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## KNOWLEDGE AND EMPLOYABILITY HUMAN CARE GRADES 8 AND 9

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Knowledge and Employability junior high school occupational programs of study focus on the *exploration* stage of student understanding and progress. The junior high school occupational component consists of nine strands, each with specific units. Learning begins at the students' level of understanding and ability. Students progress through the levels in each area of study and unit, as appropriate, as they demonstrate increased proficiency and capabilities. Areas of study and related units may be combined to form a course or courses during each year of the students' involvement in the Knowledge and Employability occupational component. The interests and abilities of students, and school and community resources, determine the selected units and areas of study. The provision of activities and practical applications assist students in everyday tasks and in gaining entry-level employability skills.

**Strand: Human Care**

Unit A: First Aid

Unit B: Child Care (Noninfants)

Knowledge and Employability junior high occupational courses are designed to develop academic and basic/employability competencies through an applied and meaningful context.

Academic competencies are to be enhanced through each area of study and include:

- literacy
- numeracy
- technology.

Basic/employability competencies are to be developed within each area of study and include:

- work skills
- organizational skills
- workplace performance
- positive workplace attitudes.

Occupational competencies are the combination of knowledge, skills and work effort needed to perform a task. These competencies relate to the unit of study and include:

- career awareness
- applied academic skills
- safety
- knowledge (concepts and skills)
- workplace performance.

The Knowledge and Employability occupational component emphasizes the interrelationships among, and the connections to, other school subjects, the home, the workplace and the community. Integrated thematic units, projects and community partnerships link other school subjects and career development within the occupational component courses and units of study to promote cross-curricular, workplace and community connections. Teachers are encouraged to pursue various opportunities through community partnerships; e.g., the use of speakers, mentors and business sites for work-study or job shadowing.

Students develop and expand their career portfolios as they progress through Knowledge and Employability courses. Career portfolios include evidence that demonstrates student competencies and abilities; e.g., workplace assessments, photographs of products made in occupational component units and acknowledgement/recognition from community members.

## UNIT A: FIRST AID

Students will complete a variety of projects/activities to develop competencies in first aid and in the use of techniques and tools and to develop personal decisions about providing first aid. They will add samples, photographs and other evidence of their progress to their career portfolios.

### General Outcomes

*Students will:*

- develop academic competencies to enhance knowledge and skills when working with first aid and in emergency situations
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to first aid.

**Note:** Instruction must be provided by an individual with a current instructor's certificate in first aid and cardiopulmonary resuscitation (CPR). Students qualify for a Standard First Aid Certificate by meeting the qualifications as specified by the credentialing agencies; i.e., St. John Ambulance or Canadian Red Cross.

## ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
<b>Students will reinforce the development of literacy and numeracy skills related to occupational contexts.</b>	<i>Students will:</i> <ul style="list-style-type: none"><li>• demonstrate effective oral and written communication skills</li><li>• demonstrate an understanding of basic occupational terminology</li><li>• use appropriate nonverbal communication skills</li><li>• listen effectively</li><li>• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins</li><li>• read numbers up to four digits</li><li>• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task</li><li>• identify metric and imperial units of measurement</li><li>• count and make change for money up to \$100</li><li>• estimate the supplies, materials and equipment required for a task</li><li>• enhance literacy and numeracy skills through basic computer operations.</li></ul>

## BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p><b>Students will develop work skills related to the completion of general and specific work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow safety procedures when working with tools, equipment and materials</li> <li>• work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials</li> <li>• use correct measurement and layout procedures in the planning and completion of a task</li> <li>• demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities</li> <li>• use machinery safely and proficiently to accomplish a specific task</li> <li>• demonstrate proper maintenance procedures for tools, equipment and machinery</li> <li>• demonstrate appropriate clean-up and sanitation of the work environment.</li> </ul>
<p><b>Students will develop organizational skills to enhance their ability to complete work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• plan and prepare effectively to ensure the completion of tasks or activities</li> <li>• demonstrate critical thinking before making decisions</li> <li>• demonstrate creative thinking to complete a task</li> <li>• make decisions regarding selected aspects of a project or task</li> <li>• solve problems associated with the completion of a task</li> <li>• demonstrate the ability to design and draw plans for a project</li> <li>• make accurate estimations and calculations as necessary for the completion of tasks.</li> </ul>
<p><b>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow instructions to complete all tasks</li> <li>• clarify task requirements to ensure completion</li> <li>• demonstrate attention to detail to accurately complete tasks</li> <li>• work independently and as members of a team</li> <li>• use initiative wisely when completing tasks and working with others</li> <li>• meet the standards set for task completion</li> <li>• demonstrate dependability by arriving on time and completing tasks on schedule</li> <li>• minimize waste when using various materials to complete a task</li> <li>• demonstrate a willingness to learn.</li> </ul>
<p><b>Students will develop positive workplace attitudes to enhance their knowledge and skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate safety consciousness in the work environment</li> <li>• demonstrate self-discipline</li> <li>• demonstrate integrity while working with others</li> <li>• demonstrate adaptability while working on a task</li> <li>• demonstrate perseverance to ensure task completion</li> <li>• demonstrate cooperation, selflessness and concern for others while working as members of a team</li> </ul>

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none"><li>• demonstrate responsibility by meeting deadlines and completing tasks</li><li>• demonstrate enthusiasm and a willingness to try when attempting a task</li><li>• demonstrate their commitment to improvement by accepting advice and constructive criticism</li><li>• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.</li></ul>

## OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p><b>Students will understand the employability characteristics of a successful worker.</b></p>	<p><b>Career Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the personal knowledge, skills and attitudes required in first-aid occupations</li> <li>• display maturity and dependability</li> <li>• demonstrate an ability to communicate effectively and get along with people.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify occupations that require first-aid certification</li> <li>• demonstrate a proactive personal commitment toward the improvement of health and safety</li> <li>• add samples, photographs and other evidence of competence to their career portfolios.</li> </ul>
<p><b>Students will relate academic skills to occupational requirements.</b></p>	<p><b>Applied Academic Skills</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• read and comprehend manuals and instructions related to first aid</li> <li>• explain and use terms related to health and safety; e.g., hazard, risk, accident, injury</li> <li>• complete accident reports, stating details and action taken.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• recognize the different CPR requirements for children and adults</li> <li>• count and time a pulse and calculate a heart rate</li> <li>• maintain and count cadence when delivering CPR</li> <li>• complete the necessary documents for health concerns and information purposes.</li> </ul>
<p><b>Students will understand the function and safe application of tools, equipment and materials.</b></p>	<p><b>Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify potential hazards found at home, in school or in a workplace</li> <li>• identify personal protective equipment (PPE) used in first aid; e.g., gloves, plastic barriers.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate the principles of emergency scene management; i.e., scene survey, primary survey (ABC), secondary survey, ongoing casualty care</li> <li>• outline the legal implications of performing first aid (e.g., <i>Emergency Medical Aid Act</i>, permission to act) and state the principles of confidentiality</li> <li>• identify the safe use of first-aid kit materials; e.g., bandages, scissors.</li> </ul>

General Outcomes	Specific Outcomes	
<b>Students will understand concepts and skills.</b>	Level 1	Level 2
	<b>Knowledge (Concepts and Skills)</b>  <i>Students will:</i> <ul style="list-style-type: none"> <li>• identify safety equipment associated with leisure activities; e.g., skateboarding</li> <li>• identify information needed for accident prevention and the handling of emergencies; e.g., family records, medical history, emergency telephone numbers</li> <li>• identify the roles and responsibilities of the first-aid provider</li> <li>• identify the components of an effective first-aid kit</li> <li>• outline the sequence of steps to take when arriving at the scene.</li> </ul>	<i>Students will:</i> <ul style="list-style-type: none"> <li>• explain the progressive steps in a prevention strategy; e.g., hazard, exposure, injury</li> <li>• outline the procedures to follow while waiting for medical help</li> <li>• describe the general first-aid procedures to follow for: <ul style="list-style-type: none"> <li>– injury assessment</li> <li>– controlling bleeding</li> <li>– applying dressings and bandages</li> <li>– performing rescue breathing</li> <li>– removing foreign objects</li> <li>– alleviating choking, poisoning, burns, bites and stings, blisters, fainting, shock, hypothermia, frostbite and dehydration</li> </ul> </li> <li>• describe the three phases of dealing with a hazard; i.e., identification, evaluation and control</li> <li>• explain the procedures and steps to follow when administering CPR</li> <li>• describe potential deterrents that may influence the actions of the first-aid provider; e.g., reluctance to take charge, fear of being sued, fear of infection.</li> </ul>

General Outcomes	Specific Outcomes	
<p><b>Students will apply concepts and skills in practical situations.</b></p>	Level 1	Level 2
	<p><b>Workplace Performance</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• access and record the information needed for accident prevention and the handling of emergencies; e.g., family records, medical history, emergency telephone numbers</li> <li>• demonstrate the knowledge and skills required for basic first aid in simulated emergency situations</li> <li>• apply the basic skills and knowledge needed when planning for and evaluating first aid and first-aid kits.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate, for a qualified first-aid instructor, the general first-aid procedures to follow for: <ul style="list-style-type: none"> <li>– injury assessment</li> <li>– controlling bleeding</li> <li>– applying dressings and bandages</li> <li>– performing rescue breathing</li> <li>– removing foreign objects</li> <li>– alleviating choking, poisoning, burns, bites and stings, blisters, fainting, shock</li> </ul> </li> <li>• demonstrate an ability to take charge and give instructions to others</li> <li>• demonstrate the general procedures to follow when dealing with unusual circumstances; e.g., fire</li> <li>• demonstrate the proper procedure to follow when administering CPR</li> <li>• describe a personal action plan to prevent emergency situations and injuries at home, in school and at work in the community</li> <li>• develop practical, safety-related knowledge, skills and attitudes and obtain certification in emergency first aid; i.e., through St. John Ambulance or Canadian Red Cross.</li> </ul>

## UNIT B: CHILD CARE (NONINFANTS)

Students will complete a variety of projects/activities to develop competencies in child care; e.g., strategies and personal decisions about providing child care. They will add samples, photographs and other evidence of their progress to their career portfolios.

### General Outcomes

*Students will:*

- develop academic competencies to enhance knowledge and skills when working with children
- develop basic/employability competencies through individual effort and interpersonal interaction while completing a variety of projects/activities
- develop occupational competencies through the combination of knowledge, skills and work effort needed to perform tasks related to child care.

**Note:** Students qualify for a baby-sitting certificate by meeting the competencies as specified by the credentialing agencies; i.e., St. John Ambulance or Canadian Red Cross.

## ACADEMIC COMPETENCIES

General Outcomes	Specific Outcomes
<b>Students will reinforce the development of literacy and numeracy skills related to occupational contexts.</b>	<p><i>Students will:</i></p> <ul style="list-style-type: none"><li>• demonstrate effective oral and written communication skills</li><li>• demonstrate an understanding of basic occupational terminology</li><li>• use appropriate nonverbal communication skills</li><li>• listen effectively</li><li>• read and interpret appropriate directions, ingredients, graphs, charts, manuals and/or bulletins</li><li>• read numbers up to four digits</li><li>• add, subtract, multiply and divide, using fractions, decimals and whole numbers, and apply basic computations to complete a task</li><li>• identify metric and imperial units of measurement</li><li>• count and make change for money up to \$100</li><li>• estimate the supplies, materials and equipment required for a task</li><li>• enhance literacy and numeracy skills through basic computer operations.</li></ul>

## BASIC/EMPLOYABILITY COMPETENCIES

General Outcomes	Specific Outcomes
<p><b>Students will develop work skills related to the completion of general and specific work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow safety procedures when working with tools, equipment and materials</li> <li>• work safely in school laboratories, shops and classrooms, and at off-campus work sites, with a variety of tools, equipment and materials</li> <li>• use correct measurement and layout procedures in the planning and completion of a task</li> <li>• demonstrate proficiency in the handling of tools, equipment and materials in a variety of activities</li> <li>• use machinery safely and proficiently to accomplish a specific task</li> <li>• demonstrate proper maintenance procedures for tools, equipment and machinery</li> <li>• demonstrate appropriate clean-up and sanitation of the work environment.</li> </ul>
<p><b>Students will develop organizational skills to enhance their ability to complete work tasks.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• plan and prepare effectively to ensure the completion of tasks or activities</li> <li>• demonstrate critical thinking before making decisions</li> <li>• demonstrate creative thinking to complete a task</li> <li>• make decisions regarding selected aspects of a project or task</li> <li>• solve problems associated with the completion of a task</li> <li>• demonstrate the ability to design and draw plans for a project</li> <li>• make accurate estimations and calculations as necessary for the completion of tasks.</li> </ul>
<p><b>Students will demonstrate workplace performance by using knowledge to apply work and organizational skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• follow instructions to complete all tasks</li> <li>• clarify task requirements to ensure completion</li> <li>• demonstrate attention to detail to accurately complete tasks</li> <li>• work independently and as members of a team</li> <li>• use initiative wisely when completing tasks and working with others</li> <li>• meet the standards set for task completion</li> <li>• demonstrate dependability by arriving on time and completing tasks on schedule</li> <li>• minimize waste when using various materials to complete a task</li> <li>• demonstrate a willingness to learn.</li> </ul>
<p><b>Students will develop positive workplace attitudes to enhance their knowledge and skills.</b></p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate safety consciousness in the work environment</li> <li>• demonstrate self-discipline</li> <li>• demonstrate integrity while working with others</li> <li>• demonstrate adaptability while working on a task</li> <li>• demonstrate perseverance to ensure task completion</li> </ul>

General Outcomes	Specific Outcomes
	<ul style="list-style-type: none"><li>• demonstrate cooperation, selflessness and concern for others while working as members of a team</li><li>• demonstrate responsibility by meeting deadlines and completing tasks</li><li>• demonstrate enthusiasm and a willingness to try when attempting a task</li><li>• demonstrate their commitment to improvement by accepting advice and constructive criticism</li><li>• demonstrate a regard for the environment by following proper procedures for the clean-up and disposal of materials.</li></ul>

## OCCUPATIONAL COMPETENCIES

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p><b>Students will understand the employability characteristics of a successful worker.</b></p>	<p><b>Career Awareness</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the personal knowledge, skills and attitudes required in child-care occupations</li> <li>• identify the duties and responsibilities of a child-care worker</li> <li>• identify child-care services within the community</li> <li>• describe personal competencies related to the provision of child care</li> <li>• show a personal plan of action that will promote effective child care.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• investigate child care as a business; e.g.,               <ul style="list-style-type: none"> <li>– types of jobs</li> <li>– how to get a job</li> <li>– reference checks</li> <li>– training required</li> <li>– job locations</li> <li>– transportation</li> <li>– salary expectations</li> </ul> </li> <li>• identify relevant senior high school courses</li> <li>• add samples, photographs and other evidence of competence to their career portfolios.</li> </ul>
<p><b>Students will relate academic skills to occupational requirements.</b></p>	<p><b>Applied Academic Skills</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• create a checklist of duties or responsibilities</li> <li>• locate information from directories</li> <li>• read notes and instructions from their parents</li> <li>• inform their parents of their activities and concerns in a professional manner.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• create a contract document for all parties to sign</li> <li>• list questions to ask employers/parents</li> <li>• calculate wages and time worked</li> <li>• complete a log of their activities.</li> </ul>
<p><b>Students will understand the function and safe application of tools, equipment and materials.</b></p>	<p><b>Safety</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• describe strategies child-care providers/baby-sitters can use to ensure personal health and safety; e.g., childproof the home, family fire-escape plan, telephone numbers</li> <li>• identify transportation concerns</li> <li>• identify possible safety concerns with the toys and equipment used in child care.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• explain how to create safe inside and outside environments; e.g., childproof the house, family fire-escape plan</li> <li>• identify community contacts and agencies that provide assistance and guidance</li> <li>• identify basic safety procedures</li> <li>• describe and/or demonstrate the procedures for accident prevention and the handling of emergencies.</li> </ul>

General Outcomes	Specific Outcomes	
	Level 1	Level 2
<p><b>Students will understand concepts and skills.</b></p>	<p><b>Knowledge (Concepts and Skills)</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• access emergency health-care information; e.g., baby-sitter safety course materials</li> <li>• identify the rights and responsibilities of the baby-sitter/caregiver, the baby-sitter’s family and the employer</li> <li>• list strategies to make eating and drinking safe and enjoyable for toddlers, preschoolers and children five to ten years of age</li> <li>• identify the basic personal attributes required when working with children</li> <li>• identify safe and appropriate toys, activities and equipment for children from two to ten years of age</li> <li>• identify the ethical procedures and practices to follow when looking after children in someone’s home.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of how and when to access appropriate emergency services; e.g., 911</li> <li>• identify common child-care problems and evaluate possible solutions; e.g., tantrums, aggression, fighting, shyness, fears</li> <li>• identify the personal knowledge, skills and attributes required for child care; e.g., <ul style="list-style-type: none"> <li>– food selection and nutrition</li> <li>– safe and appropriate play activities</li> <li>– appropriate clothing and child safety equipment</li> <li>– strategies for handling minor injuries</li> <li>– common-sense protocols for dealing with emergencies.</li> </ul> </li> </ul>
<p><b>Students will apply concepts and skills in practical situations.</b></p>	<p><b>Workplace Performance</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• use the basic personal attributes required when working with children; e.g., calm and consistent, in control, honest and fair</li> <li>• demonstrate the ability to work with children; e.g., organizing meals, performing light clean-up and housekeeping duties, overseeing activities</li> <li>• identify general procedures for dealing with unusual circumstances; e.g., fire, illness, strangers, child abuse</li> <li>• demonstrate how to read children’s stories</li> <li>• compile a list of games and activities for children in a certain age group.</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• demonstrate the ability to deal with common child-care problems and evaluate possible solutions; e.g., tantrums, aggression, fighting, shyness, fears</li> <li>• demonstrate basic first-aid procedures for minor injuries; e.g., cuts, scrapes and minor burns</li> <li>• demonstrate the knowledge and skills required for child care; e.g., <ul style="list-style-type: none"> <li>– food selection and nutrition</li> <li>– safe and appropriate play activities</li> <li>– appropriate clothing and personal protective equipment (PPE)</li> </ul> </li> <li>• create a baby-sitter’s coping kit</li> <li>• engage in an activity that is safe and entertaining</li> </ul>

General Outcomes	Specific Outcomes	
	<p style="text-align: center;"><b>Level 1</b></p>	<p style="text-align: center;"><b>Level 2</b></p> <ul style="list-style-type: none"> <li>• describe and role-play acceptable bedtime routines</li> <li>• develop a personal plan of action that will promote effective child care</li> <li>• set job expectations with an employer.</li> </ul>

