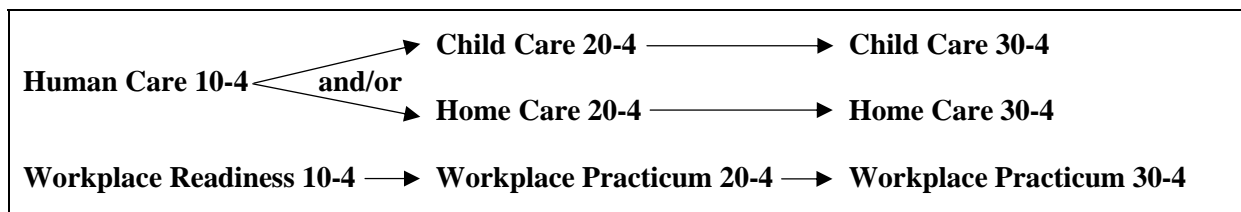

KNOWLEDGE AND EMPLOYABILITY HUMAN CARE

COURSE SEQUENCE



Knowledge and Employability 10-level courses provide opportunities for *exploration* of, and *orientation* toward, an occupational grouping in a single career field. In 20-level courses, students progress from *orientation* toward *preparation*; and in 30-level courses, students are involved in *preparation* for direct job entry.

Human Care courses are designed to teach occupational knowledge and skills for entry-level positions in child care and home care by developing employability competencies that relate to all career paths.

- All courses focus on developing career awareness, safety standards and knowledge of tools, equipment and materials related to the industry.
- Human Care 10-4 provides a basis for, and an introduction to, Child Care 20-4 and Home Care 20-4.

- Child Care 20-4 and 30-4 focus on the care and development of children.
- Home Care 20-4 and 30-4 focus on providing care services to the elderly.
- Students interested in human care should be encouraged to take both courses at the 20 and 30 levels.
- A related Workplace Practicum or Work Experience course is recommended to further enhance employability and occupational skills and to adequately prepare students for entry into the work force. In senior high school, a 30-level Workplace Practicum course, 30-level Work Experience course or 30-level Green Certificate course is required to fulfill the requirements of a Certificate of High School Achievement. Workplace practicums are supportive work placements in a related field that will allow students to validate their learning in the workplace.

COURSE DELIVERY

This Knowledge and Employability occupational strand includes two sequences of 5-credit courses. Students progress through the courses in a sequence and may combine courses across sequences to increase the depth of their knowledge.

The 10-level course is a prerequisite for both of the 20-level courses within the strand. The 20-level course in each sequence is a prerequisite for the 30-level course in that sequence.

The occupational courses may be offered in a variety of learning environments that range from a classroom in a school to a business/industry work site. The courses offer a balance between school-based and work-based learning that provides options for students to enter the workplace or to pursue post-secondary education or training.

GOALS

Students in Knowledge and Employability occupational courses will:

- identify standards determined by the workplace for the academic and occupational competencies considered necessary for success
- demonstrate practical applications through on- and off-campus experiences/community partnerships
- experience career development to assist them in exploring careers, assessing their career skills and developing a career-focused portfolio
- develop interpersonal skills to ensure respect, support and cooperation with others
- develop safety awareness and habits to ensure a safe working environment.

COMPETENCIES FRAMEWORK

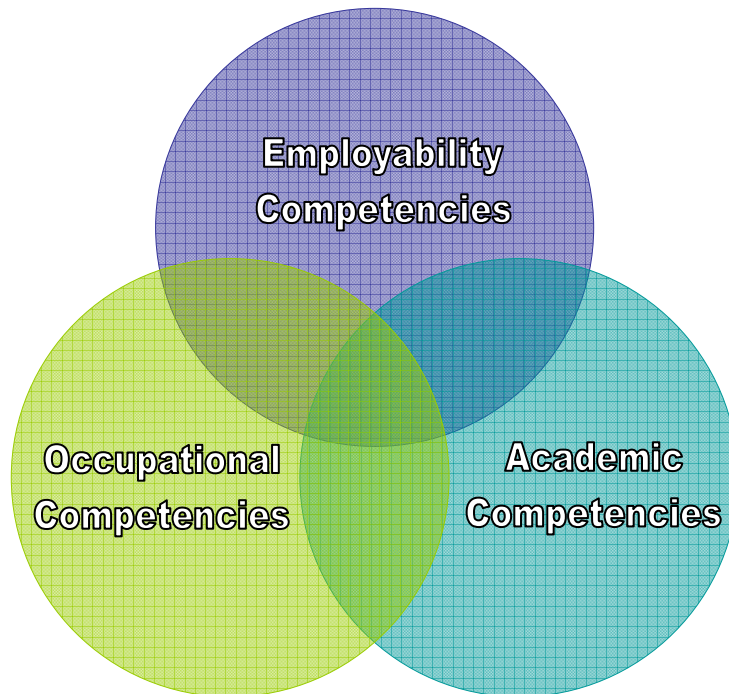
Each Knowledge and Employability occupational course is made up of three elements: employability, occupational and academic competencies. The combination of these three elements is essential to the delivery of the occupational courses.

- Employability competencies are transferable to all occupations and are consistent throughout all courses.

- Occupational competencies are specific to an occupational area and provide the context through which students will develop their employability competencies.
- Academic competencies are to be reinforced and further developed through the occupational context that provides relevance to the academic courses.

The integration of the three elements is essential to equip students to make the transition from school to the workplace.

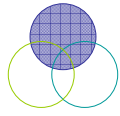
KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES COMPETENCIES FRAMEWORK



HUMAN CARE 10-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will develop an awareness of how learning contributes to personal success. • Students will develop an ability to manage change effectively. • Students will explore and discover personal aptitudes and interests related to occupational opportunities.
Personal Management	<ul style="list-style-type: none"> • Students will develop self-esteem, confidence and the ability to set personal goals and priorities. • Students will identify and understand the risks associated with occupational activities.
Working with Others	<ul style="list-style-type: none"> • Students will develop communication skills and strategies in an occupational context. • Students will demonstrate respect for the thoughts and opinions of others in the group. • Students will demonstrate positive effort and behaviour toward achieving a group's goals.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will explore a variety of occupations within a human care career environment. • Students will develop safe workplace practices and procedures. • Students will demonstrate a basic ability to provide first aid and improve their personal safety awareness. • Students will provide a safe and caring child care environment. • Students will identify home care as a component of human care.
Ensuring Quality	<ul style="list-style-type: none"> • Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will enhance their ability to listen, speak, read and write effectively.
Thinking	<ul style="list-style-type: none"> • Students will develop problem-solving strategies.
Numeracy	<ul style="list-style-type: none"> • Students will understand the value of numeracy skills in the workplace.
Information Technology	<ul style="list-style-type: none"> • Students will familiarize themselves with the information technology used in daily workplace operation.

HUMAN CARE 10-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
Students will develop an awareness of how learning contributes to personal success.	Lifelong Learning <i>Students will:</i> <ul style="list-style-type: none">• identify learning preferences and strengths and apply learning styles and strategies appropriate to the situation• set learning goals and identify how formal/informal learning can help them achieve goals• develop an awareness of senior high school courses and work experience and identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.
Students will develop an ability to manage change effectively.	Adapting to Change <i>Students will:</i> <ul style="list-style-type: none">• identify available support resources and assess potential barriers• prepare an action plan to proactively respond to a particular change or challenge.
Students will explore and discover personal aptitudes and interests related to occupational opportunities.	Career Development <i>Students will:</i> <ul style="list-style-type: none">• create an inventory of personal competencies, interests, goals and work preferences and link this inventory to career options• identify sources of support for investigating and finding work; e.g., Alberta Learning Information Service (ALIS) Web site• describe how work contributes to individual goals• explore the workplace through community partnerships and identify employer and employee expectations, rights and responsibilities.

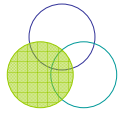
PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will develop self-esteem, confidence and the ability to set personal goals and priorities.	Self-development <i>Students will:</i> <ul style="list-style-type: none">• identify personal characteristics, strengths and talents and establish an action plan to build on them• recognize the use of strengths and talents to achieve goals• identify acceptable and appropriate behaviours and present themselves to suit an activity or role; e.g., body language, grooming, clothing, manners• describe personal beliefs about what is right and wrong and assess the consequences of ethical/unethical behaviours.
Students will identify and understand the risks associated with occupational activities.	Risk Management <i>Students will:</i> <ul style="list-style-type: none">• identify current health and safety procedures; e.g., at home, at school, in the community and in the workplace• identify risks that could impact themselves and others and identify hazards in the work environment; e.g., chemical, physical, biological and ergonomic• identify a potential emergency situation and develop strategies for personal emergency responses• identify sources of support when taking risks in their personal lives and in the workplace; e.g., entrepreneurship.

WORKING WITH OTHERS

Students will develop communication skills and strategies in an occupational context.	Interpersonal Communication <i>Students will:</i> <ul style="list-style-type: none">• demonstrate appropriate communication strategies for communicating thoughts and feelings; e.g.,<ul style="list-style-type: none">– listen without interrupting– contribute to be heard– disagree courteously– accept conflicting opinions– use appropriate language and body language• develop awareness of verbal and nonverbal communication strategies• improve their ability to communicate by working with others• communicate common goals and expectations to improve their team's ability to achieve goals• identify causes of conflict.
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General Outcomes	Specific Outcomes
<p>Students will demonstrate respect for the thoughts and opinions of others in the group.</p>	<p>Building Community</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify commonly accepted courteous behaviour • assess and respect how their personal values and beliefs differ from those of others and how those beliefs impact personal behaviour • identify the value of volunteering in community activities; e.g., charity work, community car wash.
<p>Students will demonstrate positive effort and behaviour toward achieving a group's goals.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify team goals • work independently and with others to support team goals; e.g., <ul style="list-style-type: none"> – generate ideas – assess resources – contribute abilities and interests – monitor progress – share responsibility for completion of a task • establish short- and long-term team goals.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will explore a variety of occupations within a human care career environment.</p>	<p>Career Awareness</p> <p>Exploration</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify a variety of occupations within the fields of child care, home care and institutional care; e.g., <ul style="list-style-type: none"> – family day home provider – day-care worker – nanny – early childhood educator – after-school program provider – elder care worker – rehabilitation aide – handibus driver – live-in caregiver – teacher’s aide – youth worker – hospital porter • define and recognize entrepreneurship as a potential career path • identify local facilities and employment opportunities that offer services for children, people with special needs and the elderly • research employment information; e.g., duties, working conditions, personal characteristics, education, salary • identify occupations that require first aid certification. <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – clean the entire work area, return tools to designated areas, minimize the waste of materials – identify related health and sanitation standards – display punctuality and come prepared for classroom and laboratory activities – treat the work area with care and with attention to potential workplace health and safety risks – treat other members of the team with respect – use appropriate language and terminology – wear appropriate dress.

General Outcomes	Specific Outcomes
<p>Students will develop safe workplace practices and procedures.</p>	<p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and demonstrate preventive measures to avoid accidents and injury to themselves and others; e.g., <ul style="list-style-type: none"> – identify safety device locations in the laboratory or classroom; e.g., eyewash station, emergency shut-off, fire extinguisher, emergency exits, telephone – demonstrate the correct procedures for addressing injuries – identify the proper use of tools with regard to other classmates and laboratory conditions – identify personal protective equipment (PPE); e.g., proper eyewear, proper footwear – demonstrate proper body position while at a work station – maintain a safe and clean work area – identify and practise the safe use of electrical equipment • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements • recognize health and safety hazards associated with human care procedures • identify important standards (codes) and governing bodies in the human care industry.
<p>Students will demonstrate a basic ability to provide first aid and improve their personal safety awareness.</p>	<p>First Aid and Personal Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the roles and responsibilities of a first-aid provider • outline the procedures to follow while waiting for medical help • explain the procedure for administering cardiopulmonary resuscitation (CPR) • demonstrate the knowledge and skills required for basic first aid in simulated emergency situations • demonstrate the principles of emergency scene management; e.g., scene survey, primary and secondary surveys, ongoing casualty care • demonstrate the proper procedures for administering infant CPR • plan and evaluate first-aid procedures and first-aid kits effectively • participate, and obtain certification, in first-aid courses; e.g., St. John’s Ambulance, Red Cross.

General Outcomes	Specific Outcomes
<p>Students will provide a safe and caring child care environment.</p>	<p>Child Care</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • investigate child care as a business; e.g., <ul style="list-style-type: none"> – job-search procedures – reference checks – levels of expertise – location – transportation – salary – criminal record checks • explain how to create safe indoor and outdoor environments; e.g., childproofing the home and formulating a family escape plan • identify strategies for emergencies; e.g., fever, vomiting, evidence of pain • identify the rights and responsibilities of the caregiver, the child and the child's family • list the basic personal attributes required when working with children; e.g., calmness, kindness, consistency, patience, listening, establishing eye contact, understanding the importance of play • identify common child care problems and suggest solutions • identify safe and age-appropriate toys and activities for infants and toddlers • explain why a caring environment and following an established routine are important • recognize the importance of observing and recording behaviour • identify, and recognize the importance of, hygienic practices for children • demonstrate the basic skills required when caring for infants; e.g., <ul style="list-style-type: none"> – changing – feeding • describe the procedures for accident prevention and the management of emergency or unusual circumstances • identify the necessary telephone numbers or contacts that an infant caregiver should know • plan and prepare age-appropriate meals, considering: <ul style="list-style-type: none"> – nutrition – formula – portions • select clothing for children that is appropriate for activities and weather conditions.

General Outcomes	Specific Outcomes
<p>Students will identify home care as a component of human care.</p>	<p>Home Care</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify various occupations within the field of human care; e.g., <ul style="list-style-type: none"> – continuing care – active treatment – rehabilitation – community health • identify the rights and responsibilities of the home caregiver, the family and the employer; e.g., <ul style="list-style-type: none"> – to encourage patient independence – to assist the patient in meeting their basic needs – basic housekeeping tasks • identify the ethical and legal responsibilities of the caregiver • identify the proper aseptic techniques to use in the maintenance of personal hygiene and the cleaning and maintenance of supplies and equipment • identify the proper use and disposal of barrier devices; e.g., gloves, masks, bandages, dressings • identify the correct techniques for administering personal care; e.g., lifting and transferring, changing body position, use of mechanical aids • identify the need for a fire escape plan for bedridden and/or wheelchair-bound patients • identify the correct techniques for: <ul style="list-style-type: none"> – taking and recording vital signs – treating sprains, strains and dislocations – applying and changing bandages and dressings • list the basic activities required for daily-living assistance; e.g., <ul style="list-style-type: none"> – oral care – hair care – skin care – dressing – toileting – exercise – bathing and feeding • understand the importance of patient confidentiality • demonstrate patience and empathy for a patient's negative emotions; e.g., sadness, anger, frustration, depression, grief.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
Students will enhance their ability to listen, speak, read and write effectively.	Listening, Speaking, Reading and Writing <i>Students will:</i> <ul style="list-style-type: none">• read, view and interpret information presented in a variety of forms, including text, videos, graphs, charts, diagrams, manuals• identify a purpose for writing• print or write legibly, spell accurately and apply rules of grammar to construct text• listen and ask questions to expand information and to appreciate the points of view of others.

THINKING

Students will develop problem-solving strategies.	Problem Solving <i>Students will:</i> <ul style="list-style-type: none">• identify and define, and ask relevant questions to clarify, the problem• evaluate the results in terms of expected outcomes.
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NUMERACY

General Outcomes	Specific Outcomes
<p>Students will understand the value of numeracy skills in the workplace.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems• use calculators or computers, to perform calculations involving large and small numbers, when solving problems• apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area• use metric and imperial units of measure.

INFORMATION TECHNOLOGY

Students will familiarize themselves with the information technology used in daily workplace operation.

Computer Operations

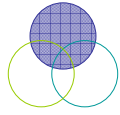
Students will:

- identify the most appropriate technology tool for the task; e.g., fax, e-mail, networks, telephone
- identify appropriate telephone operations, answer telephone calls appropriately, locate numbers and make telephone calls
- identify basic computer operations; e.g.,
 - use basic keyboarding skills
 - store, organize and retrieve information correctly
 - locate and select information and ideas using appropriate technology and information systems; e.g., Internet
 - access, send and retrieve e-mail and attachments
- identify procedures for connecting and using audio, video and digital equipment
- identify procedures for sending and receiving faxes and setting up a fax machine
- identify procedures for copying and printing documents.

CHILD CARE 20-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will apply their abilities and interests toward achieving learning goals. • Students will practise the skills and abilities needed to manage change. • Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.
Personal Management	<ul style="list-style-type: none"> • Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities. • Students will understand risks and be accountable for their actions.
Working with Others	<ul style="list-style-type: none"> • Students will practise effective communication skills and strategies in an occupational context. • Students will demonstrate the ability to understand and work within the culture of a group. • Students will plan and make decisions with others.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will orient themselves toward an occupation within a child care career environment. • Students will demonstrate safe workplace practices and procedures. • Students will develop the knowledge and skills needed to provide care for toddlers. • Students will identify and demonstrate the competencies needed to work in a child care facility. • Students will develop an understanding of the importance of cleanliness and sanitization in a child's environment. • Students will identify their rights and the rights of others within a child care environment.
Ensuring Quality	<ul style="list-style-type: none"> • Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will demonstrate effective listening, speaking, reading and writing skills.
Thinking	<ul style="list-style-type: none"> • Students will apply creative thinking skills to solve problems.
Numeracy	<ul style="list-style-type: none"> • Students will apply mathematical concepts to solve occupational problems.
Information Technology	<ul style="list-style-type: none"> • Students will enhance their performance by using information technology to help complete tasks.

CHILD CARE 20-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p>Students will apply their abilities and interests toward achieving learning goals.</p>	<p>Lifelong Learning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field • assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals • create a pathway of senior high school courses to reflect learning goals • identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.
<p>Students will practise the skills and abilities needed to manage change.</p>	<p>Adapting to Change</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify goals, responsibilities and commitments • assess and reflect on the success of an action plan; e.g., <ul style="list-style-type: none"> – create alternative choices to deal with unexpected change – identify stressors in personal environments that they can and cannot change • identify the need for personal support and create an inventory of available personal and community sources of support.
<p>Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</p>	<p>Career Development</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths • work in and seek out a variety of roles and responsibilities • measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work • orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

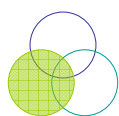
PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
<p>Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.</p>	<p>Self-development</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • re-evaluate an action plan to develop strengths and talents • use strengths and talents to achieve personal goals • clarify acceptable and appropriate behaviours for specific activities and roles • act ethically in personal, community and workplace contexts and accept the consequences of their actions.
<p>Students will understand risks and be accountable for their actions.</p>	<p>Risk Management</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • follow health and safety procedures; e.g., at home, at school, in the community and in the workplace • identify potential hazards, take corrective action and develop and practise action plans to ensure safety • practise personal emergency responses • assess their comfort level with, and the consequences of, taking risks.

WORKING WITH OTHERS

<p>Students will practise effective communication skills and strategies in an occupational context.</p>	<p>Interpersonal Communication</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g., <ul style="list-style-type: none"> – listen without interrupting – contribute to be heard – disagree courteously – accept conflicting opinions – use appropriate body language • assess verbal and nonverbal communication strategies • apply social norms to build specific relationships • demonstrate the ability to accept praise and/or criticism.
<p>Students will demonstrate the ability to understand and work within the culture of a group.</p>	<p>Building Community</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • interact with others in a courteous manner • accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction • identify opportunities for participation in community growth.

General Outcomes	Specific Outcomes
<p>Students will plan and make decisions with others.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • participate effectively as group members; e.g., <ul style="list-style-type: none"> – generate ideas – assess resources – contribute abilities and interests – monitor progress – share responsibility for completion of a task • assume various roles within a group; e.g., leadership • clarify the expected outcomes of teamwork.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will orient themselves toward an occupation within a child care career environment.</p>	<p>Career Awareness</p> <p>Orientation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify entry-level competencies • identify post-secondary opportunities • recognize entrepreneurial opportunities within the industry • identify local child care services and introduce themselves to local business/industry operations • match their personal interests to their job search; e.g., <ul style="list-style-type: none"> – identify sources of support for investigating and finding work – describe entry-level requirements – recognize potential career ladders. <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • develop workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – demonstrate appropriate work habits – use safe and sanitary practices – demonstrate pride in themselves – demonstrate pride in their work performance – show respect for others – respect the property of others.
<p>Students will demonstrate safe workplace practices and procedures.</p>	<p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify safety device locations and procedures within the workplace environment • identify government regulatory bodies that support a safe workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials

General Outcomes	Specific Outcomes
<p>Students will develop the knowledge and skills needed to provide care for toddlers.</p>	<ul style="list-style-type: none"> • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • select and wear personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements. <p>Toddlers</p> <p>Introduction</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • list the rights and responsibilities of babysitters/caregivers, their families and the employer • investigate child care as a business; e.g., <ul style="list-style-type: none"> – job-search procedures – reference checks – qualifications – job locations – transportation – salary – criminal record checks • identify a variety of child care services and environments • identify the personal characteristics needed to be successful in the field of child care; e.g., <ul style="list-style-type: none"> – demonstrate well-developed communication and observation skills necessary for successful toddler care – demonstrate a genuine interest in children – demonstrate patience with, and an understanding of, small children – possess the ability to work independently – demonstrate initiative and confidence. <p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • list and identify safety precautions, practices and standards • identify and use emergency numbers for fire, police and ambulance • outline strategies for providing a clean, safe environment to prevent illness and injury.

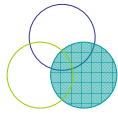
General Outcomes	Specific Outcomes
<p>Students will identify and demonstrate the competencies needed to work in a child care facility.</p>	<p>Care</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the physical, mental and social development stages of toddlers • describe the needs of children in relation to their developmental behaviours; e.g., <ul style="list-style-type: none"> – describe the importance of love and security in promoting a healthy development – understand the need for routines and boundaries and assess various useful strategies • create age-appropriate meals for toddlers, following <i>Canada’s Food Guide to Healthy Eating</i> • identify the type and amount of clothing required by a small child, including environment-appropriate items and PPEs; e.g., select clothing that is appropriate for weather conditions and activities • describe how children learn through play and be knowledgeable of toys and activities that will help children develop physically, mentally and socially; e.g., create an age-appropriate toy or activity that is safe and interesting • be introduced to positive methods for the guiding of behaviour • demonstrate the basic skills of toddler care, including feeding, changing, toileting, playing, putting to bed and disciplining/guiding behaviour • describe and/or demonstrate procedures for accident prevention and handling emergencies or unusual circumstances • keep an updated contact list of telephone numbers.
	<p>Working in Child Care</p> <p>Introduction</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify various occupations within the child care profession; e.g., day-care workers, private day home providers, nannies, preschool assistants • investigate careers in child care, noting factors such as types of jobs, location, expertise required and salary.
	<p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the factors to consider when providing a safe environment for physical growth and development • explain safety precautions and regulations for day cares, day homes and schools • identify strategies for emergency situations and formulate an effective plan of action.

General Outcomes	Specific Outcomes
<p>Students will develop an understanding of the importance of cleanliness and sanitization in a child's environment.</p>	<p>Responsibilities</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the roles and responsibilities of a child care worker • record a child's behaviour objectively and make thoughtful inferences • describe the stages of physical development and distinguish between fine motor skills • identify the factors that influence growth and development; e.g., <ul style="list-style-type: none"> – heredity – environment – opportunity – stimulation – nutrition – illness and special needs – gender differences – other; e.g., climate • identify guidelines for providing an emotionally safe and secure environment that encourages positive development; e.g., <ul style="list-style-type: none"> – identify and assess appropriate actions for dealing with the strong emotions of children – describe and create activities that promote physical growth and development – describe a safe environment for the healthy growth and development of toddlers • plan and implement activities that promote language development; e.g., singing songs, reading books, playing word games • plan and implement activities that promote sharing, play and manners.
	<p>Cleaning and Sanitization</p> <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • investigate the health and safety standards and procedures required for successful child care facilities • investigate careers in the cleaning professions; e.g., domestic housekeeper, room/housekeeping attendant, hospital and nursing home cleaners.
	<p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe the importance of maintaining a clean and sanitary environment to ensure the safety and well-being of small children • identify the factors to consider when providing a clean and sanitary environment for small children • explain cleaning and sanitization regulations for day homes, day cares and schools • identify strategies for dealing with cleaning chemicals and solutions; e.g., proper handling and storage, disposal and safety precautions.

General Outcomes	Specific Outcomes
<p>Students will identify their rights and the rights of others within a child care environment.</p>	<p>Application</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the safety measures necessary for maintaining a safe environment; e.g., clear traffic areas, rugs secured to the floor, few electrical hazards and the use of safety bars • describe how the spread of disease is controlled in the home in kitchens and bathrooms and when doing laundry, dusting and handling food; e.g., <ul style="list-style-type: none"> – demonstrate and explain the importance of proper hand-washing techniques – demonstrate the proper storage and preparation of hot and cold foods • demonstrate basic cleaning and sanitation skills; e.g., <ul style="list-style-type: none"> – explain the procedures for disinfecting diaper change areas – discuss how to handle soiled items properly; e.g., toys, soiled clothing – demonstrate the proper cleaning techniques for each area of a child’s living space; e.g., cribs, high chairs, potties, playpens • plan and implement a cleaning schedule; e.g., daily, weekly and monthly cleaning tasks. <p>Rights</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • explain the importance and roles of the child care provider in ensuring child safety, as outlined by various agencies; e.g., <ul style="list-style-type: none"> – investigate various child welfare agencies, noting such factors as the <i>Child Welfare Act</i>, child abuse and neglect, the rights of children and the responsibilities of caregivers • explain the regulations for reporting suspected child abuse or neglect; e.g., <ul style="list-style-type: none"> – explain how the common physical and behavioural indicators of child abuse and neglect are detected and reported • differentiate between child abuse and neglect and know how to handle each situation • locate community supports for children and their families; e.g., <ul style="list-style-type: none"> – develop a telephone directory of necessary telephone numbers and contacts of various child welfare agencies • understand a child’s right to receive proper nurturing.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
<p>Students will demonstrate effective listening, speaking, reading and writing skills.</p>	<p>Listening, Speaking, Reading and Writing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read, view and interpret occupation-related materials; e.g.,<ul style="list-style-type: none">– use related occupational terms– identify occupation-related literature– interpret and follow written instructions• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:<ul style="list-style-type: none">– describe uses of writing skills in related occupations– write a letter of inquiry– write a letter of thanks– complete job applications• listen and present information in a clear, concise manner; e.g.,<ul style="list-style-type: none">– listen attentively to organize and classify information and ideas– organize main ideas and key messages with clarity.

THINKING

<p>Students will apply creative thinking skills to solve problems.</p>	<p>Problem Solving, Decision Making and Creative Thinking</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply a problem-solving model to identify the problem/issue• identify appropriate actions and develop several alternatives for each promising idea• evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.
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NUMERACY

General Outcomes	Specific Outcomes
<p>Students will apply mathematical concepts to solve occupational problems.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems• use calculators or computers, to perform calculations involving large and small numbers, when solving problems• apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area• use metric and imperial units of measure.

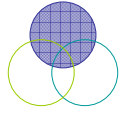
INFORMATION TECHNOLOGY

<p>Students will enhance their performance by using information technology to help complete tasks.</p>	<p>Computer Operations and Computer Applications</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• demonstrate appropriate language and etiquette when using information technology• demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls• demonstrate basic computer operations to complete a task; e.g.,<ul style="list-style-type: none">– use basic keyboarding skills– store, organize and retrieve information correctly– locate and select information and ideas using appropriate technology and information systems; e.g., Internet– access, send and retrieve e-mail and attachments• demonstrate procedures for connecting and using audio, video and digital equipment• demonstrate procedures for sending and receiving faxes and setting up a fax machine• demonstrate procedures for copying and printing documents.
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CHILD CARE 30-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will consistently demonstrate personal discovery and continuous learning. • Students will manage change effectively to support their goals. • Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.
Personal Management	<ul style="list-style-type: none"> • Students will exhibit self-esteem and confidence through the achievement of personal goals. • Students will manage risks to achieve both personal and workplace goals.
Working with Others	<ul style="list-style-type: none"> • Students will model effective communication skills and strategies in the home, school, community and workplace. • Students will promote equity in work and community endeavours. • Students will demonstrate the ability to complete tasks in a team environment.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will prepare for entry-level employment within a child care career environment. • Students will demonstrate entry-level standards of safe workplace practices and procedures. • Students will demonstrate the knowledge and skills needed to play with, care for and manage school-aged children. • Students will develop appropriate play activities for children. • Students will identify the requirements for operating or working in a day home. • Students will identify and demonstrate the proper hygiene and sanitation requirements for a day home.
Ensuring Quality	<ul style="list-style-type: none"> • Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.
Thinking	<ul style="list-style-type: none"> • Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.
Numeracy	<ul style="list-style-type: none"> • Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.
Information Technology	<ul style="list-style-type: none"> • Students will demonstrate the effective use of information technology to perform daily workplace operations.

CHILD CARE 30-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p>Students will consistently demonstrate personal discovery and continuous learning.</p>	<p>Lifelong Learning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify learning opportunities related to learning goals, commitments and resources; e.g., <ul style="list-style-type: none"> – identify opportunities for further education/training – locate needed financial support systems – locate needed personal support systems • practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals • create a plan that demonstrates continuous learning; e.g., <ul style="list-style-type: none"> – analyze requirements for graduation and for further education/training – modify a learning plan to reflect requirements and opportunities.
<p>Students will manage change effectively to support their goals.</p>	<p>Adapting to Change</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • prioritize and assign resources to meet commitments and goals • prioritize commitments and goals to achieve a balanced lifestyle • redefine an action plan as situations change; e.g., <ul style="list-style-type: none"> – use adaptive strategies – redefine personal goals – select personal coping mechanisms • access available and appropriate sources of support • identify opportunities for improvement and innovation; e.g., entrepreneurship.

General Outcomes	Specific Outcomes
<p>Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</p>	<p>Career Development</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige • build personal career paths and networks • analyze how work contributes to societal and economic needs and a sense of responsibility • prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.

PERSONAL MANAGEMENT

Students will exhibit self-esteem and confidence through the achievement of personal goals.

Self-development

Students will:

- continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals
- demonstrate entry-level self-presentation appropriate to the activity and role
- maintain a high standard of personal ethics when interacting with others.

Students will manage risks to achieve both personal and workplace goals.

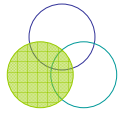
Risk Management

Students will:

- maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace
- monitor success in reducing the impact of hazards on themselves and others
- demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace
- work with others to respond to emergencies
- take planned risks to contribute to personal growth.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes
<p>Students will model effective communication skills and strategies in the home, school, community and workplace.</p>	<p>Interpersonal Communication</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• communicate thoughts and feelings appropriately; e.g.,<ul style="list-style-type: none">– listen without interrupting– contribute to be heard– disagree courteously– accept conflicting opinions– use appropriate body language• maintain a balance between speaking, listening and responding• work together to achieve goals• demonstrate the ability to deal constructively with conflict.
<p>Students will promote equity in work and community endeavours.</p>	<p>Building Community</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• demonstrate and model courteous behaviour in daily interactions• demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction• assess their personal contribution to community growth.
<p>Students will demonstrate the ability to complete tasks in a team environment.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• assess the effectiveness of group and personal contributions; e.g.,<ul style="list-style-type: none">– generate ideas– assess resources– contribute abilities and interests– monitor progress– share responsibility for completion of a task• expand their abilities to contribute to team goals.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will prepare for entry-level employment within a child care career environment.</p>	<p>Career Awareness</p> <p>Preparation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • assess entry-level competencies • recognize opportunities for further education/training • select post-secondary opportunities • identify local entrepreneurs • establish contacts with local businesses/industries • present marketable skills and strengths; e.g., <ul style="list-style-type: none"> – write a letter of application – prepare a résumé – complete application forms – identify contacts and references – collect evidence of competencies in a portfolio. <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – demonstrate appropriate work habits – demonstrate effective human relations techniques in the workplace – practise safety in the workplace – demonstrate acceptable verbal and nonverbal communication skills – practise personal and public hygiene procedures – demonstrate entry-level competency in tools and equipment usage – use supplies correctly – follow good storage practices – demonstrate pride in their work performance – demonstrate a willingness to work – demonstrate respect for others – follow accepted principles and procedures – recognize opportunities for further education/training.

General Outcomes	Specific Outcomes
<p>Students will demonstrate entry-level standards of safe workplace practices and procedures.</p>	<p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and explain the use of safety devices within the workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate a prework and postwork hazard assessment • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements.
<p>Students will demonstrate the knowledge and skills needed to play with, care for and manage school-aged children.</p>	<p>School-aged Children</p> <p>Introduction</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • list the rights and responsibilities of babysitters/caregivers, their families and the employer • list and identify safety precautions, practices and standards • identify and use emergency numbers for fire, police and ambulance • outline strategies for providing a clean, safe environment to prevent illness and injury • identify practices related to child safety and illness/injury prevention. <p>Care</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the physical, intellectual and social development stages of school-aged children • describe the needs of children in relation to their developmental behaviours; e.g., <ul style="list-style-type: none"> – describe the importance of love and security in promoting healthy development – understand the need for routines and boundaries and assess various useful strategies • create age-appropriate meals for school-aged children, following <i>Canada's Food Guide to Healthy Eating</i>

General Outcomes	Specific Outcomes
<p>Students will develop appropriate play activities for children.</p>	<ul style="list-style-type: none"> • identify the type and amount of clothing required by children, including cost effectiveness and environment-appropriate items • develop acceptable and effective methods of discipline for school-aged children • describe the procedures for planning outings and camps appropriate for school-aged children • describe how child care staff and families can work together in the best interest of the child. <p>Responsibilities</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe and/or demonstrate the procedures for accident prevention and handling emergencies or unusual circumstances • describe how appropriate supervision can prevent accidents • identify and describe the procedures for dealing with child abuse or neglect; e.g., <ul style="list-style-type: none"> – indicators of possible abuse or neglect – suggestions for responding to indicators of child abuse or neglect – strategies caregivers can use to prevent child abuse or neglect • describe how day-care regulations ensure the safety and well-being of children and staff • complete proper forms and reports; e.g., <ul style="list-style-type: none"> – observational notes – anecdotal reports – intake forms – accident forms.
	<p>Behaviour, Play and Activities</p> <p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the factors to consider when providing a safe environment for physical growth and development • explain safety precautions and regulations for day cares, day homes and schools • identify strategies for emergency situations and formulate an effective plan of action • demonstrate common sense when handling an emergency.

General Outcomes	Specific Outcomes
<p>Students will identify the requirements for operating or working in a day home.</p>	<p>Activities</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe how creativity relates to child development; e.g., <ul style="list-style-type: none"> – identify the stages of creative expression children experience – demonstrate ways to enhance creativity • describe the importance of play in the development of children; e.g., <ul style="list-style-type: none"> – describe play activities that would help develop a child’s physical, social, intellectual and emotional development – select age-appropriate toys and activities that are safe and interesting – develop educational crafts and activities that are safe and interesting – provide opportunities for self-directed play • describe how physical routines and the guiding of behaviour can enhance child development and self-esteem • demonstrate smooth and effective transitions between the various routines of the day. <p>Day Home Operation</p> <p>Business</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • summarize the key business considerations of particular concern to owners of day homes • prepare a marketing plan for a child care home business • locate available resources for tax preparation • create a professional development plan • list the steps for acquiring accreditation. <p>Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the factors to consider when providing a safe environment for physical growth and development • explain safety precautions and regulations for day home facilities • identify strategies for emergency situations and formulate an effective plan of action • explain how to obtain liability insurance for a home-based business. <p>Day Home Care</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • prepare a parent handbook that includes the policies and procedures of a day home • prepare a contract for parents that includes the hours and days of operation, fees, meals, field trips and other transportation, emergency information and contacts, termination procedures, illness policy, discipline policy and parent signatures

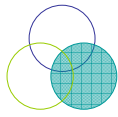
General Outcomes	Specific Outcomes
<p>Students will identify and demonstrate the proper hygiene and sanitation requirements for a day home.</p>	<ul style="list-style-type: none"> • describe and/or demonstrate the procedures for accident prevention and the management of emergency or unusual circumstances; e.g., <ul style="list-style-type: none"> – keep an updated contact list of telephone numbers – describe how appropriate supervision can prevent accidents • identify and describe types of child abuse or neglect; e.g., <ul style="list-style-type: none"> – indicators of possible abuse or neglect – suggestions for responding to child abuse or neglect – strategies caregivers can use to prevent child abuse or neglect • describe shaken baby syndrome • describe how day-care regulations ensure the safety and well-being of children and staff • describe the responsibility of the child care worker in reporting suspected child abuse or neglect • demonstrate the basic skills required when providing child care; e.g., <ul style="list-style-type: none"> – solve behaviour problems – develop a routine – provide play activities – plan and prepare age-appropriate meals for the day and week – select clothing that is appropriate for weather conditions and activities – provide age-appropriate toys and activities that are safe and interesting. <p>Inspection</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • list and describe licencing requirements for a day home • differentiate between a licenced and a registered day home • list and prepare documents used in a day home that are required by law • discuss personnel issues, staff training, supervision, access and ratios and health records and understand their implication for a day home operator • conduct a self-inspection using a home day-care inspection list. <p>Hygiene and Sanitation</p> <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • examine the hygiene and sanitation regulations required by law in a day home; e.g., <ul style="list-style-type: none"> – identify factors to consider when providing a clean and sanitary environment for small children – explain cleaning and sanitization regulations for day homes, day cares and schools • identify strategies for dealing with cleaning chemicals and solutions; e.g., proper handling and storage, disposal and safety precautions.

General Outcomes**Specific Outcomes****Sanitary Practice***Students will:*

- explain the difference between hygiene and sanitation
- describe the importance of maintaining a clean and sanitary environment to ensure the safety and well-being of small children
- describe how the spread of disease is controlled in the home in kitchens and bathrooms and when doing laundry and handling food; e.g.,
 - demonstrate and explain the importance of proper hand-washing techniques
 - demonstrate the proper storage and preparation of hot and cold foods
- demonstrate basic cleaning and sanitation skills; e.g.,
 - explain the procedures for disinfecting diaper change areas
 - demonstrate the proper use of a diaper-changing table
 - discuss the use of individualized towels and washcloths
 - discuss how to handle soiled items properly; e.g., toys, soiled clothing
 - demonstrate the proper cleaning techniques for each area of a child's living space; e.g., cribs, high chairs, potties, playpens
- identify the safety measures necessary for maintaining a safe environment; e.g., clear traffic areas, rugs secured to the floor, few electrical hazards and the use of safety bars
- plan and implement a cleaning schedule; e.g., daily, weekly and monthly cleaning tasks.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
<p>Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.</p>	<p>Listening, Speaking, Reading and Writing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • read, view and interpret occupation-related materials for a specific purpose; e.g., <ul style="list-style-type: none"> – read related health and safety documents – read terms of employment documents – follow written instructions specific to an occupational area • create text for a specific purpose that clearly communicates information; e.g., <ul style="list-style-type: none"> – write a résumé – write a job description – submit job application forms • communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g., <ul style="list-style-type: none"> – follow oral instructions – give effective oral instructions when necessary.

THINKING

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.

Problem Solving, Decision Making, Finding Information and Creative Thinking

Students will:

- demonstrate an effective problem-solving model; e.g.,
 - identify the need for a solution to a problem/issue
 - identify why information is needed; e.g., make decisions, inform, persuade
- identify appropriate actions and select and apply information that meets their purposes and needs
- evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

NUMERACY

General Outcomes	Specific Outcomes
<p>Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems• use calculators or computers, to perform calculations involving large and small numbers, when solving problems• apply concepts of rate, ratio, percentage and proportion• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area• use metric and imperial units of measure.

INFORMATION TECHNOLOGY

Students will demonstrate the effective use of information technology to perform daily workplace operations.

Computer Operations and Computer Applications

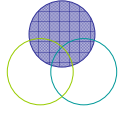
Students will:

- model and assume personal responsibility for the ethical use of information technologies
- demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
- use computer operations to assist in the completion of daily workplace operations; e.g.,
 - use basic keyboarding skills
 - store, organize and retrieve information correctly
 - locate and select information and ideas using appropriate technology and information systems; e.g., Internet
 - access, send and retrieve e-mail and attachments
- demonstrate procedures for connecting and using audio, video and digital equipment
- demonstrate procedures for sending and receiving faxes and setting up a fax machine
- demonstrate procedures for copying and printing documents.

HOME CARE 20-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will apply their abilities and interests toward achieving learning goals. • Students will practise the skills and abilities needed to manage change. • Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.
Personal Management	<ul style="list-style-type: none"> • Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities. • Students will understand risks and be accountable for their actions.
Working with Others	<ul style="list-style-type: none"> • Students will practise effective communication skills and strategies in an occupational context. • Students will demonstrate the ability to understand and work within the culture of a group. • Students will plan and make decisions with others.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will orient themselves toward an occupation within a human care career environment. • Students will demonstrate safe workplace practices and procedures. • Students will develop positive relationships through the communication and observation skills necessary for successful care giving. • Students will identify and provide various forms of assistance to aid a client. • Students will identify and demonstrate safe procedures for providing home care. • Students will identify various equipment used to help individuals maintain independence.
Ensuring Quality	<ul style="list-style-type: none"> • Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will demonstrate effective listening, speaking, reading and writing skills.
Thinking	<ul style="list-style-type: none"> • Students will apply creative thinking skills to solve problems.
Numeracy	<ul style="list-style-type: none"> • Students will apply mathematical concepts to solve occupational problems.
Information Technology	<ul style="list-style-type: none"> • Students will enhance their performance by using information technology to help complete tasks.

HOME CARE 20-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p>Students will apply their abilities and interests toward achieving learning goals.</p>	<p>Lifelong Learning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • relate learning preferences and strengths to formal and informal learning opportunities and identify post-secondary opportunities within the related field • assess learning goals and current competencies, identify competencies needing development and identify and prioritize learning goals • create a pathway of senior high school courses to reflect learning goals • identify educational possibilities; e.g., Registered Apprenticeship Program (RAP), Green Certificate, Career and Technology Studies (CTS) and Career Internship.
<p>Students will practise the skills and abilities needed to manage change.</p>	<p>Adapting to Change</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify goals, responsibilities and commitments • assess and reflect on the success of an action plan; e.g., <ul style="list-style-type: none"> – create alternative choices to deal with unexpected change – identify stressors in personal environments that they can and cannot change • identify the need for personal support and create an inventory of available personal and community sources of support.
<p>Students will orient themselves toward an occupation that reflects their personal aptitudes and interests.</p>	<p>Career Development</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • assess work preferences and nonpreferences (e.g., indoor, outdoor, shift work), assess life/work options and outline career goals and paths • work in and seek out a variety of roles and responsibilities • measure and celebrate personal contributions to workplace goals; e.g., paid, unpaid or volunteer work • orient themselves to the workplace through community partnerships and assess personal performance in terms of workplace expectations.

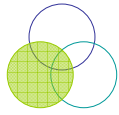
PERSONAL MANAGEMENT

General Outcomes	Specific Outcomes
Students will increase their self-esteem and confidence and enhance their ability to set personal goals and priorities.	Self-development <i>Students will:</i> <ul style="list-style-type: none">• re-evaluate an action plan to develop strengths and talents• use strengths and talents to achieve personal goals• clarify acceptable and appropriate behaviours for specific activities and roles• act ethically in personal, community and workplace contexts and accept the consequences of their actions.
Students will understand risks and be accountable for their actions.	Risk Management <i>Students will:</i> <ul style="list-style-type: none">• follow health and safety procedures; e.g., at home, at school, in the community and in the workplace• identify potential hazards, take corrective action and develop and practise action plans to ensure safety• practise personal emergency responses• assess their comfort level with, and the consequences of, taking risks.

WORKING WITH OTHERS

Students will practise effective communication skills and strategies in an occupational context.	Interpersonal Communication <i>Students will:</i> <ul style="list-style-type: none">• assess the effectiveness of communication strategies used to communicate thoughts and feelings; e.g.,<ul style="list-style-type: none">– listen without interrupting– contribute to be heard– disagree courteously– accept conflicting opinions– use appropriate body language• assess verbal and nonverbal communication strategies• apply social norms to build specific relationships• demonstrate the ability to accept praise and/or criticism.
Students will demonstrate the ability to understand and work within the culture of a group.	Building Community <i>Students will:</i> <ul style="list-style-type: none">• interact with others in a courteous manner• accommodate the beliefs of others in work and personal environments and show respect for differences in beliefs, abilities, etiquette and styles of interaction• identify opportunities for participation in community growth.

General Outcomes	Specific Outcomes
<p>Students will plan and make decisions with others.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • participate effectively as group members; e.g., <ul style="list-style-type: none"> – generate ideas – assess resources – contribute abilities and interests – monitor progress – share responsibility for completion of a task • assume various roles within a group; e.g., leadership • clarify the expected outcomes of teamwork.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will orient themselves toward an occupation within a human care career environment.</p>	<p>Career Awareness</p> <p>Orientation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify entry-level competencies • identify post-secondary opportunities • recognize entrepreneurial opportunities within the industry • introduce themselves to local business/industry operations • match their personal interests to their job search; e.g., <ul style="list-style-type: none"> – identify sources of support for investigating and finding work – describe entry-level requirements – recognize potential career ladders. <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • develop workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – demonstrate appropriate work habits – use safe and sanitary practices – demonstrate pride in themselves – demonstrate pride in their work performance – show respect for others – respect the property of others.
<p>Students will demonstrate safe workplace practices and procedures.</p>	<p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify safety device locations and procedures within the workplace environment • identify government regulatory bodies that support a safe workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials

General Outcomes	Specific Outcomes
<p>Students will develop positive relationships through the communication and observation skills necessary for successful care giving.</p>	<ul style="list-style-type: none"> • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • select and wear personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials and Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements. <p>Human Relationships</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify four physical needs that all humans share • identify five psychological needs that all humans share • distinguish between meeting personal needs and meeting those of the client and/or the client's family; e.g., <ul style="list-style-type: none"> – describe how unmet needs may affect a client's behaviour – explain the importance of family and friends as part of a support system – describe how individuals and families differ • describe the need for dignity • describe the circumstances that contribute to the loss of self-esteem in the elderly • describe how emotional control affects relationships and/or communication • explain the relationship between losses and adjustment and/or emotional disorders • describe defense mechanisms and their impact on interpersonal relationships • demonstrate techniques for working with children and other family members; e.g., <ul style="list-style-type: none"> – demonstrate a genuine interest in older adults – demonstrate patience with, and understanding of, older adults – possess the ability to work independently and in a group – demonstrate empathy and understanding – demonstrate active listening skills.

General Outcomes	Specific Outcomes
<p>Students will identify and provide various forms of assistance to aid a client.</p>	<p>Client Assistance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify the various types of care and care situations; e.g., in-home care, adult care facility • identify various needs and common tasks when providing assistance; e.g., shopping, transportation, recreation, cleaning • describe the client’s need for privacy and confidentiality • explain the role of the worker in assisting a client with social and leisure activities; e.g., reading, board games, music • identify the worker’s limitations in handling business matters for a client; e.g., <ul style="list-style-type: none"> – explain the procedures to be followed when assisting with personal matters; e.g., writing a cheque, dictating a letter, banking, paying bills, record keeping, borrowing or lending money • apply principles of nutrition to meet the daily food requirements of older adults; e.g., <ul style="list-style-type: none"> – identify common dietary deficiencies and disorders associated with older adults – create a dietary plan to accommodate dietary deficiencies and disorders • demonstrate safe procedures in using special equipment; e.g., wheelchairs and walkers • identify procedures for safe lifts and transfers from wheelchairs or beds • identify typical in-home care maintenance and cleaning procedures; e.g., shovelling snow, moving items in the house, doing dishes.
<p>Students will identify and demonstrate safe procedures for providing home care.</p>	<p>Safe and Sanitary Environment</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • complete a standard first-aid course • complete a cardiopulmonary resuscitation (CPR) course • practise the evacuation of a client in the event of fire • demonstrate how to operate a fire extinguisher • describe how the spread of disease is controlled in the home in kitchens and bathrooms and when doing laundry, dusting and handling food; e.g., <ul style="list-style-type: none"> – demonstrate the proper storage and preparation of hot and cold foods – practise sanitation procedures – use personal sanitation measures to prevent the spread of infection and disease • identify the safety measures necessary for maintaining a safe environment; e.g., clear traffic areas, rugs secured to the floor, few electrical hazards and the use of safety bars • identify hazardous elements in an older person’s home or care facility.

General Outcomes	Specific Outcomes
<p>Students will identify various equipment used to help individuals maintain independence.</p>	<p>Home Modification</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • determine appropriate caregiver strategies to accommodate the physical limitations of older adults • identify and install various forms of equipment to aid in mobility and safety for the in-home care of older adults • identify considerations when selecting housing, furnishings, clothing and transportation appropriate for older adults functioning at various levels • evaluate the relationship between the client's daily level of activity and the level of assistance needed • identify the types of clothing the elderly or disabled person could use to provide greater ease in dressing and undressing • demonstrate appropriate physical procedures used to assist clients with decreased mobility, decreased vision or blindness, decreased sensory acuity and mental confusion.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will continue to develop an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
Students will demonstrate effective listening, speaking, reading and writing skills.	Listening, Speaking, Reading and Writing <i>Students will:</i> <ul style="list-style-type: none">• read, view and interpret occupation-related materials; e.g.,<ul style="list-style-type: none">– use related occupational terms– identify occupation-related literature– interpret and follow written instructions• select and create a text format to suit a purpose and audience, e.g., forms, letters, reports, memos, résumé, and:<ul style="list-style-type: none">– describe uses of writing skills in related occupations– write a letter of inquiry– write a letter of thanks– complete job applications• listen and present information in a clear, concise manner; e.g.,<ul style="list-style-type: none">– listen attentively to organize and classify information and ideas– organize main ideas and key messages with clarity.

THINKING

Students will apply creative thinking skills to solve problems.	Problem Solving, Decision Making and Creative Thinking <i>Students will:</i> <ul style="list-style-type: none">• apply a problem-solving model to identify the problem/issue• identify appropriate actions and develop several alternatives for each promising idea• evaluate the results, in terms of expected outcomes related to the initial problem, and evaluate personal satisfaction with the outcome of the idea; e.g., product/process.
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NUMERACY

General Outcomes	Specific Outcomes
<p>Students will apply mathematical concepts to solve occupational problems.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems• use calculators or computers, to perform calculations involving large and small numbers, when solving problems• apply concepts of rate, ratio, percentage and proportion to solve problems in a meaningful context• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area• use metric and imperial units of measure.

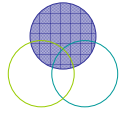
INFORMATION TECHNOLOGY

<p>Students will enhance their performance by using information technology to help complete tasks.</p>	<p>Computer Operations and Computer Applications</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• demonstrate appropriate language and etiquette when using information technology• demonstrate appropriate telephone operations; e.g., answer telephone calls appropriately, locate numbers and make telephone calls• demonstrate basic computer operations to complete a task; e.g.,<ul style="list-style-type: none">– use basic keyboarding skills– store, organize and retrieve information correctly– locate and select information and ideas using appropriate technology and information systems; e.g., Internet– access, send and retrieve e-mail and attachments• demonstrate procedures for connecting and using audio, video and digital equipment• demonstrate procedures for sending and receiving faxes and setting up a fax machine• demonstrate procedures for copying and printing documents.
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HOME CARE 30-4 GENERAL OUTCOMES

Employability Competencies	Students will develop these competencies throughout the learning process and demonstrate them in daily life and the workplace.
Managing Transitions	<ul style="list-style-type: none"> • Students will consistently demonstrate personal discovery and continuous learning. • Students will manage change effectively to support their goals. • Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.
Personal Management	<ul style="list-style-type: none"> • Students will exhibit self-esteem and confidence through the achievement of personal goals. • Students will manage risks to achieve both personal and workplace goals.
Working with Others	<ul style="list-style-type: none"> • Students will model effective communication skills and strategies in the home, school, community and workplace. • Students will promote equity in work and community endeavours. • Students will demonstrate the ability to complete tasks in a team environment.
Occupational Competencies	Students will develop and demonstrate the following competencies to succeed in a specific occupation or career.
Achieving Results	<ul style="list-style-type: none"> • Students will prepare for entry-level employment within a home care career environment. • Students will demonstrate entry-level standards of safe workplace practices and procedures. • Students will identify the legislation and procedures for providing care to older adults. • Students will identify and provide proper recreation activities and nutritional meals for older adults. • Students will demonstrate assistance care for older adults. • Students will develop an awareness of the emotional needs of elderly clients.
Ensuring Quality	<ul style="list-style-type: none"> • Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.
Academic Competencies	Students will continue to develop these minimum academic competencies that provide a foundation for further learning.
Communication	<ul style="list-style-type: none"> • Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.
Thinking	<ul style="list-style-type: none"> • Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.
Numeracy	<ul style="list-style-type: none"> • Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.
Information Technology	<ul style="list-style-type: none"> • Students will demonstrate the effective use of information technology to perform daily workplace operations.

HOME CARE 30-4



EMPLOYABILITY COMPETENCIES: These competencies are developed throughout the learning process and are demonstrated in daily life and the workplace. Students will develop and demonstrate these competencies through individual effort and interpersonal interaction while completing a variety of projects/activities.

MANAGING TRANSITIONS

General Outcomes	Specific Outcomes
<p>Students will consistently demonstrate personal discovery and continuous learning.</p>	<p>Lifelong Learning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify learning opportunities related to learning goals, commitments and resources; e.g.,<ul style="list-style-type: none">– identify opportunities for further education/training– locate needed financial support systems– locate needed personal support systems• practise what has been learned to build competence and confidence and evaluate the application of competencies to learning goals• create a plan that demonstrates continuous learning; e.g.,<ul style="list-style-type: none">– analyze requirements for graduation and for further education/training– modify a learning plan to reflect requirements and opportunities.
<p>Students will manage change effectively to support their goals.</p>	<p>Adapting to Change</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• prioritize and assign resources to meet commitments and goals• prioritize commitments and goals to achieve a balanced lifestyle• redefine an action plan as situations change; e.g.,<ul style="list-style-type: none">– use adaptive strategies– redefine personal goals– select personal coping mechanisms• access available and appropriate sources of support• identify opportunities for improvement and innovation; e.g., entrepreneurship.

General Outcomes	Specific Outcomes
<p>Students will prepare themselves for entry-level employment in an occupation that reflects their personal aptitudes and interests.</p>	<p>Career Development</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • analyze elements of job satisfaction; e.g., recognition, environment, pay, benefits, prestige • build personal career paths and networks • analyze how work contributes to societal and economic needs and a sense of responsibility • prepare for employment through community partnership activities and organize and complete specific job tasks effectively and efficiently.

PERSONAL MANAGEMENT

Students will exhibit self-esteem and confidence through the achievement of personal goals.

Self-development

Students will:

- continue to create a long-term self-development plan in which they consider accomplishments and redefine self-development goals
- demonstrate entry-level self-presentation appropriate to the activity and role
- maintain a high standard of personal ethics when interacting with others.

Students will manage risks to achieve both personal and workplace goals.

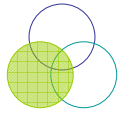
Risk Management

Students will:

- maintain health and safety procedures; e.g., at home, at school, in the community and in the workplace
- monitor success in reducing the impact of hazards on themselves and others
- demonstrate concern for the safety of others by exhibiting appropriate behaviour in the workplace
- work with others to respond to emergencies
- take planned risks to contribute to personal growth.

WORKING WITH OTHERS

General Outcomes	Specific Outcomes
<p>Students will model effective communication skills and strategies in the home, school, community and workplace.</p>	<p>Interpersonal Communication</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• communicate thoughts and feelings appropriately; e.g.,<ul style="list-style-type: none">– listen without interrupting– contribute to be heard– disagree courteously– accept conflicting opinions– use appropriate body language• maintain a balance between speaking, listening and responding• work together to achieve goals• demonstrate the ability to deal constructively with conflict.
<p>Students will promote equity in work and community endeavours.</p>	<p>Building Community</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• demonstrate and model courteous behaviour in daily interactions• demonstrate respect for others and a shared understanding of diverse beliefs, etiquette and styles of interaction• assess their personal contribution to community growth.
<p>Students will demonstrate the ability to complete tasks in a team environment.</p>	<p>Teamwork</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• assess the effectiveness of group and personal contributions; e.g.,<ul style="list-style-type: none">– generate ideas– assess resources– contribute abilities and interests– monitor progress– share responsibility for completion of a task• expand their abilities to contribute to team goals.



OCCUPATIONAL COMPETENCIES: Students will develop and demonstrate the following competencies to succeed in a specific occupation or career. They will achieve results through a variety of projects/activities as appropriate to enhance their knowledge and skills. Students will ensure the quality of their work through effective task management and will highlight their achievements in a career-based portfolio.

ACHIEVING RESULTS

General Outcomes	Specific Outcomes
<p>Students will prepare for entry-level employment within a home care career environment.</p>	<p>Career Awareness</p> <p>Preparation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • assess entry-level competencies • recognize opportunities for further education/training • select post-secondary opportunities • identify local entrepreneurs • establish contacts with local businesses/industries • present marketable skills and strengths; e.g., <ul style="list-style-type: none"> – write a letter of application – prepare a résumé – complete application forms – identify contacts and references – collect evidence of competencies in a portfolio. <p>Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate workplace protocols, procedures and standards of conduct; e.g., <ul style="list-style-type: none"> – demonstrate appropriate work habits – demonstrate effective human relations techniques in the workplace – practise safety in the workplace – demonstrate acceptable verbal and nonverbal communication skills – practise personal and public hygiene procedures – demonstrate entry-level competency in tools and equipment usage – use supplies correctly – follow good storage practices – demonstrate pride in their work performance – demonstrate a willingness to work – demonstrate respect for others – follow accepted principles and procedures – recognize opportunities for further education/training.

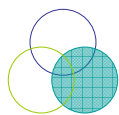
General Outcomes	Specific Outcomes
<p>Students will demonstrate entry-level standards of safe workplace practices and procedures.</p>	<p>Workplace Health and Safety</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify and explain the use of safety devices within the workplace • demonstrate knowledge of, and the ability to access information about, Occupational Health and Safety (OHS) and the Workers' Compensation Board (WCB) • demonstrate a prework and postwork hazard assessment • demonstrate knowledge of, and adherence to, safety rules that are specific to available tools, equipment and materials • demonstrate knowledge of health hazards associated with the use of chemicals and materials and retrieve information on Material Safety Data Sheets (MSDS) using appropriate print and Internet resources • model safety consciousness by selecting and wearing personal protective equipment (PPE) appropriate to the specific task • demonstrate knowledge of environmental issues relating to the procedures for handling hazardous waste • demonstrate an understanding of the Workplace Hazardous Materials Information System (WHMIS) as it relates to the field of study and identify WHMIS symbols, classes and labelling requirements.
<p>Students will identify the legislation and procedures for providing care to older adults.</p>	<p>Elder Care and Legislation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • describe the aging process • describe the characteristics and needs of older adults • identify the laws, trends and issues affecting older adults • determine the role of older adults, their status and contributions in various cultures • identify the rights and responsibilities of the home caregiver, the family and the employer; e.g., <ul style="list-style-type: none"> – encourage patient independence – assist patient to meet basic needs – basic housekeeping tasks • describe the rights and responsibilities of older adults as clients; e.g., <ul style="list-style-type: none"> – exhibit ethical practices in providing services for older adults – identify strategies for advocating the rights of older adults • identify the ethical and legal responsibilities of the caregiver • explain the need for effective communication amongst all parties involved • identify support resources available in the community • identify community resources for assistance in emergencies • identify possible signs of illness in older adults • describe types of elder abuse and neglect and methods to prevent these situations.

General Outcomes	Specific Outcomes
<p>Students will identify and provide proper recreation activities and nutritional meals for older adults.</p>	<p>Recreation and Nutrition</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify appropriate, intellectually stimulating activities to meet the varying needs of older adults • research activities to promote health and wellness; e.g., <ul style="list-style-type: none"> – implement routine procedures – explain how daily living and recreational activities can be used therapeutically – plan and implement age-appropriate games and activities • recognize the need for friendship and communication • explain the role of the worker in assisting a client with social and leisure activities; e.g., reading, board games, music • describe communication and guidance techniques appropriate for older adults functioning at various levels • analyze the influences of technology on the health care and lifestyles of older adults • use appropriate technology applications that enhance opportunities to maintain involvement, pursue lifelong learning and continue to make contributions to society • apply principles of nutrition to meet the daily food requirements of older adults; e.g., <ul style="list-style-type: none"> – identify common dietary deficiencies and disorders – create a dietary plan.
<p>Students will demonstrate assistance care for older adults.</p>	<p>Client Assistance</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • identify various occupations and duties within the field of human care; e.g., <ul style="list-style-type: none"> – continuing care – active treatment – rehabilitation – community health • demonstrate proper aseptic techniques to use in the maintenance of personal hygiene and the cleaning and maintenance of supplies and equipment • demonstrate the proper use and disposal of barrier devices; e.g., gloves, masks, bandages, dressings • demonstrate the basic activities required to assist with daily living; e.g., oral, hair and skin care; dressing; toileting; exercise; bathing and feeding • demonstrate the correct techniques for administering personal care; e.g., lifting and transferring, changing body position, use of mechanical aids • demonstrate the correct techniques for: <ul style="list-style-type: none"> – taking and recording vital signs – treating sprains, strains and dislocations – applying and changing bandages and dressings • identify massage techniques • identify symptoms and treatments for skin disorders relevant to being bedridden; e.g., bed sores • create a fire escape plan for bedridden and/or wheelchair-bound patients.

General Outcomes	Specific Outcomes
<p>Students will develop an awareness of the emotional needs of elderly clients.</p>	<p>Emotional Care</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • demonstrate well-developed communication and observation skills necessary for successful caregiving; e.g., <ul style="list-style-type: none"> – a genuine interest in older adults – patience, empathy and understanding – the ability to work independently and in a group • describe the physical, social, emotional and mental changes that may take place during the ageing process • identify the emotional needs of older adults • demonstrate patience and empathy with a patient’s negative emotions; e.g., sadness, anger, frustration, depression, grief • describe the techniques that promote emotional adjustment to losses • describe the symptoms of depression • describe how to give emotional support to a dying client and the family • understand the importance of patient confidentiality.

ENSURING QUALITY

General Outcomes	Specific Outcomes
<p>Students will demonstrate an understanding of the value of effective task management processes by applying knowledge and skills to simulated and actual work situations.</p>	<p>Task Management</p> <p>Outcomes</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read and/or listen to instructions• ask questions to clarify expected outcomes, procedures and timelines. <p>Decision Making</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the parameters of the task• generate and review alternative ideas and their consequences• make a decision or select an idea. <p>Planning</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify the steps involved in managing a project• prepare a sample project plan, including budget and timeline• identify available tools, equipment and materials. <p>Performance Standards</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify expected standards for a product or service• work to agreed quality standards and specifications• select and use appropriate tools and technology for a task or project. <p>Evaluation</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• identify opportunities for improving quality• establish expectations and measures for improvements• create evidence to support an understanding of task management and skill development for inclusion in a personal portfolio.



ACADEMIC COMPETENCIES: These are the minimum academic competencies that provide a foundation for further learning. The following outcomes are provided as a reminder to address these academic competencies within the occupational context and to reinforce cross-curricular connections.

COMMUNICATION

General Outcomes	Specific Outcomes
<p>Students will demonstrate effective listening, speaking, reading and writing skills to prepare for employment.</p>	<p>Listening, Speaking, Reading and Writing</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• read, view and interpret occupation-related materials for a specific purpose; e.g.,<ul style="list-style-type: none">– read related health and safety documents– read terms of employment documents– follow written instructions specific to an occupational area• create text for a specific purpose that clearly communicates information; e.g.,<ul style="list-style-type: none">– write a résumé– write a job description– submit job application forms• communicate thoughts and ideas and listen to the thoughts and ideas of others to effectively complete a task; e.g.,<ul style="list-style-type: none">– follow oral instructions– give effective oral instructions when necessary.

THINKING

Students will research information, use creative thinking skills and use effective problem-solving strategies to solve problems.

Problem Solving, Decision Making, Finding Information and Creative Thinking

Students will:

- demonstrate an effective problem-solving model; e.g.,
 - identify the need for a solution to a problem/issue
 - identify why information is needed; e.g., make decisions, inform, persuade
- identify appropriate actions and select and apply information that meets their purposes and needs
- evaluate the results in terms of expected outcomes and assess the impact of information on their purpose and audience.

NUMERACY

General Outcomes	Specific Outcomes
<p>Students will demonstrate mathematical operations to effectively solve problems in a meaningful context.</p>	<p>Basic Operations, Patterns and Relationships, Shape and Space, and Statistics and Probability</p> <p><i>Students will:</i></p> <ul style="list-style-type: none">• apply arithmetic operations, e.g., addition, subtraction, multiplication or division, to whole numbers and decimals and use number operations when creating and solving money problems• use calculators or computers, to perform calculations involving large and small numbers, when solving problems• apply concepts of rate, ratio, percentage and proportion• demonstrate a number sense for whole numbers 0 to 100 000 and explore proper fractions and decimals• estimate, measure and compare, using decimal numbers and standard units of measure, to solve problems in everyday contexts; e.g., mass, length, volume, time, perimeter, surface area• use metric and imperial units of measure.

INFORMATION TECHNOLOGY

Students will demonstrate the effective use of information technology to perform daily workplace operations.

Computer Operations and Computer Applications

Students will:

- model and assume personal responsibility for the ethical use of information technologies
- demonstrate appropriate telephone operations within the workplace; e.g., answer telephone calls appropriately, locate numbers and make telephone calls
- use computer operations to assist in the completion of daily workplace operations; e.g.,
 - use basic keyboarding skills
 - store, organize and retrieve information correctly
 - locate and select information and ideas using appropriate technology and information systems; e.g., Internet
 - access, send and retrieve e-mail and attachments
- demonstrate procedures for connecting and using audio, video and digital equipment
- demonstrate procedures for sending and receiving faxes and setting up a fax machine
- demonstrate procedures for copying and printing documents.

