

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration/Teamwork						

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information into creative and thoughtful ways
- records information accurately with appropriate correct technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to tasks and project status based on feedback and reflections

Content

- defines each stage of the family life cycle
- describes the focus of family life in each stage of the cycle
- describe the roles and responsibilities of the family in each stage of the cycle
- describe the family dynamics inherent at each stage

Presenting/Reporting

- demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
- maintains acceptable grammatical and technical standards through proofreading and editing
 - provides an introduction that describes the purpose and scope of the project
 - communicates thoughts/feelings/ideas clearly to justify or challenge a position
 - states a conclusion by analyzing and synthesizing the information gathered
 - gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

FAMILY LIFE CYCLE: ILLUSTRATIVE EXAMPLE

CMH3010–2

Family Life Cycle	Definition	Focus of This Stage	Roles & Responsibility	Family Dynamics	Example
<i>Beginning</i>	<ul style="list-style-type: none"> two people living together in a committed relationship 	<ul style="list-style-type: none"> establishing a home acting as a team setting career goals 	<ul style="list-style-type: none"> establishing daily routines resource management 	<ul style="list-style-type: none"> working out relationships with others, e.g., family/friends 	
<i>Expanding</i>	<ul style="list-style-type: none"> choosing to have children, 0 - preschool 	<ul style="list-style-type: none"> birth of children child care issues 	<ul style="list-style-type: none"> child care budgeting money 	<ul style="list-style-type: none"> maintaining relationships as a couple, e.g., while establishing relationships with children 	
<i>Developing</i>	<ul style="list-style-type: none"> children, parents, kindergarten to grade 12 	<ul style="list-style-type: none"> focus turns to school and community resources skills towards independence (for children) 	<ul style="list-style-type: none"> supporting skills development and children more through school 	<ul style="list-style-type: none"> adjusting to outside influences, e.g., school, community peers 	
<i>Launching</i>	<ul style="list-style-type: none"> children leaving home (when first leave home) 	<ul style="list-style-type: none"> children move out to set up own residence 	<ul style="list-style-type: none"> support and encouragement financial support /emotional support 	<ul style="list-style-type: none"> parents adjust to change of influence in children's lives children adjust to greater autonomy 	
<i>Middle Age</i>	<ul style="list-style-type: none"> children gone parent(s) alone, still employed 	<ul style="list-style-type: none"> establishing new goals and purpose 	<ul style="list-style-type: none"> establishing plans for retirement finding new challenges 	<ul style="list-style-type: none"> re-establish personal relationships (friends, spousal, children) 	
<i>Retirement</i>	<ul style="list-style-type: none"> leaving employment 	<ul style="list-style-type: none"> resource/time management self-development 	<ul style="list-style-type: none"> maintaining activity level that is personally rewarding maintaining supportive role for children's families 	<ul style="list-style-type: none"> establishing new roles and new family relationships (grandchildren/in-laws) 	

STANDARD IS 3 IN EACH APPLICABLE TASK

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Teamwork and Collaboration	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

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- assesses and refines approaches to task and project status based on feedback and reflections

Content:

- completes a comparative analysis of at least two cultures as to:
 - family structure
 - family dynamics
 - family traditions
 - education and health beliefs/practices

Presenting/Reporting

- demonstrates effective use of at least communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

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Content:

- describes a factor that would produce changes in a family and assess the influence of this change on all dimensions of well-being:
 - career changes
 - relationship changes
 - personal changes
 - financial changes
- analyzes the change as to:
 - prevalence
 - interrelatedness on all dimensions of well-being
 - community support resources available
 - positive and negative affects
 - legal implications

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
 - e.g., Written: spelling, punctuation, grammar, format (formal/informal)*
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Teamwork and Collaboration

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COMMENTS

SCENARIO ASSESSMENT WORKSHEET

CMH3020-1

STANDARD Students working **at standard** must analyze the scenarios as described in the module. The rating scale on the bottom defines the level of competencies and should be applied when assessing student performance. Standard performance rating is stated in the module.

SCENARIO	ISSUES ACCORDING TO PARENTAL SYTLE	SOLUTIONS/PLAN OF ACTION		CONCLUSION/FOLLOW UP	
		PRIORITY	RATIONALE	FURTHER STEPS	OUTCOMES
1.	a) Authoritarian				
	b) Authoritative (Democratic)				
	c) Permissive				
2.	a) Authoritarian				
	b) Authoritative (Democratic)				
	c) Permissive				

Rating Scale	
<i>The student:</i>	
4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	not applicable.

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Content:

- compares the parenting styles and the affect on family dynamics of at least two different cultures

Teamwork and Collaboration

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- shares work appropriately among group members
- negotiates with sensitivity, solutions to problems
- displays effective communication and leadership skills

Presenting/Reporting

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e.g., Written: spelling, punctuation, grammar, format (formal/informal)
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COMMENTS

Note: Use Tool CMH3020–1 to assess student competency.

SCENARIO
Kelsey and Thomas, twins, enjoy playing with their building blocks. They do not, however, enjoy picking them up and putting them away when they are finished.
Melissa, a 14-year-old Grade 8 student, has been asked to go to a rock concert by Jordan, an 18-year-old Grade 12 student. Melissa’s parents have some concerns.
Jennifer’s mother, who is a single working parent, would like Jennifer to prepare dinner twice during the week on the evenings she has to work late. In addition to this, Jennifer is expected to help with the dishes and to keep her room tidy. Jennifer claims that too much is expected of her, and refuses to accept responsibility for these “chores.”

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The student:

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Content:

- identifies the rewards and challenges of parenting throughout the family life cycle

Presenting/Reporting

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STANDARD IS 3 IN EACH APPLICABLE TASK

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TASK CHECKLIST

The student:

Preparation and Planning

- set goals and establishes steps to achieve them
- use personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assess and refines approaches to task and project status based on feedback and reflections

Content

- assesses a personal readiness for parenting including:
 - psychologically/emotionally
 - physically
 - financially
 - philosophically

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
 - e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)*
 - Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice*
 - Audio-visual: techniques, tools, clarity, speed and pacing*
- maintain acceptable grammatical and technical standards through proofreading and editing
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COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

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Task Checklist

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- creates and adheres to detailed timeline
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approaches to the task and project status based on feedback and reflection

Content:

- identifies the contributions seniors are making to society
- assesses the impact of these contributions:
 - to the individual
 - to the family
 - to the community
 - globally

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

Information Sharing

- demonstrates effective use of a variety of communication media:
e.g., written, oral, audio-visual
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

COMMENTS

1. As they age, some people feel that life no longer has meaning for them. This emotional change may be caused by several things for the aging individual; name three.
2. John and Judy have lived for 30 years in a large bungalow on an acreage. They are finding the upkeep of the home too demanding and have decided to look into other housing. What choices may they consider?
 - condominium*
 - over-55 housing development*
 - seniors apartments*
3. The National Safety Council reports that preventable injuries are the sixth leading cause of death among those 65 years of age and older. Many of these injuries occur in the home. Name four things that could be done to make the home safer for older people.
 - clear traffic areas of extraneous furniture*
 - skid-resistant rugs and bath mats*
 - good lighting on sidewalks and stairwells*
 - modifying for wheelchair accessibility if needed*
4. Aging affects people in many ways. Changes occur physically, mentally, socially and emotionally. Give two changes that may occur in each of the three areas.
 - physical:
 - *body weakens*
 - *bones may break more easily*
 - *muscle tone and abilities decrease*
 - mental:
 - *memory loss may occur*
 - *often increased logic and understanding*
 - social:
 - *gender roles become more similar*
 - *friendships may become more important*
 - *may become depressed and discouraged easily*
 - *strong sense of loss when loved one dies*
5. Two theories explain how the lives of older adults change as they age. Name and explain both theories
 - a) *Activity Theory:*
 - *“use it or lose it”*
 - *stay busy as long as possible*
 - b) *Disengagement Theory:*
 - *withdrawal from others and activity*
6. Which of the following senses is the first to deteriorate as we age?
 - a) *sight*
 - b) *hearing*
 - c) *taste*
 - d) *touch*
7. Which of the following statements is FALSE?
 - a) *most elderly people need to reduce their calorie intake*
 - b) *the bones of elderly people change in composition*
 - c) *older people should not exercise because they tire easily*
 - d) *older people have wrinkles because their skin loses its elasticity*
8. Which of the following statements is not true of menopause?
 - a) *inability to have sex*
 - b) *psychological and emotional changes*
 - c) *hot flashes*
 - d) *irregular hormone production*
9. At what age does the body begin to age?
 - a) 20
 - b) 25
 - c) 30
 - d) 35

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Content:

- describes an age-related conditions:
 - signs and symptoms
 - treatment and care
 - impact on the individual, the family and the community
- identifies the community support resources that are available

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
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COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Karna's grandfather has become very depressed. He's stopped taking care of himself and is often unshaven, unbathed and wearing dirty clothing. He mutters that all of his friends have died and there is no one who needs him or is interested in him anymore. He has begun drinking heavily.
Alex's grandfather often does not respond when Alex asks a question of him. He often will sit there and nod. He complains that nobody wants to talk to him anymore. Alex's grandmother says that her husband needs a hearing aid but that he refuses to even visit a hearing specialist.
Two couples, the Smiths and the Joneses, were friends for 30 years. They took holidays together, enjoyed square dancing and played bridge at least once a week. Mr. Smith, while square dancing, had a heart attack and died. The Joneses are devastated at the loss of a close friend, but have resolved to move on. However, the relationship with Mrs. Smith is now very uncomfortable and everyone is unsure of how to deal with it.
Mary comes into her mother's home and finds the kitchen filled with smoke. Her mother, aged 75, is rocking quietly in front of the television, unaware that the tea kettle had boiled dry. This is the fourth or fifth time that Mary has found such an incident while visiting. Two weeks later, the community health nurse meets with Mary and family to discuss alternative services. Mary's mother is furious with them and has vowed to never forgive them.
Shawn, the youngest of four children, always enjoyed a special relationship with his parents. He assumed that his children would discover the wonderful qualities of their grandparents when and if he became a father. Now Shawn's parents are retired and are enjoying the "golden years". They are actively involved with their friends, travel extensively and volunteer at their local church. Shawn would like them to spend time with his sons. However, when he calls his parents, they have often already made plans. Shawn accuses his parents of not caring for his children and is resentful of their carefree lifestyle.

1. The purpose of fontanelles is:
 - a) to allow the skull bones to overlap during childbirth
 - b) to provide a barrier on the surface of the skin
 - c) to allow cerebral spinal fluid to circulate
 - d) to provide immunity for the first two months of life
2. Any defect or abnormality present at birth is called:
 - a) hereditary
 - b) chronic
 - c) degenerations
 - d) congenital
3. Colostrum is:
 - a) the first breast milk composed of white blood cells and serum
 - b) the first bowel movement of a newborn
 - c) the soft spots on the baby's head
 - d) pinhead-sized white spots on the baby's face
4. A positive sign of pregnancy is:
 - a) morning sickness
 - b) enlargement of the uterus
 - c) fetal pulse
 - d) positive Aschheim-Zondk test
5. The blastoderm is made up of layers of cells. The outer layer called the ectoderm develops into the:
 - a) skeleton and muscles
 - b) internal organs
 - c) digestive system
 - d) brain and nervous system
6. Descent of the fetal head into the pelvis toward the end of gestation is called:
 - a) lightening
 - b) effacement
 - c) labour
 - d) false labour
7. The widening of the cervical opening during labour and delivery is called:
 - a) contraction
 - b) engagement
 - c) dilatation
 - d) prolapse
8. What type of tissue is the uterus composed mainly of?
 - a) muscle
 - b) epithelial
 - c) connective
 - d) placenta
9. The technique by which amniotic fluid is removed using a needle to screen for genetic disorders or diseases is:
 - a) ultrasound
 - b) abortion
 - c) genetic engineering
 - d) amniocentesis
10. Ova travel from the ovaries to the uterus through the:
 - a) internal os
 - b) external os
 - c) fallopian tubes
 - d) fascia

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content:

- identifies signs and symptoms of pregnancy
- describes embryonic/fetal development
- describes maternal changes that accompany each body system
- outlines special care of fetus and mother during pregnancy:
 - demonstrates pre-natal and post-natal exercises
 - plans a nutritional diet
- recognizes signs of impending labour and delivery
- describes the process of labour and delivery:
 - outlines procedures to follow during an emergency childbirth
- outlines procedures to following during the puerperium:
 - feeding
 - personal care of the infant
 - personal care of the mother
 - bonding
- discusses complications that can occur during pregnancy, labour, delivery and the puerperium period

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
 - e.g., Written: spelling, punctuation, grammar, format (formal/informal)*
 - Oral: voice projection, body language, appearance*
 - Audio-visual: techniques, tools, clarity*
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting and Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- set goals and establishes steps to achieve them
- use personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assess and refines approaches to task and project status based on feedback and reflections

Content

- discusses the rights and roles/responsibilities of the father
- determines the impact of pregnancy, labour, delivery and the post-natal period on:
 - mother
 - father
 - siblings
 - extended family
- compares how maternal age differences can affect pregnancy and post-natal care
 - physical
 - social
 - emotional
 - economic
- compares the impact of pregnancy and post-natal care on two different cultures:
 - mother
 - father
 - siblings
 - family

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
- maintain acceptable grammatical and technical standards through proofreading and editing
 - provide an introduction that describes the purpose and scope of the project
 - communicates thoughts/feeling/ideas clearly to justify or challenge a position
 - state a conclusion by analyzing and synthesizing the information gathered
 - give evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

Note: Use Tool CMHSCN to assess student competencies.

SCENARIO
Susan is a Grade 12 student who is very athletic. When she visited the doctor for her pre-basketball physical examination, she found out she was pregnant.
Nazima is a 23-year-old Muslim woman. This is her first pregnancy. She moved to Westlock from Pakistan seven months ago to marry her husband Salim. The marriage was arranged by the families and the young couple seem to be happy in their new home. They observe traditional religious practices. The observation of Ramadan begins in two weeks.
Gail is a young married woman who has just learned that she is expecting her third child. She describes herself as a “light smoker (15 cigarettes a day) and a moderate drinker in social situations.” Her other two children are healthy. Her husband Dan works on oil rigs and is home every three weeks.

STANDARD: Students working at or above standard must complete the appropriate exercise and Learning Records from the 1995 *Self-Study Orientation Course for Day Care Staff*. Note: Teachers may use alternative activities to develop and access competencies. The rating scale outlines a continuum of learning by describing behaviours associated with each level of performance. A minimum level of performance has been established. Students are expected to meet or exceed this level of performance.

Rating	Exercises	Rating	Learning Records
	PM 8-16/17		PM 8-21
	PM 8-18		PM 9-17/18
	PM 10-8 & PM10-9		PM 9-19/20
	PM 10-13/14		PM 10-15
	PM 11-4/5		PM 10-17/18
	PM 11-7		PM 11-14
	PM 11-9		PM 11-17
	PM 12-3★		PM 13-7/8/9
	PM 12-7/8★		PM 13-15/16
	PM 12-10★		PM 13-17/18/19
	PM 12-11★		PM 14-14
	PM 12-12/13★		PM 14-15
	PM 12-15/16★		PM 15-9
	PM 13-7/8/9		PM 15-10

★ **Alternative activity – see module**

DAY CARE II	
Number	Learning Record Name
PM 8-15/16/17	<i>What Kind of an Experience is This?</i>
PM 8-18	<i>What Kind of Response is This?</i>
PM 10-8	<i>The Adult Role in the Play Program</i>
PM 10-9	<i>Facilitating Play Video Guide: Providing for Play</i>
PM 10-13/14	<i>Involvement</i>
PM 11-4/5	<i>Eating Together</i>
PM 11-7	<i>Making Rest Time Restful</i>
PM 11-9	<i>Toileting Practices</i>
PM 12-7/8	<i>Prevention: The Day Care Environment</i>
PM 12-10	<i>Prevention: Establishing Guidelines</i>
PM 12-12/13	<i>Intervention: Redirecting Children’s Play</i>
PM 12-15/16	<i>Guidance Situations for Discussion</i>
PM 13-7/8/9	<i>Some Questions about the Day Care Regulation</i>
Number	Exercise Name
PM 8-21/22	<i>Planning a Creative Experience</i>
PM 9-17/18	<i>Is This an Example of Play?</i>
PM 9-19/20	<i>What is the Value of this Play?</i>
PM 10-15	<i>Participating in Play</i>
PM 10-17/18	<i>Recording an Example of Facilitating Play</i>
PM 11-14	<i>Viewing Day Care Matters - #03 Nurturing Through Physical Routines Video</i>
PM11-17	<i>Smooth, Unhurried Transitions</i>
PM 13-15/16	<i>Day Care Centres–A Healthy Place to Be</i>
PM 13-17/18/19	<i>Day Care – A Safe Place to Be</i>
PM 14-14	<i>Resources in My Community</i>
PM 14-15	<i>Video: Supporting Family Relationships</i>
PM 15-10	<i>Agencies Dealing with Child Abuse</i>

Rating Scale
The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	not applicable.

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content:

- describes signs of child abuse and responsibility of day-care workers to report suspected abuse, including:
 - types of child abuse
 - indicators of child abuse
 - ways of responding to child abuse
 - ways caregivers can help prevent child abuse

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
 - e.g., Written: spelling, punctuation, grammar, format (formal/informal)*
 - Oral: voice projection, body language, appearance*
 - Audio-visual: techniques, tools, clarity*
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content:

- examines the theme of "loss":
 - the grief process
 - physical, mental and social issues
- identifies the stages of dying and the palliative process with reference to:
 - physical changes
 - emotional needs
 - palliative care
- outlines procedures following death:
 - post-mortem care
 - bereavement support

Content (continued)

- discusses impact on caregiver:
 - caregiver stress/grief
 - ways to access support
- identifies community support resources

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
 - e.g., Written: spelling, punctuation, grammar, format (formal/informal)*
 - Oral: voice projection, body language, appearance*
 - Audio-visual: techniques, tools, clarity*
- maintains acceptable grammatical and technical standards through proof-reading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- creates and adheres to detailed timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively, prioritizing tasks on a consistent basis.

Information Gathering and Processing

- accesses a range of relevant information sources and recognizes when additional information is required.
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying biases/assumptions/values in information sources
- assesses and refines approaches to the task and project status based on feedback and reflection

Content

- researches a minimum of two challenged individuals with regard to:
 - description of the condition (causes, signs, symptoms)
 - treatments
 - adaptations to promote independence
 - resources and technologies available
 - social, emotional and economic impact on the individual, the family and the community.

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates, with sensitivity, solutions to problems
- display effective communication and leadership skills

Information Sharing

- demonstrates effective use of a variety of communication media:
 - e.g., written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources.

COMMENTS

1. The lower jaw is the:
 - a) *maxilla*
 - b) *gingiva*
 - c) *mandible*
 - d) *uvula*

2. The enzyme contained in saliva is:
 - a) *pepsin*
 - b) *ptyalin*
 - c) *steapsin*
 - d) *insulin*

3. When you swallow, this flap of cartilage prevents food from going down your trachea and into your lungs:
 - a) *bolus*
 - b) *epiglottis*
 - c) *rugae*
 - d) *LES*

4. The semi-liquid mixture of food and gastric juice that is formed in the stomach and enters the small intestine is called:
 - a) *bolus*
 - b) *cycle*
 - c) *slime*
 - d) *chyme*

5. An inflammation of the stomach lining is called:
 - a) *flatus*
 - b) *gastritis*
 - c) *esophagitis*
 - d) *pylorus*

6. A yellowish skin colour caused by the absorption of bile into the bloodstream is:
 - a) *carotinemia*
 - b) *cyanosis*
 - c) *pallor*
 - d) *jaundice*

7. Describe how the small intestine prepares food for absorption.

8. Describe the digestive function of the liver.

9. Match each description in column I with the correct term in column II.

COLUMN I	COLUMN II
_____ waste product eliminated through lungs	A) anuria
_____ blood filter	B) calculi
_____ stones in the kidneys	C) carbon dioxide
_____ water and nitrogenous wastes	D) cystitis
_____ inflammation of the mucous membrane lining the bladder	E) uremia
_____ helps regulation of body temperature	I) ureter
_____ urinary duct	J) urine
	K) urinometer

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Teamwork and Collaboration	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content

- describes a selected digestion/elimination condition to:
 - pathology (causes, signs, symptoms)
 - treatment
 - prevention
 - social, emotional and economic impact on the individual, family and community
 - community support resources available

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
 - e.g., Written: spelling, punctuation, grammar, format (formal/informal)*
 - Oral: voice projection, body language, appearance*
 - Audio-visual: techniques, tools, clarity*
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity, solutions to problems
- displays effective communication and leadership skills

COMMENTS

Note: Use Tool CMHSCN to assess student competencies.

SCENARIO
Ryan is two years old and just learning how to use the toilet. Unfortunately, when he was urinating in the toilet, the lid slammed shut.
Dillon is three months old. For the past two days, he has had diarrhea that is so watery that it seeps out his diaper. Now he is vomiting whenever he has his bottle. He has a fever of 39°C, is flushed, his skin is dry and his fontanelle is sunken.
Kathy is 20 years old. She woke up this morning complaining of abdominal pain. She has rebound tenderness in her lower right quadrant. Kathy is nauseated and has a fever. She has not had a bowel movement for at least 36 hours.
Joyce is a lifeguard at the Taber swimming pool. She is in and out of the water several times a day. Lately, she has had to make more frequent trips to the washroom and twice, she lost some urine before she could get there. She has not felt well the past week and experiences a burning sensation when she voids.

1. The basic functioning unit of the nervous system is the:
 - a) *nephron*
 - b) *neuron*
 - c) *moron*
 - d) *astrocyte*

2. The method by which the nervous system transmits information is:
 - a) *hormones*
 - b) *neurons*
 - c) *filtration*
 - d) *nerve impulses*

3. The circulating fluid found in the central nervous system is:
 - a) *blood*
 - b) *cerebrospinal fluid*
 - c) *water*
 - d) *lacrimal fluid*

4. Define the following terms:
 - a) *steroids:*
- *organic compound derived from fats*
 - b) *polyphagia:*
- *excessive eating*
 - c) *glycosuria*
- *sugar in urine*

5. Complete the following:
 - a) the master gland is called the:
- *pituitary*
 - b) Diabetes is caused by hypofunction of the:
- *pancreas*
 - c) “Fight” and “Flight” glands are called the:
- *adrenals*

6. If you are assisting in the care of a head-injury patient, you should note and report:
 - a) *disorientation*
 - b) *alterations in speech*
 - c) *changes in levels of consciousness*
 - d) *all of the above*

7. You come into a room and find a patient having a seizure. You should:
 - a) *leave and find help*
 - b) *restrain the patient’s movements*
 - c) *raise the foot of the bed*
 - d) *remove any object the patient might hit*

8. *Otitis media* is an infection of the:
 - a) *sinus cavities*
 - b) *eye*
 - c) *brain*
 - d) *middle ear*

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Teamwork and Collaboration	4	3	2	1	0	N/A

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content:

- describes a selected nervous and endocrine condition as to:
 - pathology (causes, signs, symptoms)
 - treatment
 - prevention
 - social, emotional and economic impact on the individual, the family and the community
 - suggestions to reduce the impact on the individual and the family
 - community support resources available

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
 - e.g., Written: spelling, punctuation, grammar, format (formal/informal)*
 - Oral: voice projection, body language, appearance*
 - Audio-visual: techniques, tools, clarity*
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Your friend Susan has diabetes. She has explained her condition to you including her daily insulin treatments and her carefully regulated diet. During Phys Ed class you notice that Susan is becoming weak and disoriented. Suddenly she falls and appears injured.
You have asked several friends to your home to a pizza party. Everyone is sitting around talking, laughing and listening to your latest CD when Jason falls to the floor in an epileptic seizure.

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content

- describes a psychological disorder:
 - pathology (causes, signs, symptoms)
 - treatment
 - prevention
 - social, emotional and economic impact on the individual, family and community
 - community support resources available

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
- maintains acceptable grammatical and technical standards through proofreading and editing
 - provides an introduction that describes the purpose and scope of the project
 - communicates thoughts/feelings/ideas clearly to justify or challenge a position
 - states a conclusion by analyzing and synthesizing the information gathered
 - gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content

- compares past, present and future trends in health services
- community/home care versus hospitalization
- cost of hospitalization and home care
- effects of changes on medical professionals (job availability, training, autonomy, entrepreneurship, increased use of para-professionals, non-professionals)
- affects of changes on the individual, family, community
- researches education/prevention versus treatment

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
- maintains acceptable grammatical and technical standards through proofreading and editing
 - provides an introduction that describes the purpose and scope of the project
 - communicates thoughts/feelings/ideas clearly to justify or challenge a position
 - states a conclusion by analyzing and synthesizing the information gathered
 - gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content

- discusses the care available in facilities:
 - acute care
 - convalescent care/rehabilitation
 - extended care
 - palliative care
- discusses the care available in the community
- discusses the services available in a treatment facility:
 - physicians
 - nursing
 - rehabilitation (occupational and physical therapy)
 - respiratory therapy
 - radiology
 - pathology
 - dietary
 - housekeeping/maintenance
 - administration/business
 - patient support (social services, pastoral care)

Content (continued)

- describes the purpose of the procedure and the care of the patient before, during and after the following procedures:
 - general surgery
 - less invasive surgery using lasers, fibre optics
 - imaging services (X-ray, CAT scan, ultrasound, MRI)
- discusses anaesthetic options

Presenting/Reporting

demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice

Audio-visual: techniques, tools, clarity, speed and pacing

- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- creates and adheres to detailed timeline
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approaches to the task and project status based on feedback and reflection

Content

- Technology _____
 - description
 - availability/accessibility
 - social impact
 - emotional impact
 - economic impact
 - ethical issues

Content (continued)

- Technology _____
 - description
 - availability/accessibility
 - social impact
 - emotional impact
 - economic impact
 - ethical issues

Information Sharing

- demonstrates effective use of a variety of communication media:
e.g., written, oral, audio-visual
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content

- describes a minimum of 15 sound practices to childproof the environment, including:
 - preventing common accidents
 - home safety check
 - playground
 - transportation
 - preventing infection

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
- maintains acceptable grammatical and technical standards through proofreading and editing
 - provides an introduction that describes the purpose and scope of the project
 - communicates thoughts/feelings/ideas clearly to justify or challenge a position
 - states a conclusion by analyzing and synthesizing the information gathered
 - gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

	TASK					
	Equipment	F/A Kit	Facility	Safe Behaviour	Warm-up Activities	Cool-down Activities
Management	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Use of Equipment and Tools	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Tasks	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
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0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Management

- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills

Use of Equipment and Materials

- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- practises proper sanitation procedures
- minimizes waste of materials
- anticipates potential hazards and emergency response

Tasks

- assists with the maintenance and repair of equipment
- inventories and restocks first aid kit
- assists in the maintenance of the training facility
- assists in promoting safe behaviour of the athlete
- assists in warm-up activities
- assists in cool-down activities

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approaches to task and project status based on feedback and reflections

Content

- Topic 1 _____
- describes performance-improving activity
- describes how this activity will improve athletic performance
- specifies examples/directions/action plan for completing the activity
- possible barriers to be avoided

- Topic 2 _____
- describes performance-improving activity
- describes how this activity will improve athletic performance
- specifies examples/directions/action plan for completing the activity
- possible barriers to be avoided

Presenting/Reporting

- demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- states a conclusion by analyzing and synthesizing the information gathered
- gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- cooperates with team members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering & Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- creates and adheres to detailed timeline
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approaches to the task and project status based on feedback and reflection

Content

Sport _____

- describes two common injuries:
 - cause
 - assessment and referral
 - recommended preventive solutions
 - recommended therapeutic solutions
 - recommended rehabilitative measures
 - describe how these injuries can affect an individual through the lifespan

Content

Sport _____

- describes two common injuries as to:
 - cause
 - assessment and referral
 - recommended preventive solutions
 - recommended therapeutic solutions
 - recommended rehabilitative measures
 - describe how these injuries can affect an individual through the lifespan

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

Information Sharing

- demonstrates effective use of a variety of communication media: *e.g., written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

COMMENTS

Module Learner Expectation: The student will explain the importance of ethical conduct.

Criteria and Conditions: Assessment of student achievement should be based on preparing a code of ethics for a financial management student that includes examples of relationships with other individuals, school clubs (teams), and family and community members.

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning

- set goals and follow instructions accurately
- respond to directed questions and follow necessary steps to find answers
- access basic in-school/community information sources
- interpret and organize information into a logical sequence
- record information accurately, using correct technical terms
- use time effectively

Content

- The code displays the student’s understanding of the difference between ethical conduct and rules and regulations
- The code provides appropriate examples of ethical behaviour in personal and small business relationships (interactions)
- The code exhibits student awareness and understanding of the effects of ethics (positive and/or negative) on the individual and on the small business

Presenting/Reporting

- demonstrate effective use of one or more communication media:
*e.g., Written: spelling, punctuation, grammar
 basic format*
Oral: voice projection, body language
Audio-visual: techniques, tools
- use correct grammatical convention and technical terms through proofreading/editing
- provide an introduction that describes the purpose of the project
- communicate information in a logical sequence
- state a conclusion based on a summary of facts
- provide a reference list of three or more basic information sources

FIN1010: FINANCIAL INFORMATION

Acquiring and Using Financial Resources

CREDIT

List six sources of financing available to business and describe the services offered by each institution. Use the following headings.

Institution	Services Offered
-------------	------------------

Susan Miller wants to open a craft store in Red Deer. She has visited four craft stores in the Red Deer area, and two of them are for sale. Susan has saved \$5,000 of her own money but is not sure how much it will cost to purchase and maintain the store. She is also unsure as to where she could obtain further financial aid.

List four questions Susan should ask existing owners of craft stores.

If Susan contemplates purchasing an existing store, what business records and statements should she ask to see?

Susan's sister, Lilly, has agreed to loan Susan some money. List two advantages and two disadvantages of borrowing from a friend or relative.

List two advantages and disadvantages of borrowing the funds from a financial institution.

Vocabulary for Credit

The following words should appear in a comprehensive vocabulary test on this concept.

credit
interest
collateral
promissory note
co-signer
amortization

BANKING

Explain the concept of automated tellers, debit cards and the electronic transfer of funds.

List five services that are offered by a financial institution.

Explain the differences between the two main types of bank accounts.

Why do banks charge interest on loans and mortgages?

Why do banks pay different rates of interest to customers on savings?

What are the risks involved to the customer using the automated tellers?

Vocabulary for Banking

The following words should appear in the comprehensive vocabulary test on this concept.

multi-branch banking
G.I.C.
traveller's cheques
deposit
N.S.F. cheque
P.I.N.
signature card

INSURANCE

List forms of insurance available to an individual.

List forms of insurance available to a business.

Compare the insurance requirements of an individual with the insurance requirements of a small business.

What insurance requirements are required by an individual and by business under government legislation?

Explain why boys in Alberta pay a higher amount for car insurance than girls in Alberta with the same driving record and age.

“Buying life insurance is a good way to build your savings,” Do you agree or disagree with this statement? State your reasons.

Vocabulary for Insurance

The following words should appear in a comprehensive vocabulary test on this concept.

endorsement
riders
premium
beneficiary
dividends
policy
term
whole life

Module Learner Expectation: The student will identify personal and small business financial management.

Criteria and Conditions: Assessment of student achievement should be based on the student preparing a report that provides at least two examples each of government legislation at the federal, provincial and municipal level and how this legislation will affect small business financial management. In the discussion, the student will make reference to specific types of small businesses and describe possible sources of information available to assist an individual or small business.

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning

- set goals and follow instructions accurately
- respond to directed questions and follow necessary steps to find answers
- access basic in-school/community information sources
- interpret and organize information into a logical sequence
- record information accurately, using correct technical terms
- use time effectively

Content

- The report provides two examples of government legislation at each of the federal, provincial and municipal levels
- The report describes the effect of the legislation on personal and small business financial management using specific examples
- The report provides possible sources of information available to the individual and to a small business
- The report exhibits student awareness and understanding of the issues and presents the student's personal opinion

Presenting/Reporting

- demonstrate effective use of one or more communication media:
*e.g., Written: spelling, punctuation, grammar
 basic format*
Oral: voice projection, body language
Audio-visual: techniques, tools
- use correct grammatical convention and technical terms through proofreading/editing
- provide an introduction that describes the purpose of the project
- communicate information in a logical sequence
- state a conclusion based on a summary of facts
- provide a reference list of three or more basic information sources

TASK	Observation/Rating					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

Information Gathering and Processing

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Content

- identifies and describes indicators of health in a selected animal species; e.g.:
 - physical signs
 - normal/abnormal vital signs
 - symptoms of disease and parasites
 - behaviour

Content (continued)

- describes normal/abnormal animal physiology and anatomy
- describes normal/abnormal feed sources, and the impact of nutrient deficiencies on animal health
- identifies agents and sources of stress for animals, and their implications for health
- describes characteristics of a healthful animal environment, and conditions that may place an animal's health or safety at risk; e.g.:
 - sanitation
 - housing
 - methods of restraint
- _____
- _____
- _____

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of two or more communication media:
e.g., written, oral, audio-visual
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

REFLECTIONS/COMMENTS:

RATING	ASSESSMENT CRITERIA
<p>4 3 2 1 0</p>	<p><i>The student:</i></p> <p>Gathers Background Information</p> <ul style="list-style-type: none"> <input type="checkbox"/> defines the task <input type="checkbox"/> identifies task components and organizes them into a logical sequence <input type="checkbox"/> accesses basic in-school/community information sources regarding animal welfare <input type="checkbox"/> provides a review of historical concerns regarding animal welfare <input type="checkbox"/> compares animal welfare and animal rights <hr/> <p>Develops a Strategy for Maintaining Animal Welfare</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies ethical, economic and social perspectives that influence animal welfare <input type="checkbox"/> describes welfare needs of an animal; e.g.: <ul style="list-style-type: none"> – water and food – space, air quality, temperature and light – shelter and confinement structures – freedom from stress, hunger, disease, pain and abuse <input type="checkbox"/> describes indicators of health in the animal; e.g.: <ul style="list-style-type: none"> – physical signs of good and poor health – normal and abnormal vital signs – symptoms of disease and parasites – normal and abnormal behaviour <input type="checkbox"/> describes current codes of practice regarding animal care, handling and restraint <input type="checkbox"/> considers alternatives and consequences regarding different approaches to caring for the animal <input type="checkbox"/> develops a plan of action to address welfare needs of the animal <hr/> <p>Assesses and Communicates the Strategy</p> <ul style="list-style-type: none"> <input type="checkbox"/> presents the animal welfare plan in a logical sequence using one or more communication media <input type="checkbox"/> uses correct grammar and technical terms <input type="checkbox"/> make summative statements regarding strengths/weaknesses and general feasibility of the animal welfare plan <input type="checkbox"/> outlines a protocol for responding to an issue regarding animal welfare <hr/>

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
 - 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
 - 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
 - 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
 - 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.
- N/A Not applicable

REFLECTIONS/COMMENTS

1. a) What is a “prenuptial agreement”?
A document specifying property rights and responsibilities of the individual. It is not legally binding in Canada.
b) Why would a couple have one?
*If there was a big difference in personal wealth.
If there is a business or extensive property involved.*
2. What are government requirements for a legal marriage?
*Must be 18 years of age (or parental consent).
Must not be related too closely (e.g., not siblings).
Must purchase a marriage licence.*
3. What is the legal status of a common-law relationship?
After a certain length of time, the government treats the common-law relationship like a legal marriage.
4. What is meant by a “no-fault” divorce?
Both parties agree to separate without either assuming blame.
5. a) What is an annulment?
Marriage is declared void as if the marriage never took place.
b) Identify two situations which could cause a marriage to be annulled.
Unconsummated marriage; not being of sound mental state when the marriage took place, e.g., drunk, or on drugs.
6. Jennifer and Jon grew up in the same small town. They were in the same kindergarten class, attended the same junior high school, and graduated from the same high school. They both had different interests as they grew up: Jon was heavily involved in the Air Cadet program, while Jennifer enjoyed the athletic program at school, and played on the basketball and volleyball teams. Their parents attended the same community church, and although both had moved away after graduation to pursue individual careers (Jon became a pilot and Jennifer was a teacher), they often met when they came home for family or holiday functions. They kept in touch. Five years later, they began dating each other, and eventually began discussing marriage. Both recognized the wide differences in their careers, but they felt that the background experiences they shared would help their marriage be successful. They did eventually marry.

This represents which theory of marriage?

- | | |
|------------------------|---|
| a) role compatibility | c) value similarity |
| b) complementary needs | <input checked="" type="radio"/> d) propinquity |

7. Ali and Mike dated throughout high school and went to the same university. Mike graduated from the Faculty of Business and was accepted in a large accounting firm as a probationary accountant. Ali worked hard to graduate from her nursing program, and was hired by a small rural hospital to which she commuted. They had agreed that they would marry when they had completed their education. So they became engaged and were making wedding plans. However, they soon found that it was difficult to see each other. Mike was often asked to work long days with a great deal of overtime. Ali was assigned shift work, and often had to work weekends and evenings. Mike became angry when he had to attend company functions without Ali. He thought that she should support his career and him. Ali was hurt that Mike thought so little of her career that he expected her to give it up for him. They began to argue continually about which career was more important. Eventually, they broke their engagement. Later, Mike and Ali each married a person who was more supportive of the kind of life and marriage that each of them wanted.

Which theory of marriage does this represent?

- | | |
|----------------|--|
| a) homogamy | <input checked="" type="radio"/> c) value similarity |
| b) propinquity | d) role compatibility |

8. Which of the following statements is true?
 - a) Even in a successful marriage, you should not expect everyone to be happy all the time.
 - b) It is easier to have a successful marriage if you have a positive self-esteem.
 - c) When you enter marriage, you must expect to make some adjustments in your lifestyle.
 - d) All of the above are true.
9. Which of the following statements is true?
 - a) The emotions of love and anger are closely related.
 - b) In a good marriage, arguments are solved in a productive manner.
 - c) If you are willing to meet the other person halfway (compromise) you are doing your part in trying to make your marriage work.
 - d) All of the above are true.

10. Which of the following statements are true?
- a) Once a couple has had a serious quarrel, they will never be as happy as they were before.
 - b) The best procedure to follow when solving arguments in a marriage, is to have one person take over the decision making.
 - c) If a couple says that they “never fight,” it may mean that their relationship is a superficial one, without any real involvement of feelings between the spouses.
 - d) For younger couples, the best way to solve a conflict is to ask the parents to make the final decision.
11. The TRUE statement about marriages listed below is:
- a) Because teens are more adaptable than older people, they should have a higher success rate for marriage.
 - b) If you have siblings that you grew up with, it would enhance your chances of having a successful marriage because you have already learned to share resources.
 - c) If the marriage partners come from different ethnic backgrounds, it will increase their chances of having a successful marriage because they will work that much harder to make it successful.
 - d) Differences in social backgrounds should not cause serious problems for a couple getting married.
12. When comparing arranged marriages and love marriages, we found that:
- a) The marriages that are successful have a surprising amount in common.
 - b) Parents really only influence the success of the arranged marriages.
 - c) The love marriages are much more successful than the arranged marriages.
 - d) The most important valued attribute for an arranged marriage was personal wealth.

13. Lisa is 16 and has been seeing 17-year-old Ryan for about a year. For the first six months the relationship has gone fairly well although Ryan sometimes accuses her of flirting with other guys. “He must really care for me,” she thought. Six months ago Lisa was late for a date with Ryan. He was very angry and started yelling at her. He grabbed her hair and slapped her in the face when she tried to explain. She was able to get away from him, crept into her house so her parents wouldn’t see her dirty and bruised. Ryan apologized the next day, promised he would never hurt her again. Everything was okay for three or four months but now Ryan is slapping her around once or twice a week. Lisa has tried everything not to make Ryan angry but he seems to get worked up for no reason. She covers the bruises with make-up but her family and friends are suspicious. She has tried to break up with him but he cries and then threatens suicide. She is afraid he may seriously hurt her if she pushes for the end of the relationship.

a) Who should Lisa talk to in this situation? Why?

b) Is this a healthy, unhealthy or abusive relationship? Give four reasons for your choice.

c) If you were Lisa’s friend, what would you do?

Note: Use Tool CMH-SA to assess student competency.

SCENARIO
Aaron and Lisa got married while they were both in their second year of university. They had gone together since Grade 11. At the end of their four years of university, Aaron is offered a teaching position in Alberta and Lisa is offered a job as a human resources executive for a large computer company in Toronto.
Susan and Mink met at work. They dated for two years and felt they had a lot in common—both the same age, enjoyed the same sports and movies, and both worked as software developers. Mink had been born in Vietnam but came to Canada at age three. Despite protests from both sides of their families, they married. On returning from their honeymoon, Susan was reconciling her bank statement. Mink was surprised she had saved quite a bit of money. He suggested she transfer the funds into his account as they would only need one account. When she disagreed with this decision he said that in his family, men were always in charge of finances.
Benjamin and Alysha graduated from university, married in July and found jobs in their home city. They were enjoying their new roles as wage earners and newlyweds. In late November, Alysha was dismayed when her mother-in-law called reminding her of the traditional Christmas Day Ben’s family followed. Alysha and Ben were expected to be there. Alysha has assumed that she and Ben would spend the Christmas season celebrating with her family and sharing in her family’s traditions.
Marge and Jan had been married for two years. Both had saved diligently and now they had purchased their first home. Because they wanted a newer home, they had both a first and second mortgage. Money was tight, but they were committed to having the second mortgage paid off before they started a family. Three months after they moved into their home Marge felt unwell. She was shocked when the doctor told her that she was pregnant. He sent her for an ultrasound and the news became even more upsetting for Marge. She was expecting twins and, because of her family’s medical history, was considered a high risk pregnancy. The doctor advised her to quit work immediately.

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant in-school/community resources
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- develops a personal philosophy on marriage. Prioritizes choices and gives reasons for decisions

Presenting/Reporting

- demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
- Oral: voice projection, body language, appearance*
- Audio-visual: techniques, tools, clarity*
- maintains acceptable grammatical and technical standards through proofreading and editing
- provides an introduction that describes the purpose and scope of the project
- communicates ideas into a logical sequence with sufficient supporting detail
- states a conclusion by synthesizing the information gathered
- provides a reference list that includes five or more relevant information sources

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Presentation	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- sets goals and establishes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant in-school/community resources
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and uses correct technical terms
- plans and uses time effectively

Content

- plans, in detail, a marriage ceremony describing the management of resources (time, money, human) to make it successful

Collaboration and Teamwork

- cooperates with group members
- shares work appropriately among group members
- negotiates solutions to problems

Information Sharing

- demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
- maintains acceptable grammatical and technical standards through proofreading and editing
 - provides an introduction that describes the purpose and scope of the project
 - communicates ideas into a logical sequence with sufficient supporting detail
 - states a conclusion by synthesizing the information gathered
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COMMENTS