

COMMUNITY HEALTH

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Financial Management.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS course. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Learning provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note:** A module is

“successfully completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/ challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

CAREER & TECHNOLOGY STUDIES



SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

-
-
-
-
-
-
-
-

WHEN

SHOULD YOUR WORK BE DONE?



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

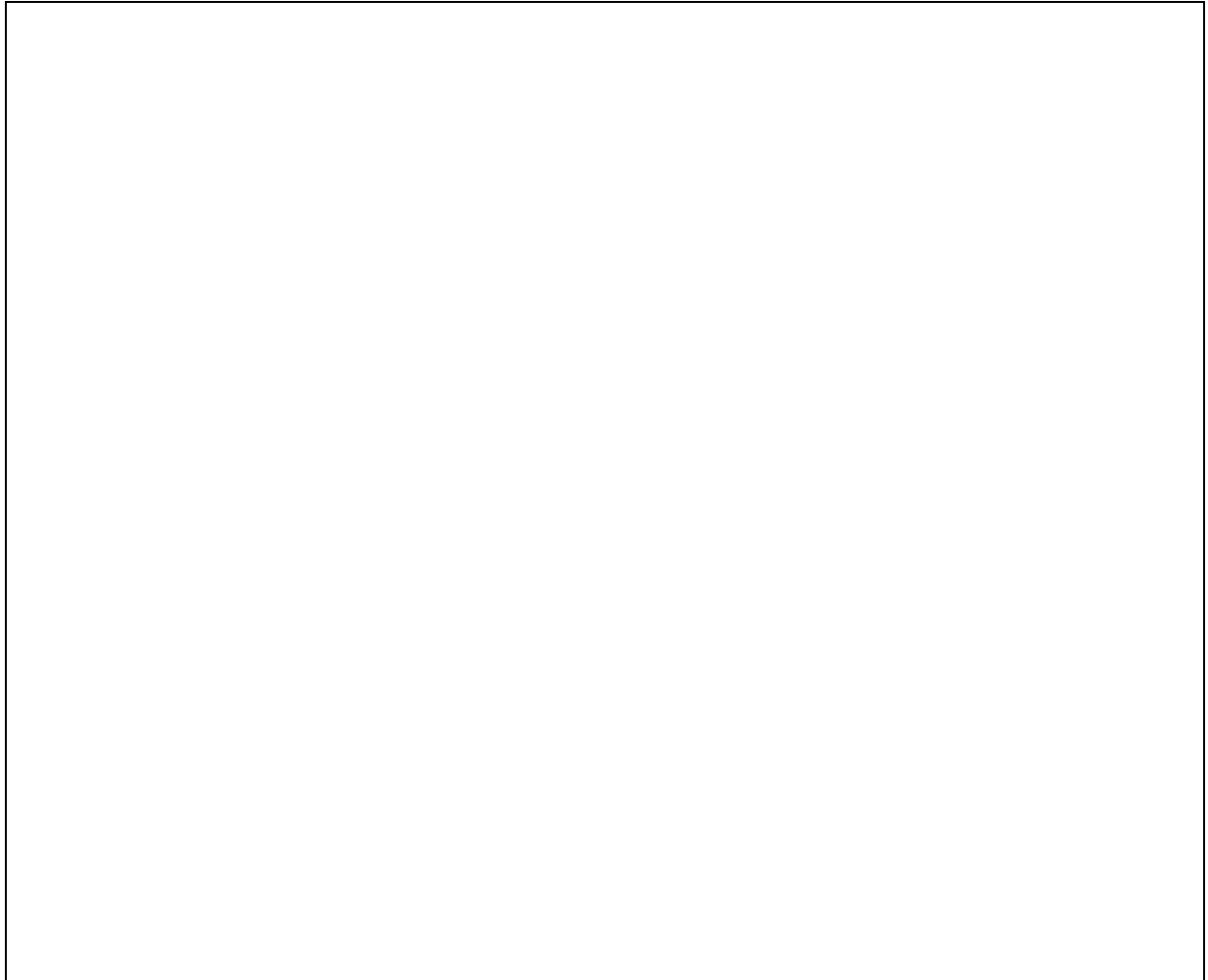


WHICH RESOURCES MAY YOU USE?



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ACTIVITIES/WORKSHEETS



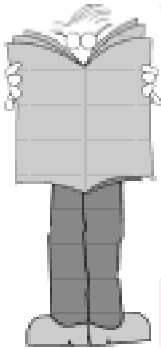
CAREER & TECHNOLOGY STUDIES

COMMUNITY HEALTH

SAMPLE STUDENT LEARNING GUIDE

CMH1050 Child Development

WHY TAKE THIS MODULE?



- T.I.P.S. (Toddlers, Infants, Preschoolers and School-aged Children)

Interested? In this module you will discover that those *Terrible Twos* and *Ferocious Fours* children are really quite normal. Students interested in a child-related career will enjoy this activity-filled module.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

Enthusiasm and a willingness to learn about children and their development will ensure success.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify the physical, mental and social development of children, ages 0–6, and describe the appropriate care required for each developmental stage
- identify appropriate solutions to child care problems and emergency situations
- identify child-focused community resources, and evaluate the programs based on individual child and family needs
- identify career opportunities related to community child care
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

Be sure to review the work to be completed in this module with your teacher and allot your time so that you will be able to finish within the suggested time frame.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark will be determined as follows:	
<input checked="" type="checkbox"/> presentation on child development	25%
<input checked="" type="checkbox"/> solving scenarios	20%
<input checked="" type="checkbox"/> practical activities	35%
<input checked="" type="checkbox"/> identify and evaluate community resources	10%
<input checked="" type="checkbox"/> a career profile.	10%



WHICH RESOURCES MAY YOU USE?



- The Developing Child* (print)
- Families Today* (print)
- Skills for Caring* (print)
- Baby Owner's Manual* (video)
- The Developing Child* (video)
- Studying Children: Observing and Participating* (print)
- Lily Series (videos)
- Parenting: Rewards and Responsibilities* (print)
- Canada's Food Guide to Health Eating*

ACTIVITIES/WORKSHEETS

1. View a video on child development. Participate in the group discussion.
2. Create a bulletin board for the class. (Each student brings a baby picture.) Indicate:
 - when you first walked
 - when you got your first tooth
 - what was your birth weight and length
 - what was your weight and height at one year.
3. Using resources in the classroom, develop a chart identifying the physical, mental and social development of:
 - infants
 - toddlers
 - preschoolers
 - school-aged children.
4. Observe a toddler and a preschooler in a specific situation and record your observations. Give your reactions to your observations based on your knowledge of child development. Locations might include a mall, playground, day care or at home. Compare development stages of these two children.
5. In small groups, brainstorm to identify basic needs of children. Complete worksheets on basic needs of children. Discuss the importance of providing love and security. Be prepared to present your ideas to the class.
6. Routines and boundaries must be set and maintained. In your notebook, give possible solutions to the scenarios involving routines and boundaries when you are the caregiver.
7. A clean, safe environment is important. List 10 safety-related practices to be adhered to for ensuring the safety of the children in your care. Review emergency procedures and provide solutions to the emergency scenarios.
8. Why is play important? Bring toys from home or cut out pictures of toys and evaluate using the form provided. Determine if they help children develop mentally, physically or socially.
9. Prepare a game, an activity or toy suitable for a young child. Explain:
 - how the game is played
 - why the child might like it
 - what they might learn from playing it
 - the age of the child for which it is appropriate.
10. Following *Canada's Guide to Healthy Eating* and information related to feeding children, plan one day's menu. Prepare and present a meal suitable for one age group. When you present your meal, be prepared to explain your choice in regards to nutrition, age suitability, child appeal, ease of preparation.
11. You have \$100.00 to buy clothing for a child for one year. Read information on children's clothing. Choose an age group and outline clothing items, store, size, cost and reason for buying.

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CMH1050 Child Development

12. Participate in a discussion on the importance of and the ways and means of meeting the needs of special children.
13. Brainstorm to identify the variety of community child care resources. Consider:
 - types
 - describe how they meet physical, social and/or mental needs of children
 - advantages and disadvantagesand complete the form *Community Resource Assessment* for two community resources.
14. Choose a career associated with working with young children. Complete the career profile included on the *Community Resources Assessment*.

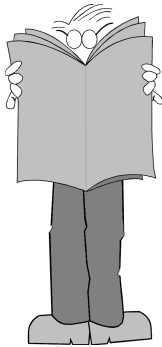
CAREER & TECHNOLOGY STUDIES

COMMUNITY HEALTH

SAMPLE STUDENT LEARNING GUIDE

CMH3140 Perspectives on Marriage

WHY TAKE THIS COURSE?



Planning on Marriage?

You will examine relationships and related issues as they apply to marriage and acquire life skills that will help you now and in your future.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

- There is no prerequisite; however, a willingness to work and participate in class will ensure your success.



WHAT

**WILL YOU KNOW AND
BE ABLE TO DO
WHEN YOU FINISH?**

Upon completion of this course you will be able to:

- identify factors that affect healthy marriages
- describe legal implications before/during and after marriage
- describe issues that affect marriages today
- describe a personal philosophy on marriage
- describe the resource management skills necessary when planning a marriage ceremony

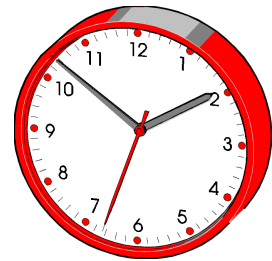
WHEN

SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this course.

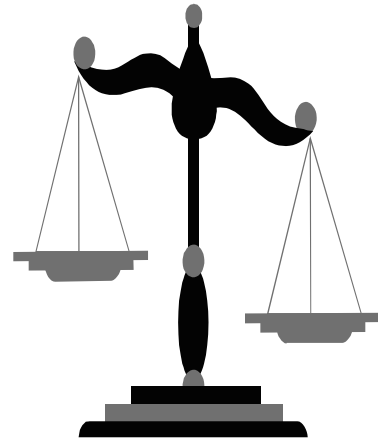
You may also wish to use a time-management planning chart to preplan the work that needs to be done in this course. Plan how you will use your class time as well as extra time needed to complete the assignments in this course.

Be sure to review the work to be completed in this course with your teacher and allot your time so that you will be able to finish within the suggested time frame.



HOW WILL YOUR MARK FOR THIS COURSE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate all of the competencies required for this course.</p> <p>When you have done this, your percentage mark will be determined as follows:</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Concept test<input checked="" type="checkbox"/> Scenario analysis<input checked="" type="checkbox"/> Presenting your personal philosophy of marriage<input checked="" type="checkbox"/> Planning a marriage ceremony	<p>20%</p> <p>20%</p> <p>30%</p> <p>20%</p>



WHICH RESOURCES MAY YOU USE?



- Families Today* (print)
- Cross Cultural Caring* (print)
- Working Marriage Partners* (video)
- Families in Canadian Society* (print)
- Family Life Series (videos)
- Something Old, Something New* (video)

ACTIVITIES/WORKSHEETS

1. In small groups, brainstorm ideas that couples should consider when they are contemplating marriage. Be prepared to present your ideas to the class for discussion.
2. Discuss two relationships that you admire and two unsuccessful relationships. Determine the factors that contribute to healthy marriages.
3. A legal expert will be a guest speaker to discuss the legal implications before, during and after marriage. Complete a guest speaker evaluation.
4. Write a test. This examination will test your knowledge on healthy and unhealthy marriages and the legal implications for marriage. You are required to receive 50% on this test to be given credit for this course.
5. You are a volunteer on a Hotline. On your shift the following phone calls come to you. What is your advice? Using the available resources, answer with factual, helpful information. (Obtain phone call questions from the teacher.) A class discussion will follow.
6. Choose a position *to remain single* or *to be married* and submit your defence to support your choice. Hand in your report.
BONUS: Volunteer to participate in a class debate on remaining single versus marriage.
7. Write out your personal philosophy of marriage considering religion, social, cultural, fidelity, goals, children, family, careers. File in a sealed envelope with your teacher.
8. Are you ready for marriage? Using available resources for factual information, give your answers and possible solutions to the case studies (see teacher for the case studies).
9. In small groups, discuss adjustments necessary in the early stages of marriage to determine: individual roles, responsibilities and ways of handling finances, in-laws, work, differences. Assign a recorder for your group to report to the class.
10. Do expectations and adjustments vary for marriages of people in different age groups (e.g., 20s, 40s, 60s, 80s)? In what ways? Interview married couples from three different age groups. Hand in a summary of your findings.
11. Guests have been invited to class to discuss how mate selection and marriage expectations vary in different cultures.
12. Plan a wedding. Hand in an album that includes pictures and descriptions of the wedding, honeymoon and first home. Include how the management of time, money and people are required to make this event happen.
13. Open your original philosophy of marriage and confirm your ideas or make changes explaining your decision.

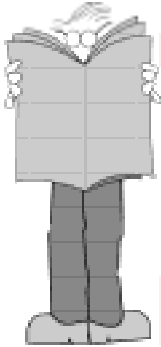
CAREER & TECHNOLOGY STUDIES

COMMUNITY HEALTH

SAMPLE STUDENT LEARNING GUIDE

CMH3090 Nervous/Endocrine Systems

WHY TAKE THIS MODULE?



- So you want to be a neurosurgeon or find a cure for diabetes! Learn more about nervous/endocrine conditions as they affect individuals, family and friends.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module. However, completion of the Community Health modules *Perspectives on Health*, *Respiratory System*, *Circulatory System*, *Musculoskeletal System* and *Digestive System* will provide you with helpful background knowledge.



WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected nervous and endocrine conditions
- describe the causes, signs and symptoms, treatment and prevention of neurological and endocrine emergencies
- describe a personal action plan that will promote and maintain healthy nervous and endocrine systems
- identify career opportunities related to nervous and endocrine systems
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

Be sure to review the work to be completed in this module with your teacher and allot your time so that you will be able to finish within the suggested time frame.



HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate all of the competencies required for this module.	
When you have done this, your percentage mark will be determined as follows:	
<input checked="" type="checkbox"/> Nervous/Endocrine Concept Test	30%
<input checked="" type="checkbox"/> Presentation/report on nervous/endocrine conditions	30%
<input checked="" type="checkbox"/> Practical activities for treating nervous/endocrine emergencies	20%
<input checked="" type="checkbox"/> Developing a personal action plan	10%
<input checked="" type="checkbox"/> Career profiles	10%



WHICH RESOURCES MAY YOU USE?



- Human Body in Health and Disease* (print)
- Anatomy and Physiology Learning Systems* (print)
- Diabetes: Balance and Control* (video)
- How It Works Series – Body, Immune System, Brain (print)
- Anatomy and Physiology Coloring Workbook and Study Guide*

ACTIVITIES/WORKSHEETS

1. With a partner, use the classroom resources to research a condition which may affect the endocrine system. Hand in a one-page summary of your research and eight suggested exam questions. Your report will be presented to the class and must include:
 - location and function of the endocrine gland affected (locate on diagram on the bulletin board)
 - pathology and treatment for the condition
 - affect of the condition on the individual, family members and the community
 - suggestions to help the individual live with the condition
 - community support resources available.Schedule your presentation time on the master calendar
2. View the video *Diabetes: Balance and Control* and complete the evaluation.
3. Using classroom resources, complete the diagram and worksheet on the brain.
4. Complete the worksheets showing the components and functions of the central and peripheral nervous systems.
5. Following the instructor's demonstration, be prepared to demonstrate first-aid procedures for neurological and endocrine emergencies.
6. With a partner, choose and research a condition that may affect the nervous system. Your report must include:
 - the pathology, signs, symptoms, prevention and treatment of this condition
 - the social, emotional and economic impact of the condition on individual, family members and the community
 - suggestions to reduce the impact of this condition on the individual
 - a list of community support resources available.
7. Complete a written test on the structure, function and pathology of the endocrine and nervous systems. See master calendar for the date.
8. Complete your personal action plan, outlining your plans to promote and maintain a healthy nervous/endocrine system throughout your life.
9. Job shadow and report, interview and report, or arrange for a guest speaker to attend class and speak on a career related to the nervous/endocrine system. Be sure the following information is presented:
 - personal characteristics necessary
 - training/education required
 - employment and entrepreneurial opportunities
 - working conditions
 - salary and benefits.Schedule this presentation on the master calendar.

