

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Fabrication Studies strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and courses will be offered in a particular school, and will combine 1-credit CTS courses into multiple-credit CTS offerings.

Each 1-credit course was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each course.

A multiple-credit CTS offering will usually consist of 1-credit courses primarily from the same strand but, where appropriate, may include courses from other CTS strands. Refer to the *Guide to Education: ECS to Grade 12* (Appendix 1) for more information on course names and course codes.

Course selection and sequencing should consider:

- prerequisite(s)
- supporting course(s) (other CTS courses that may enhance the learning opportunity if offered with the course)
- course parameters
 - instructional qualifications, if specialized
 - equipment and facility requirements, if specialized.

The course parameters are defined in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select courses that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and within each 1-credit course.

Assessment of student achievement on the basic competencies, is integrated throughout the other general outcomes. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the course. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each general outcome has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each general outcome and the student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a course qualifies the student for 1 credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Refer to Section I (Learning Resource Guide) to obtain directions for accessing up-to-date information about learning resources that have been identified to support the delivery of CTS courses in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected courses and include the following components:

- Why take this course?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following courses in Community Health:

- CMH1050: Child Development
- CMH3140: Perspectives on Marriage
- CMH3090: Nervous/Endocrine Systems

PLANNING FOR COMMUNITY HEALTH

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Community Health strand.

Sensitive Issues

Modules and concepts developed in this strand must be dealt with in a sensitive manner. Concepts such as family history, cultural diversities, sexuality, dealing with emergency, loss and personal contact in caregiving must be treated with care. Teachers will need to be sensitive and respectful of family and community values. Parents must be advised prior to the start of human sexuality instruction of their right to exempt their child from the module. Accessing school or community trained personnel or offering alternative assignments may assist the teacher in presenting these topics.

Teachers and administrators should also review provincial and system policies related to sensitive issues. The following modules contain topics that can be particularly sensitive: CMH1010, CMH1080, CMH2010, CMH2020, CMH2090, CMH2110, CMH3010, CMH3020, CMH3030, CMH3040, CMH3050 and CMH3060.

Related Legislation

The health and safety of students and teachers is protected by law. Instructors of Community Health must be aware of the issues addressed in the *Occupational Health and Safety Act* and *Emergency Medical Aid Act* as well as other provincial and federal health legislation related to this strand. In the module Perspectives on Health CMH1080, students study the legislation related to health services, first aid and day care.

In Health and Safety in Day Care 2, CMH3050, students examine the Day Care Regulations that have been developed to ensure the safety and well-being of children and staff.

First Aid instructors must make students aware of the legislation regulating emergency medical services.

Health and Safety

Health promotion and illness/injury prevention are integral concepts integrated throughout the Community Health strand. Instructors should make every effort to provide a safe and healthy environment for their students. Instructors must also teach the skills necessary to ensure the health and safety of the student as a caregiver. Safety precautions include gloves, goggles, masks, gowns, hand-washing, first-aid procedures and appropriate body mechanics.

For additional information on health and safety standards in CTS, refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 13).

Qualifications for Module Delivery

Responsibility for instructional planning and delivery of modules in Community Health will be assumed by Alberta certified teachers having appropriate interest and background in family studies and health services. The following chart outlines additional qualifications for module delivery in selected Community Health modules.

MODULE	QUALIFICATIONS FOR MODULE DELIVERY	
	Recommended	Required
CMH1040 Caring for Children	Standard First Aid Certificate	
CMH2060 Home Care 2	Home care skill training	
CMH2070 Sensory Challenges		American Sign Language or Braille
CMH2120 First Aid/CPR		First Aid/CPR Instructor
CMH2130 Sports First Aid 1	Athletic First Aid Certificate	
CMH3060 Home Care 3		Home care skill training
CMH3120 First Aid/CPR for Children		First Aid/CPR Instructor with a child care instructor designation

Refer to specific module parameters for information regarding qualifications for module delivery and to the credentialing opportunities chart shown in Section H. It should be noted that in modules that require special instructional qualifications, instructors may be accessed from the community or other school resource personnel.

Selecting Modules

Course planning should take into consideration module sequences that link with both physical and human resources present in the school and community.

The scope and sequence chart in Section B provides an overview of the Community Health modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).

Community Health for Junior High School Students

The introductory level modules may be offered in part or in whole at the junior high level. As each school and community will vary in terms of available resources, it is important to access potential support networks prior to selecting module sequences.

The number of modules will vary according to the time available. Modules may be combined into courses and offered within a school year or over a span of a few years. Junior high students may not complete all the learner expectations in all the modules.

Suggested module selection for junior high schools would be:

- | |
|---|
| <ul style="list-style-type: none"> • Caring for Children • Child Development • Family Dynamics |
|---|

In addition, these modules could be combined with introductory modules from Foods, Fashion Studies and/or Financial Management.

Where appropriate, junior high school students may also take intermediate level modules.

Community Health for Senior High School Students

All introductory, intermediate and advanced modules may be offered to senior high students.

Depending on the interest and intent of the students, modules in Community Health may be clustered in a variety of ways. Students with a general interest in the strand may wish to sample modules from the various themes, while those with specific interest may focus on modules related to family studies or health services.

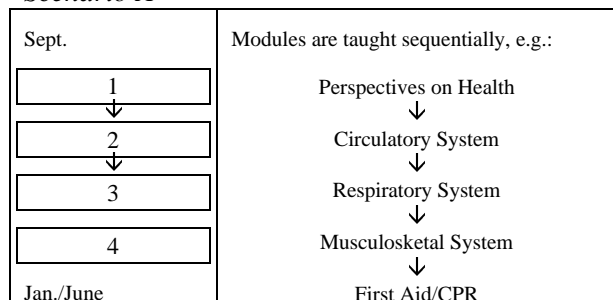
As in all CTS strands, students will identify, explore and prepare for future career opportunities. It is recommended that course planning include the integration of relevant career investigations throughout each modules, rather than in a singular or isolated study. Career profiles, interviews and job shadowing will acquaint students with the many technical and professional careers associated with Community Health.

Students intending to continue their studies in a post-secondary institution should be aware of the post-secondary linkages referred to in Section H.

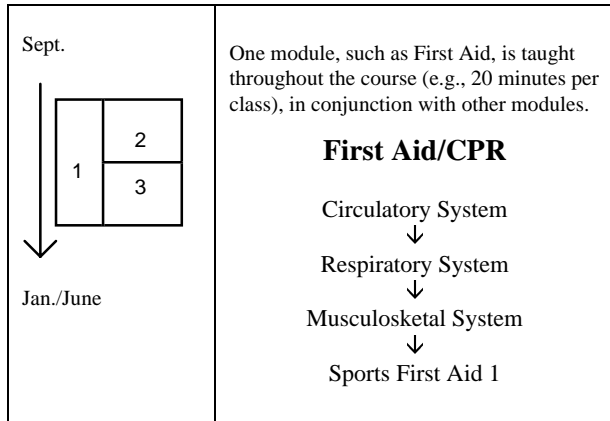
Module Blocking and Sequencing

Modules can be delivered sequentially, concurrently or combined as 3-, 5- or 6-credit courses as outlined below:

Scenario A

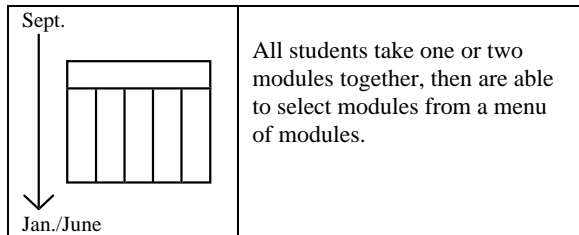


Scenario B

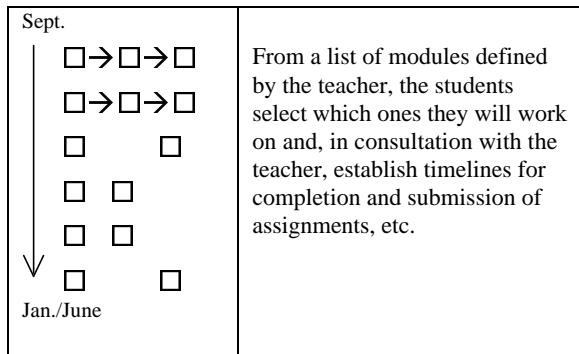


Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



Scenario D



Organizing for Learning

Plans for instruction must address social, economic and environmental perspectives related to the family and health. Provide opportunities for students to become involved in learning experiences that reflect a broad understanding of related issues and alternatives. Presentations of course content that reflect a singular or narrow view are not consistent with learner expectations and must be avoided.

A “learn by doing” approach is recommended for the Community Health strand. Essentially, the teacher’s role will become that of guide and partner in the learning process. The “learn by doing” approach requires the teacher to be facilitator and coach, rather than subject-based expert, as students actively participate in learning by doing and discovering.

Small group instruction is a good way to foster learning by doing and discovering. Small groups enable students to be active participants in learning, and develop independent and responsible learning habits. As students work in small group situations they will share information, solve problems, develop consensus, and help each other learn content and processes.

Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for additional teaching strategies.

Community Resources

The community is a major stakeholder in education and can be an effective partner in the learning process. The use of community members and resources should be integrated into course planning. Business, industry and government agencies offer a wide range of services and resources, as do local clubs, service groups and institutions. When planning for the use of community resources, teachers should ensure that related presentations and/or activities:

- are consistent with student knowledge and skill levels
- demonstrate sound pedagogy
- are exemplary of approved health and safety standards
- provide a balanced approach to curriculum topics and related issues.

Addressing Safety in Off-campus Excursions

Field excursions are recommended and should be an important part of teaching and learning throughout the Community Health strand. Safety must be a prime consideration in planning off-

campus learning experiences. Both teachers and students should engage in activities commensurate with their level of training and ability. Adequate instructional support, guidance and supervision must be provided at all times. Local jurisdiction and school policies must be understood and observed by principals, teachers, parents, supervisors and students.

Preparation and Risk Anticipation

The preparation stage is the most important part of any off-campus excursion. At this stage of planning, potential risks can be anticipated and either avoided or moderated. The preparation stage should focus attention on:

- trip administration, including the use of parental permission forms, health information forms, school/system authorization forms and accident report forms
- a review of laws and regulations relevant to the excursion and activities that will be undertaken
- study of the site to which the trip is being conducted, and the identification of potential hazards and risks
- determination of group size and the level of supervision that will be required (e.g., supervisor/student ratio)
- a briefing of parents, school administrators, government/industry authorities or others who should be informed in the event of an accident regarding itineraries, participants and emergency response plans
- pre-trip logistics, including transportation, equipment, facility and departure date considerations
- student preparation, including background knowledge and experience, mental and physical preparedness, and training in specific skill areas, and the appropriate ethical responsibilities and behavioural expectations at the designated site.

On-site Risk Management

Safety and risk management involves exercising situation-specific judgement throughout the course of an off-campus excursion. Judgement is the

product of experience, and may include recognizing factors such as dangers imposed by equipment, a decline in physical strength, or a more challenging task. Many of the hazard recognition skills can be taught in the classroom in the preparation stage.

A significant aspect of on-site risk management is group management. Teachers can exercise appropriate group management strategies by focusing attention on:

- pacing and observation distance, including speed of travel, rest stops, distance travelled and maintaining safe distance for observations
- group control, including position of leader, regrouping procedures, signal systems and buddy systems
- the establishment of group rules and norms
- clearly defined task allocations for each student
- objective hazard recognition on the site, including machinery and equipment.

Identifying Linkages

Section H of this Guide describes some possible linkages between the Community Health area and:

- other CTS strands
- complementary programs such as art and drama
- core programs, e.g., math, science, social studies and language arts
- off-campus programs.

Teachers should be aware of the linkages of Community Health with the junior and senior high science, health, physical education, sports medicine and CALM programs. In particular, there is a close link between biology and intermediate and advanced level modules in the Health Science theme. Charts outlining these linkages are shown in Section H. Community Health is designed to give the students practical applications to enhance and complement the learnings in these courses. With collaborative, cooperative planning at the school level, the students will benefit from meaningful learning experiences.

To increase the time necessary to expand or enhance learnings, the student can access project modules from Career Transitions. Examples of CTR project modules contextualized to a Community Health theme could include infectious diseases and control, dentistry, ophthalmology, and women's health issues.

Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

In addition, practicum modules from Career Transitions are designed to provide opportunities to meet the requirements to attain a credential available from credentialing agencies external to the school. Credentialing opportunities available in Community Health are listed in Section H of this Guide.

Improved Smooth Transitions to the Workplace and/or Post-secondary Programs

As in other CTS strands, students will assess and prepare for future career opportunities. It is recommended that program planning include the integration of relevant career information and experiences. Through the development of career-specific skills, occupational profiles and on-site activities, students become aware of the training requirements and career opportunities related to family studies and health services.

Refer to Section H of the Guide for potential transitions students make into:

- the workplace
- related post-secondary programs or other avenues for further learning.

