

 <p>OTTAWA CATHOLIC SCHOOL BOARD</p>	<p><b>Grade 11 Health Care TPJ3C</b></p>	<p>Inspired Education. Inspiring Students.</p>
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**Teacher:** \*\*Teacher Name\*\*

**Prerequisite Course:** None

**Description and Overall Expectations:** This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including health care terminology and the anatomical features and physiology of some major body systems. Students will develop an awareness of health and safety issues in the health care field, environmental and societal issues related to health care, professional practice standards, and career opportunities in the field.

**Health Care Fundamentals:** demonstrate an understanding of health care terminology and its correct usage; demonstrate a basic understanding of human anatomy and physiology; demonstrate a basic understanding of homeostasis and its relationship to personal health; describe the relationship between lifestyle choices and personal health and well-being; compare conventional and complementary methods of disease prevention and treatment.

**Health Care Skills:** use health care instruments, equipment, and materials safely and correctly; demonstrate the ability to use vital signs to determine a client's health status; demonstrate the ability to apply health care skills and techniques safely and to industry standards; demonstrate the ability to apply a variety of techniques for communicating with clients and collecting client information.

**Health Care, the Environment, and Society:** describe the impact of health care industry activities on the environment and identify ways of minimizing their harmful consequences; describe the impact of current social patterns and trends on personal health and the delivery of health care.

**Professional Practice and Career Opportunities:** demonstrate an understanding of and comply with safe working practices and the laws and regulations governing the health and safety of workers in the health care industry; demonstrate an understanding of legal and ethical standards governing the practice of health care; describe career opportunities in the health care field and related educational requirements.

**Course Resources:** Key resource(s) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.

**Catholic Graduate Expectations:** Our goal for all students is to experience an education based on our Catholic Graduate Expectations. (<http://www.iceont.ca>) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

**Assessment, Evaluation and Reporting:** The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

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|---------------------|--|
| 1. Responsibility   | fulfills responsibilities and commitments ( <i>e.g. accepts and acts on feedback</i> )     |
| 2. Organization     | manages time to complete tasks and achieve goals ( <i>e.g. meets goals, on time</i> )      |
| 3. Independent work | uses class time appropriately to complete tasks ( <i>e.g. monitors own learning</i> )      |
| 4. Collaboration    | works with others, promotes critical thinking ( <i>e.g. provides feedback to peers</i> )   |
| 5. Initiative       | demonstrates curiosity and an interest in learning ( <i>e.g. sets high goals</i> )         |
| 6. Self-Regulation  | sets goals, monitors progress towards achieving goals ( <i>e.g. sets, reflects goals</i> ) |

Group work supports collaboration, an important 21<sup>st</sup> century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

#### **Mark Breakdown:**

Term Work (70%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In Health Care TPJ3C, the summative evaluation will consist of a rich summative assessment task (30%).

**Awarding of Course Credit:** Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation (exam and/or end of year summative task) will not earn their credit regardless of their mark.

#### **Student and Parent/Guardian Acknowledgement**

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): \_\_\_\_\_ Student's Signature: \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_