontario Catholic School Graduate Expectations**

CGE2a - listens actively and critically to understand in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3f - examines, evaluates, and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE4f - applies effective communication, decision-making, problem solving, time and resource management skills;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE5a - works effectively as an interdependent team member;

CGE5g - achieves excellence, originality and integrity in one's own work and supports these qualities in the work of others;

CGE7i - respects the environment and uses resources wisely.

#### **Overall Expectations**

TFV.02 - explain the relationship between lifestyle choices and personal health;

SPV.02 - demonstrate effective communication, interpersonal, and teamwork skills.

#### **Specific Expectations**

TF2.05 - assess a client's dietary strengths and weaknesses and make appropriate suggestions regarding client needs in terms of Canada's Food Guide and the nutritional value of food;

TF2.09 - identify healthier personal lifestyles for themselves by evaluating their own lifestyle choices and habits;

SP2.03 - demonstrate effective interviewing skills and an ability to communicate client progress;

SP3.05 - explain how to gather health data and the rules of confidentiality.

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## Prior Knowledge & Skills

The student will have:

- effective interpersonal skills;
- respect for the rights, responsibilities, and contributions of self and others;
- fundamental skills in writing, keyboarding, and research.

## Planning Notes

- The teacher will facilitate access to computers and the Internet.
- The teacher will provide a list of appropriate websites and/or copies of Canada's Food Guide available from Ministry of Health to facilitate effective student research activities.
- The teacher should review copyright laws and review any data, text, or images that students wish to copy or print.
- The teacher may arrange for a nutritionist as a guest speaker.
- The teacher may suggest potential interview clients or may use students as "clients."

## Teaching/Learning Strategies

- The teacher will guide students to Health Canada site to research Guidelines to Healthy Eating and the Canada Food Guide.
- Students will take notes or produce a chart from the Canada Food Guide website.
- The teacher will lead classroom discussion on the application of Guide to Healthy Eating to students' dietary habits.
- Students will develop interview questions to be used in a nutritional assessment of a client. Students may use Healthy Eating Checklist and Scorecard at Health Canada site for assistance.
- The teacher and student will collaborate on the selection of a client to be interviewed. Classmates may be suitable as "clients."
- The teacher will review necessity of confidentiality in gathering health data and assist students to complete Confidentiality Contract in Appendix 3.1.
- Students will be provided with Letter of Introduction and permission slip (Appendix 3.2).
- Students will schedule interview with assigned/selected client.
- Students will conduct nutritional assessment and make appropriate recommendations for change consistent with the Canada Food Guide.
- Students will summarize in writing the data gathered in the interview and their recommendations to the client. Student will present information and ideas clearly and honestly and with sensitivity to the client.
- The teacher will monitor and guide ongoing student progress with the development of the interview questions, the scheduling of the interview and the resultant assessment.

## Assessment & Evaluation of Student Achievement

Using a formative approach the teacher assesses:

- student progress with development of interview questions, scheduling of interview and documentation of data through frequent teacher/student conferencing.

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Using a summative approach:

- each student will submit a word-processed summary of the client’s nutritional information and the recommendations made to the client. The Canada Food Guide may be used as an evaluative standard. The number of servings from all four food groups should adhere to Canada Food Guide recommendations. The completeness of the data collected and the recommendations made to the client indicate Knowledge/Understanding of nutrition and the ability of the student to Communicate and Apply the knowledge learned.
- the teacher may also use a quiz on the contents of the Canada Food Guide.

Assessment Strategies	Assessment Tools	Category
Teacher observation (Diagnostic, Formative)	Teacher/student Conferencing re: progress with interview questions, scheduling of interview and documentation of data	K/U
Performance Assessment (Summative) - word-processed documentation of information gathered in interview and nutritional recommendations made for client.	Canada Food Guide used as an evaluative standard, i.e., all food groups and number of servings in each	K/U, T/I, C, A

### Accommodations

The teacher may provide the following accommodations:

- Be familiar with IEPs and make recommended modifications.
- Provide extra time for completion of the word-processed assignment.
- Use a variety of teaching styles to accommodate learning styles.
- Provide a list of topics where enrichment and challenge is needed.
- Ensure that students understand expectations used for assessment of their work.
- Students may, with permission of the client, audio/video tape the interview.

### Resources

#### Publications

Merki, Mary Bronson and Don Merki. *Health – A Guide to Wellness*. New York, New York: Glencoe Macmillan/McGraw-Hill, 1993. ISBN 0-02-652479-1

Sorrentino, Sheila and Bernie Gorek. *Long Term Care Assistants*. Missouri: Von Hoffman Press, 1999. ISBN 0-323-00709-0. Chapter 18 – Nutrition and Fluids

#### Websites

Health Canada online – index and links to nutrition and healthy living  
<http://www.hc-sc.gc.ca/english/index.htm>

Health Canada – Canada’s Food Guide to healthy eating, Healthy Eating checklist and scorecard, links to factors affecting diet and nutritional impact on long-term health  
<http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/foodguide.html>

Catholic Healthcare West – health risk assessments, health and wellness overviews, links to additional sites  
<http://your.chwhealth.org/centres/wellness.cfm>

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## Appendix 3.1

### Confidentiality Contract

Confidential is defined according to Webster’s dictionary as “spoken or written in confidence – entrusted with secrets.” Information gathered in this interview activity is entrusted to you and must remain private. This could be a legal or moral matter. Should this interview be shared with your class, under no circumstances is information to be shared that could reveal the name (identity) of your client. I have read the confidentiality contract and agree to abide by this agreement.

Date: \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_

TEACHER SIGNATURE \_\_\_\_\_

## Appendix 3.2

### Letter of Introduction and Permission

The students of the Grade 11 Personal Health and Services Program, as part of their learning experiences, have been asked to interview a person in our community to learn about nutrition and assess nutritional habits according to the Canada Food Guide. Your involvement in this assignment is an important and valuable part of the student’s learning and is very much appreciated. The student has developed a list of questions on nutrition to discuss with you. The student has signed a confidentiality contract and will not divulge information in class discussions that would reveal your name.

Please sign below to indicate your consent to a student interview.

SIGNATURE \_\_\_\_\_

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## **Activity 2: Exercise and Physical Fitness**

**Time:** 300 minutes

### **Description**

Students discover the importance of exercise and physical activity to health. Their learning is demonstrated in the development of a fitness plan for themselves, thereby enabling them to participate in leisure and fitness activities for a balanced and healthy lifestyle.

### **Strand(s) & Learning Expectations**

**Strand(s):** Theory and Foundation, Skills and Processes, Impact and Consequences

#### **Ontario Catholic School Graduate Expectations**

CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle.

#### **Overall Expectations**

TFV.02 - explain the relationship between lifestyle choices and health;

ICV.02 - describe health and safety procedures and their application to health care.

#### **Specific Expectations**

TF2.06 - describe the benefits of different types of exercise and how physical fitness programs and equipment can promote health;

TF2.07 - demonstrate an understanding of factors relating to physical fitness by suggesting ways an exercise regimen could be improved;

TF2.09 - identify healthier personal lifestyles for themselves by evaluating their own lifestyle choices and habits;

IC2.01 - describe health and safety procedures such as the use of proper body mechanics (e.g. being careful to bend with the knees instead of the back, having a wide base of support when lifting, or turning the full body instead of twisting the upper half of the body), and their application to health care;

IC2.04 - operate health care and fitness equipment, tools and materials safely.

### **Prior Knowledge & Skills**

The student will have:

- fundamental skills in writing, keyboarding, and research;
- knowledge from Unit 2 - Anatomy and Physiology;
- related Science topics from Grade 10.

### **Planning Notes**

- The teacher may invite a fitness expert or a physiotherapist as a guest speaker
- The teacher may wish to collaborate with the physical education department for equipment and facilities.
- The teacher may plan a field trip to a fitness centre.
- The teacher may supply a tape player or a CD player

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## Teaching/Learning Strategies

- The teacher may wish to review the Health Canada and Canadian Society for Exercise Physiology website (see Resources).
- The teacher may direct the students to the above site for information on physical activity.
- The teacher will guide classroom discussion on types of exercises and benefits of physical activity.
- The teacher will encourage student participation in physical activity by asking students or a group of students to demonstrate one fitness exercise and/or lead classmates in a fitness exercise. The teacher may assign each student a specific part of the body to focus on, e.g., arms, legs, or abdomen to ensure a variety of exercise presentations.
- Music enhances this activity therefore students may select an appropriate music selection for this activity.
- Students will evaluate their own exercise habits and write a specific plan to improve their fitness level.
- The teacher will discuss potential avenues to obtain information relevant to students' task.
- Students will participate in discussion of the benefits of physical activity and reflect on their own fitness status and exercise habits.
- The teacher may wish to take students to a local fitness centre to observe various types of equipment for specific fitness needs.
- The teacher encourages participation in leisure and fitness activities for a balanced and healthy lifestyle.

## Assessment & Evaluation of Student Achievement

Using a formative approach, the teacher assesses:

- student's ongoing work on specific fitness plan through frequent teacher/student conferencing

Using a summative approach the teacher assesses:

- student presentation of one exercise that is beneficial to health, focused on the prescribed body part and age-appropriate. See the chart below for the three criteria used to obtain a satisfactory evaluation;
- the individual students' written (word-processed) assessment of their own fitness level and their plan to improve physical activity. See Rubric for Assessment of Fitness Plan (Appendix 3.2.1).

Assessment Strategies	Assessment Tools	Category
Teacher observation (Diagnostic, Formative)	Teacher/student conferencing re: progress with assignment	K/U
Performance Assessment (Summative) - student demonstration of one exercise	- criteria: 1) beneficial to health 2) focused on prescribed (pre-assigned) body part 3) age-appropriate Sample rubric for assessment of Fitness Plan Appendix 3.2.1	K/U, T/I, C, A

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## Accommodations

The teacher may make the following accommodations:

- Be familiar with IEPs and make recommended modifications.
- Make suggestions and comments about ongoing work.
- Establish a timeline and allow extra time for completion.
- Allow students to describe exercise to classmates, if unable to demonstrate.
- Allow students to do exercise demonstrations in groups of three or four students.
- Allow students to show a video tape of the specific exercise.

## Resources

### Publications

Merki, Mary Bronson and Don Merki. *Health – A Guide to Wellness*. New York, New York: Glencoe Macmillan/McGraw-Hill, 1993. ISBN 0-02-652479-1. (Chapter 17 Fitness and Your Health and Chapter 18 Getting Fit and Staying Fit)

Sorrentino, Sheila and Bernie Gorek. *Long Term Care Assistants*. Missouri: Von Hoffman Press, 1999. ISBN 0-323-00709-0. (Chapter 19)

### Websites

Fitness and Active Living website – links to Canada’s Physical Activity Guide for Older Adults and other fitness sites

<http://www.hc-sc.gc.ca/hppb/fitness/>

Suggestions for improving fitness and exercise habits

[http://www.hc-sc.gc.ca/hppb/fitness/home\\_family.html#home\\_family](http://www.hc-sc.gc.ca/hppb/fitness/home_family.html#home_family)

Health Canada and Canadian Society for Exercise Physiology website – physical activity guide and quiz

<http://www.paguide.com/>

## Appendix 3.2.1

### Rubric for Assessment of Fitness Plan

Categories	Level 1 (50 - 59%)	Level 2 (60 - 69%)	Level 3 (70 - 79%)	Level 4 (80 - 100%)
<b>Knowledge/ Understanding</b> TF2.06, TF2.07	- demonstrates limited knowledge and understanding of physical activity and fitness facts and terminology	- demonstrates some knowledge and understanding of physical activity and fitness facts and terminology	- demonstrates considerable knowledge and understanding of physical activity and fitness facts and terminology	- demonstrates thorough knowledge and understanding of physical activity and fitness facts and terminology
<b>Thinking/ Inquiry</b> TF2.09	- uses thinking skills with limited effectiveness	- uses thinking skills with moderate effectiveness	- uses thinking skills with considerable effectiveness	- uses thinking skills with a high degree of effectiveness
<b>Communication</b> IC2.01, TF2.06 CGE 2b, 2c, 2d	- communicates information with limited clarity	- communicates information with moderate clarity	- communicates information with considerable clarity	- communicates information with a high degree of clarity, and with confidence
<b>Application</b> TF2.01, IC2.04	- transfers concepts of physical activity and fitness to self plan with limited effectiveness	- transfers concepts of physical activity and fitness to self plan with moderate effectiveness	- transfers concepts of physical activity and fitness to self plan with considerable effectiveness	- transfers concepts of physical activity and fitness to self plan with a high degree of effectiveness

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

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## Activity 3: Prescription and Non-prescription Drugs

**Time:** 240 minutes

### Description

Through the use of research and presentation skills, students learn about the therapeutic use of prescription drugs and the impact on health of the use of non-prescription substances such as alcohol, tobacco, and other drugs. Students expand their teamwork skills and communication skills through group projects and presentations while learning about the relationship between lifestyle choices and personal and societal health. Through examination of personal values, abilities, and aspirations influencing life's choices and opportunities, students reflect on present habits and realize the impact of today's choices on tomorrow's health.

### Strand(s) & Learning Expectations

**Strand(s):** Theory and Foundation, Skills and Processes, Impact and Consequences

#### Ontario Catholic School Graduate Expectations

CGE3d - makes decisions in light of gospel values with an informed moral conscience;

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7b - accepts accountability for one's own actions;

CGE7d - promotes the sacredness of life.

#### Overall Expectations

TFV.02 - explain the relationship between lifestyle choices and personal health.

#### Specific Expectations

TF2.02 - identify relationships between lifestyle and the health of individuals of various ages;

TF2.04 - explain how lifestyle choices can have great impact on an individual's health and well-being (e.g. sleep, dietary and exercise habits, the use of tobacco, alcohol and other drugs);

TF2.09 - identify healthier personal lifestyles for themselves by evaluating their own lifestyle choices and habits.

### Prior Knowledge & Skills

The student will have:

- effective interpersonal and group work skills;
- respect for the rights, responsibilities and contributions of self and others;
- fundamental skills in writing, keyboarding, research, and oral presentations.

### Planning Notes

- The teacher will arrange access to computers and the Internet.
- To facilitate effective student research skills, the teacher will provide a list of suggested websites listed in resources at the end of this activity.
- The teacher may arrange a guest speaker (pharmacist, pharmacy assistant, physician, registered nurse) to present a lesson on the therapeutic effects and pharmacodynamics of prescription medications.
- In lieu of the above guest speaker, the teacher may plan a lesson on prescription medicines. Suggested resources from resource list are *Health – A Guide to Wellness* text, Chapter 21: Understanding Medicines, or website [pharmacology2000.com](http://pharmacology2000.com).
- The teacher may arrange for a guest speaker from the Addiction Foundation, Alcoholics Anonymous and/or the Lung Association to speak about substance abuse and the impact on health.

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## Teaching/Learning Strategies

- The teacher and/or guest speaker will begin activity with introduction to prescription and non-prescription drugs.
- Following the introduction, students should be divided into working teams of three or four students to research the following suggested topics (one per team): tobacco and its effect on health; alcohol and its effect on health; illegal drugs and their effect on health; herbal additives and their effect on health; or safety and the avoidance of chemical interactions between prescription medications and herbal additives.
- The teacher may guide students to websites listed in resource list.
- Each team will develop a written presentation on the specific topic chosen.
- Each team will share their findings/work with their classmates in the form of a presentation and entertain questions in a discussion.
- The teacher should guide discussions to identify healthier personal lifestyle choices and habits and encourage students to act morally and legally as persons formed in the Catholic traditions.
- Students will reflect on their own choices and habits and identify needed changes.
- The teacher or student may use electronic presentation devices/software.

## Assessment & Evaluation of Student Achievement

Using a formative approach the teacher assesses:

- student teams ongoing progress on researching specified topic through frequent teacher/student conferencing.

Using a summative approach the teacher assesses:

- each team's presentation. The rubric for oral presentations may be used (Appendix 3.3.1);
- a quiz based on the guest speaker's presentation.

Assessment Strategies	Assessment Tools	Category
Teacher observation (Diagnostic, Formative)	Teacher/student conferencing re: progress with research and presentation	K/U
Performance Assessment - team presentation to class on pre-selected topic	Sample rubric for Oral Presentation Appendix 3.3.1	K/U, T/I, C, A

## Accommodations

The teacher may make the following accommodations:

- Consider student IEPs.
- Make suggestions and comments about ongoing work.
- Establish a timeline and allow extra time for completion.
- Provide a list of topics to assist with research projects.
- Ensure that students understand expectations for this activity and the criteria for evaluation (Appendix 3.3.1).

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## Resources

### Publications

Merki, Mary Bronson and Don Merki. *Health – A Guide to Wellness*. New York, New York: Glencoe Macmillan/McGraw-Hill, 1993. ISBN 0-02-652479-1. (Chapter 21: Understanding Medications, Chapter 22: Tobacco, Chapter 23: Alcohol, Chapter 24: Illegal Drugs)

### Websites

Catholic Healthcare West – health risk assessments, links to other sites  
<http://your.chwhealth.org/centers>

Learning about pharmacodynamics and prescription medications  
<http://www.pharmacology2000.com>

Directory of various sites and readings on drugs and health  
<http://directory.google.com/Top/Society/Issues/Drugs/>

Facts and information about substance abuse – includes tobacco, alcohol and drugs  
[http://directory.google.com/Top/Health/Substance\\_Abuse/](http://directory.google.com/Top/Health/Substance_Abuse/)

Directory for drugs, alcohol, acne, conditions and disease, sexuality, fitness and nutrition, articles specific to teen  
[http://directory.google.com/Top/Health/Teen\\_Health/](http://directory.google.com/Top/Health/Teen_Health/)

## Appendix 3.3.1

### Rubric for Evaluation of Oral Presentations

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Introduction <b>Knowledge/ Understanding Communication</b>	- limited effectiveness opening and/or closing	- somewhat effective opening and/or closing	- effective opening and closing	- masterful opening and closing
Content <b>Knowledge/ Understanding Thinking/Inquiry Communication Application</b>	- development of one or more parts of the presentation	- some development of the parts of the presentation	- development of most parts of the presentation	- masterful development of all the parts of the presentation
Presentation Summary <b>Thinking/Inquiry</b>	- coherent sequence of ideas is not clearly discernible	- some coherence in sequencing of ideas	- coherent sequencing of ideas	- very coherent sequencing of ideas
Verbal <b>Communication</b>	- presents in a low monotone manner	- presents with some variety in intonation and acceptable voice clarity	- presents with considerable variety in intonation, speaking clearly, and pausing effectively	- presents with a high degree of varied intonation, speaking clearly, and pausing effectively
Non-verbal <b>Communication</b>	- demonstrates limited awareness of effect of body language	- demonstrates some awareness of effect of body language	- demonstrates control of body language	- demonstrates sophisticated control of body language
Quality of Content <b>Knowledge/ Understanding Thinking/Inquiry Communication Application</b>	- communicates understanding of few aspects of the researched topic  - answers class questions in a limited manner	- communicates some understanding of the researched topic  - answers concrete class questions and/or replies with some effectiveness	- communicates a thorough understanding of the researched topic  - answers most concrete and abstract questions effectively	- communicates a thorough and insightful understanding of the researched topic  - answers all concrete and abstract class questions effectively

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

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## **Activity 4: Catholic View of Sexual Behaviours and Impact on Health**

**Time:** 120 minutes

### **Description**

Students draw on prior knowledge from health and religious education to discuss sexual behaviours in light of our Catholic traditions and teachings and to view these sexual behaviours as a lifestyle choice affecting future health and well-being. Students recognize human intimacy and sexuality as God given gifts, to be used as the creator intended, and that lifestyle choices affect future healthy well being. Students are taught the truth of God's revelation about the dignity of the human person and the meaning of human sexuality. Students enhance their communication and analytical skills through the development of a summary paper on the topic.

### **Strand(s) & Learning Expectations**

**Strand(s):** Theory and Foundation, Skills and Processes, Impact and Consequences

#### **Ontario Catholic School Graduate Expectations**

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE7d - promotes the sacredness of life.

#### **Overall Expectations**

TFV.02 - explain the relationship between lifestyle choices and personal health.

#### **Specific Expectations**

TF2.04 - explain how lifestyle choices can have great impact on an individual's health and well-being (e.g. sleep, dietary and exercise habits, the use of tobacco, alcohol and other drugs);

TF2.08 - describe how sexual behaviours (e.g. unprotected sex) can have an impact on health.

### **Prior Knowledge & Skills**

- fundamental skills in research, writing, and keyboarding;
- health education classes;
- religious education classes;
- parental/family values and mores;
- Catholic Course Profile Grade 9 Support Documents pertaining to sexuality.

### **Planning Notes**

- The teacher will arrange access to computers.
- The teacher may arrange a guest speaker to conduct an interactive session with students on sexual behaviours in light of our Catholic traditions and teachings. The guest speaker may be a Catholic health care worker, a religion consultant or a religion teacher.
- The session should include discussion of sexual behaviours as a lifestyle choice impacting on future health.
- The teacher may wish to collaborate with the religion and/or physical education department on this activity.

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## Teaching/Learning Strategies

- Students will participate in the discussion with the guest speaker.
- The teacher/guest speaker will guide discussion to focus on 1) sexual behaviours as a lifestyle choice impacting on health and longevity and 2) Catholic teachings specific to sexual behaviours.
- Students will summarize the above topics in a 2-3 page word processed discussion paper, including the specific impact of sexual behaviours on health and recommendations to maintain health.

## Assessment & Evaluation of Student Achievement

Using a formative approach the teacher assesses:

- student ongoing progress with summary paper through frequent teacher/student conferencing.

Using a summative approach the teacher assesses:

- the student's individual word-processed summary paper. (See Rubric for Assessment of Summary Paper, Appendix 3.4.1.)

Assessment Strategies	Assessment Tools	Category
Teacher observation (Diagnostic, Formative)	Teacher/student conferencing e: progress with summary paper	K/U
Performance Evaluation (Summative) - individual summary paper relating Catholic teachings, sexual behaviour and impact on health.	Sample rubric for assessment of Summary Paper Appendix 3.4.1	K/U

## Accommodations

The teacher may make the following accommodations:

- Consider student IEPs.
- Make suggestions and comments about ongoing work.
- Adjust length of paper.
- Provide a list of topics for research activities.
- Ensure that students understand expectations for this activity and expectations used to assess their work.

## Resources

### Publications

Merki, Mary Bronson and Don Merki. *Health – A Guide to Wellness*. New York, New York: Glencoe Macmillan/McGraw-Hill, 1993. ISBN 0-02-652479-1. (Chapter 6: Your Relationships with Others, Chapter 27: Sexually Transmitted Diseases. Catholic Course Profile – Grade 9 – Support Document/Sexuality)

### Websites

Directory – includes articles on sexuality  
[http://directory.google.com/Top/Health/Teen\\_Health/](http://directory.google.com/Top/Health/Teen_Health/)

## Appendix 3.4.1

### Rubric Evaluation for Summary Paper on Catholic Teachings and Sexual Behaviours

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> CGE 6b, 7d	- demonstrates limited understanding of Catholic teachings specific to sexual behaviour	- demonstrates some understanding of Catholic teachings specific to sexual behaviour	- demonstrates considerable understanding of Catholic teachings specific to sexual behaviour	- demonstrates thorough and insightful understanding of Catholic teachings specific to sexual behaviour
<b>Thinking/ Inquiry</b> CGE 3c	- uses thinking skills with limited effectiveness	- uses thinking skills with moderate effectiveness	- uses thinking skills with considerable effectiveness	- uses thinking skills with a high degree of effectiveness
<b>Communication</b> TFV.02	- communicates in writing with limited effectiveness  - coherent flow of ideas is limited	- communicates in writing with some effectiveness  - some coherence in flow of ideas	- communicates in writing with considerable effectiveness  - coherent flow of ideas	- communicates in writing with a high degree of effectiveness  - thorough flow of ideas
<b>Application</b> TF2.08	- makes connections between Catholic teachings, sexual behaviour, and impact on health with limited effectiveness	- makes connections between Catholic teachings, sexual behaviour, and impact on health with moderate effectiveness	- makes connections between Catholic social teachings, sexual behaviour, and impact on health with considerable effectiveness	- makes connections between Catholic teachings, sexual behaviour, and impact on health with a high degree of effectiveness

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

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## **Activity 5: Self-Assessment of Health Practices, Lifestyle Choices, and Impact on Longevity**

**Time:** 240 minutes

### **Description**

Through utilization of research skills, writing skills, and reflection, students will do a self-assessment of their lifestyle choices and habits. Students will apply knowledge learned in the previous four activities. Through examination and reflection on one's personal and family values, abilities, and aspirations influencing life's choices and opportunities, the student will identify needed changes and develop realistic goals.

### **Strand(s) & Learning Expectations**

**Strand(s):** Theory and Foundation, Skills and Processes, Impact and Consequences

#### **Ontario Catholic School Graduate Expectations**

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2b - reads, understands, and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4e - sets appropriate goals and priorities in school, work and personal life;

CGE4f - applies effective communication, decision-making, problem solving, time and resource management skills;

CGE4g - participates in leisure and fitness activities for a balanced and healthy lifestyle;

CGE5a - works effectively as an interdependent team member;

CGE7d - promotes the sacredness of life.

#### **Overall Expectations**

TFV.02 - explain the relationship between lifestyle choices and personal health.

#### **Specific Expectations**

TF2.01 - explain the relationship among body systems and how they affect personal health (e.g. not taking in sufficient fluids may lead to digestive or urinary problems);

TF2.02 - identify relationships between lifestyle and the health of individuals of various ages;

TF2.04 - explain how lifestyle choices can have great impact on an individual's health and well-being (e.g. sleep, dietary and exercise habits, the use of tobacco, alcohol and other drugs);

TF2.09 - identify healthier personal lifestyles for themselves by evaluating their own lifestyle choices and habits.

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## Prior Knowledge & Skills

The student will have:

- fundamental skills in research, writing, keyboarding, and self-reflection;
- knowledge from previous four Activities in this Unit.

## Planning Notes

- The teacher will facilitate access to computers and the Internet.
- Many professional and community health organizations have various types of health appraisals/self-assessment tools available. The teacher may wish to contact these organizations for copies or assign students to this task. Health risk assessment or self-inventory tools are also available in two of the listed resources: *Health – A Guide to Wellness* text (Chapter 1, p. 22), and also at the website Catholic Healthcare West (free log-in as a new user). The teacher may wish students to develop their own wellness self inventory. Sample assessment questions are included in Appendix 3.5.2.
- The teacher should review copyright laws and review any data, text or images that students may wish to copy or print.
- To facilitate student work, the teacher may provide to students the resource list at end of this activity.

## Teaching/Learning Strategies

- Introduce this activity as a summary of the knowledge gained in the previous activities and an application of this new knowledge to improve own habits and health.
- Have students track their lifestyles for one week. Ask them to list two or three positive behaviours and two or three negative behaviours (positive or negative towards health and wellness) that they took part in each day. Summarize alternatives to the negative behaviours.
- Students may design a health-behaviour contract. Include signature, date of commitment, topic of the health area, a specific goal and plan and leave space for students to record progress to improve their lifestyle.
- Students will obtain tool(s) for self-assessment of lifestyle choices for physical, mental, and social health either from above resources or through self-development (possibly a class activity).
- Students will complete a self-assessment.
- The teacher should emphasize the need for honesty in self-assessment to guarantee an accurate view of one's health.
- Upon completion of the self-assessment the students identify, in writing, the needed areas for change in their individual practices to enhance wellness and develop a realistic goal for such changes.
- The teacher will assist and monitor ongoing progress with the completion of the self-assessment and with the development of a realistic goal.

## Assessment & Evaluation of Student Achievement

Using a formative approach the teacher assesses:

- individual ongoing progress with the assignment through frequent student/teacher conferencing.

Using a summative approach the teacher assesses:

- the individual student's completed self-assessment of health practices, and written goal(s) to make needed changes. (See Rubric for Evaluation of Health Self-Assessment, identification of needed changes and goal statement(s) Appendix 3.5.1.).

Assessment Strategies	Assessment Tools	Category
Teacher Observation (Diagnostic, Formative)	Teacher/student conferencing re: ongoing progress with self-assessment.	K/U
Performance Assessment (Summative) - individual self-assessment of physical, mental and social health practices and written goal(s) to make needed changes.	Sample rubric for evaluation of self-health assessment, identification of needed changes and goal statements (Appendix 3.5.1)	K/U, T/I, C, A

### Accommodations

The teacher may provide the following accommodations:

- Consider student IEPs.
- Allow extra time for completion of assignment.
- Provide a list of topics where challenge is needed, e.g., student may complete assessment of lifestyle choices for health on a member of the community in a different age group (child or elderly client).
- Consider individual peer tutoring to assist with ongoing completion of the assignment.

### Resources

#### Publications

Merki, Mary Bronson and Don Merki. *Health – A Guide to Wellness*. New York, New York: Glencoe Macmillan/McGraw-Hill, 1993. ISBN 0-02-652479-1. (Chapter 1, p. 22)

#### Websites

Catholic Healthcare West – directory to health risk assessments, log in as a new user  
<http://your.chwhealth.org/home/home.cfm>

## Appendix 3.5.1

### Rubric for Evaluation of Health Self-Assessment, Identification of Needed Change and Goal Statement

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<b>Knowledge/ Understanding</b> Health Self- Assessment	- demonstrates limited understanding of health self-assessment	- demonstrates some understanding of health self-assessment	- demonstrates considerable understanding of health self-assessment	- demonstrates thorough and insightful understanding of health self-assessment
<b>Thinking/ Inquiry</b> Develop personal plan	- uses thinking skills with limited effectiveness to develop personal goal for improvement	- uses thinking skills with moderate effectiveness to develop personal goal for improvement	- uses thinking skills with considerable effectiveness to develop personal goal for improvement	- uses thinking skills with a high degree of effectiveness to develop personal goal for improvement
<b>Communication</b> TFV.02, TF2.01, TF2.04	- communicates in writing with limited effectiveness	- communicates in writing with some effectiveness	- communicates in writing with considerable effectiveness	- communicates in writing with a high degree of effectiveness
<b>Application</b> Improves personal practices	- makes connections between results of personal assessment and impact on health with limited effectiveness	- makes connections between results of personal assessment and impact on health with moderate effectiveness	- makes connections between results of personal assessment and impact on health with considerable effectiveness	- makes connections between results of personal assessment and impact on health with a high degree of effectiveness

**Note:** A student whose achievement level is below level 1 (50%) has not met the expectations for this assignment or activity.

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## Appendix 3.5.2

### Sample Assessment Questions

(All answers should be “yes”)

1. Do I avoid sitting or standing near people who are smoking?
2. Do I avoid long exposure to dust, fumes, and industrial chemicals?
3. Do I refrain from smoking?
4. Do I avoid eating fatty foods?
5. Do I limit the amount of fat in my diet?
6. Do I eat a healthy breakfast every morning?
7. Do I use sunblock lotion?
8. Do I exercise at least three times a week?
9. Do I eat foods high in fibre?
10. Do I eat fruits and vegetables every day?
11. When I get upset, do I take some action to relax?
12. Is my weight within normal limits?
13. Do I get enough sleep and rest?
14. Do I share my feelings appropriately with others?
15. Have I been immunized against communicable diseases?
16. Do I practise regular and proper hygiene?
17. Do I get regular medical checkups?
18. Do I wear a seatbelt?
19. Do I obey the rules of the road while driving?
20. Do I avoid non-prescription drugs?
21. Do I like myself and feel good about the decisions I make?