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# CAREER AND TECHNOLOGY STUDIES

## A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

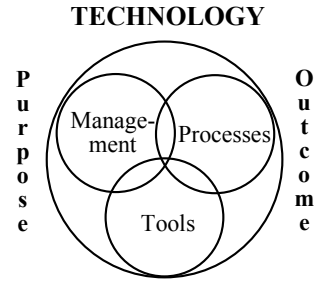


A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

## PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

## PROGRAM ORGANIZATION

### CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

**Strands** in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

**Courses** are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

*Specific outcomes* provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	30
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	47
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	44
12. Fashion Studies	29
13. Financial Management	16
14. Foods	37
15. Forestry	21
16. Information Processing	53
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	23
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

## LEVELS OF ACHIEVEMENT

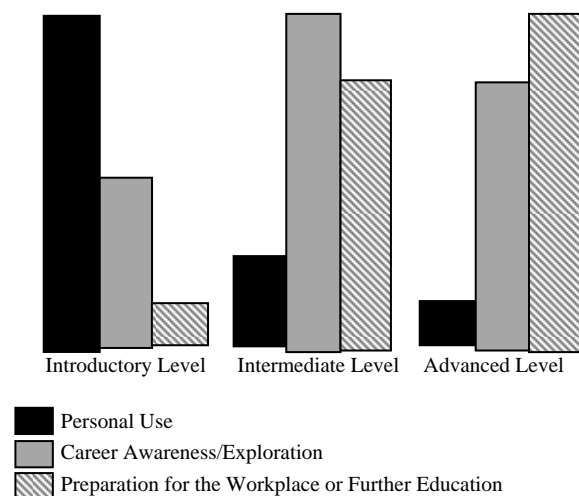
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

**Introductory** level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

**Intermediate** level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

**Advanced** level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



## CURRICULUM AND ASSESSMENT STANDARDS

**Curriculum standards** in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

**Assessment standards** define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

## TYPES OF COMPETENCIES

Two types of competencies are defined within the CTS program: basic and career-specific.

**Basic** competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

**Career-specific** competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.












## BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

*Suggested strategies for classroom use include:*

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Managing Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comes to class prepared for learning</li> <li><input type="checkbox"/> follows basic instructions, as directed</li>   <li><input type="checkbox"/> acquires specialized knowledge, skills and attitudes</li> <li><input type="checkbox"/> identifies criteria for evaluating choices and making decisions</li>   <li><input type="checkbox"/> uses a variety of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows instructions, with limited direction</li> <li><input type="checkbox"/> sets goals and establishes steps to achieve them, with direction</li>   <li><input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations</li> <li><input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions</li>   <li><input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows detailed instructions on an independent basis</li> <li><input type="checkbox"/> sets clear goals and establishes steps to achieve them</li>   <li><input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations</li> <li><input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions</li> <li><input type="checkbox"/> selects and uses effective learning strategies</li> <li><input type="checkbox"/> cooperates with others in the effective use of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement</li> <li><input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning</li> <li><input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions</li>   <li><input type="checkbox"/> </li> <li><input type="checkbox"/> provides leadership in the effective use of learning strategies</li> </ul>
<p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> uses information (material and human resources), as directed</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required</li> <li><input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis</li> <li><input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement</li> <li><input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)</li> <li><input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies</li> </ul>
<p><b>Problem Solving and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in problem solving as a process</li> <li><input type="checkbox"/> learns a range of problem-solving skills and approaches</li>   <li><input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints</li> <li><input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> thinks critically and acts logically in the context of problem solving</li>   <li><input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities</li> <li><input type="checkbox"/> prepares implementation plans</li> <li><input type="checkbox"/> recognizes risks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies and resolves problems efficiently and effectively</li>   <li><input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> <li>– combining ideas or information in new ways</li> <li>– making connections among seemingly unrelated ideas</li> <li>– seeking out opportunities in an active manner</li> </ul> </li> </ul>

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Communicating Effectively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking</li> <li><input type="checkbox"/> uses language in appropriate context</li> <li><input type="checkbox"/> listens to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means</li> <li><input type="checkbox"/> uses technical language appropriately</li> <li><input type="checkbox"/> listens and responds to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in many contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments</li> <li><input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals</li> <li><input type="checkbox"/> listens and responds to understand, learn and teach</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in most contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests</li> <li><input type="checkbox"/> negotiates and works toward a consensus</li> <li><input type="checkbox"/> listens and responds to understand, learn, teach and evaluate</li> <li><input type="checkbox"/> promotes positive interpersonal skills among others</li> </ul>
<p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fulfills responsibility in a group project</li> <li><input type="checkbox"/> works collaboratively in structured situations with peer members</li> <li><input type="checkbox"/> acknowledges the opinions and contributions of others in the group</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> cooperates to achieve group results</li> <li><input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions</li> <li><input type="checkbox"/> respects the feelings and views of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload</li> <li><input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> <li>– encourages and supports team members</li> <li>– helps others in a positive manner</li> <li>– provides leadership/followership as required</li> <li>– negotiates and works toward consensus as required</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance</li> <li><input type="checkbox"/> understands and works within the context of the group</li> <li><input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities</li> </ul>
<p><b>Demonstrating Responsibility</b></p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> follows appropriate/emergency response procedures</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> establishes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards</li> <li><input type="checkbox"/> analyzes the implications of personal/group actions within the global context</li> <li><input type="checkbox"/> states and defends a personal code of ethics as required</li> </ul>
<p><b>★Developmental Framework</b></p> <ul style="list-style-type: none"> <li>• <i>Simple task</i></li> <li>• <i>Structured environment</i></li> <li>• <i>Directed learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with limited variables</i></li> <li>• <i>Less structured environment</i></li> <li>• <i>Limited direction</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with multiple variables</i></li> <li>• <i>Flexible environment</i></li> <li>• <i>Self-directed learning, seeking assistance as required</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Complex task</i></li> <li>• <i>Open environment</i></li> <li>• <i>Self-directed/self-motivated</i></li> </ul>



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# COMMUNITY HEALTH

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## B. STRAND RATIONALE AND PHILOSOPHY

Although the family continues to be the primary source of support and nurture for individuals, much is changing. Shifts in the economy, social behaviours and expectations, and changes in technology and communication present new challenges to individuals, families and communities.

Life in the 21st century, with emerging medical technologies and new directions in health, will require skills and knowledge that enhance the ability of individuals and families to be effective and productive at home and in the outside world. To meet these challenges, Community Health, a strand in Career and Technology Studies, prepares students for the competencies required to attain and maintain good health and strong families and communities.

The World Health Organization defines health as “a state of physical, mental and social well-being and not merely the absence of disease or infirmity.”★ Good health is more than personal wellness and self-discipline. It also involves getting along with others, a personal sense of control, the ability to cope with stress, minimizing health risks, and maintaining meaningful work, a clean, safe environment and maintaining positive relationships with family and friends.

Within the philosophy of Career and Technology Studies, *students* in Community Health *will*:

- develop and use knowledge, skills and attitudes enabling them to assume a responsible and holistic approach to healthy living
- enhance personal, family and community well-being throughout their lifespan, by promoting healthy lifestyles
- develop abilities, confidence and flexibility as they become aware of and prepared for the challenging and rewarding array of career choices in the health care area
- review and assess existing social, physical, economic and cultural conditions affecting the wellness of individuals, families and communities in the world today
- practise and achieve competencies related to the healthy development and care of individuals throughout the lifespan
- become knowledgeable and responsible health consumers

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★ *Principles of the World Health Organization.* The World Health Organization, 1947.

- demonstrate critical thinking skills, responsible decision making, and management skills in dealing with personal and community health care challenges
- demonstrate flexible, cooperative work behaviour and effective communication and leadership skills
- transfer and apply competencies developed in other courses, hobbies, interests, volunteer activities or work
- demonstrate efficient use of technologies and understand how such technologies influence individual and family life, and community health
- become continuous learners throughout their life.

## SCOPE AND SEQUENCE

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Family Dynamics <i>CMH1010</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Adolescent Health Issues <i>CMH2010</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Community Volunteerism <i>CMH2030</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Family Issues <i>CMH3010</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Perspectives on Marriage <i>CMH3140</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Parenting <i>CMH3020</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Aging <i>CMH3030</i> </div>	Sociocultural Perspectives
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Caring for Children <i>CMH1040</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Child Development <i>CMH1050</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Home Care 1 <i>CMH1060</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Day Care 1 <i>CMH2050</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Home Care 2 (Personal Care Services) <i>CMH2060</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Sensory Challenges <i>CMH2070</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Prenatal &amp; Postnatal Care <i>CMH3040</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Day Care 2 <i>CMH3050</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Home Care 3 (Special Conditions) <i>CMH3060</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Challenged Individuals <i>CMH3070</i> </div>	Skills for Caring
<div style="border: 1px solid black; padding: 5px; text-align: center;">                     Perspectives on Health <i>CMH1080</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Respiratory System <i>CMH2080</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Circulatory System <i>CMH2090</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Musculoskeletal System <i>CMH2100</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Complementary Therapies <i>CMH2110</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Digestive System <i>CMH3080</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Nervous/Endocrine Systems <i>CMH3090</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     Mental Health <i>CMH3100</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Advances in Medical Technology <i>CMH3110</i> </div>	Health Sciences
<div style="border: 1px solid black; padding: 5px; text-align: center;">                     Personal Safety (Management)<sup>†</sup> <i>CTR1210</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     First Aid/CPR <i>CMH2120</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Sports First Aid 1 <i>CMH2130</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">                     FirstAid/CPR for Children <i>CMH3120</i> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">                     Sports First Aid 2 <i>CMH3130</i> </div>	Injury Prevention

—— Prerequisite

----- Recommended sequence

† Course is also offered in Career Transitions.



## GENERAL OUTCOMES: INTRODUCTORY LEVEL

### COURSE CMH1010: FAMILY DYNAMICS

**Level:** Introductory

**Theme:** Sociocultural Perspectives

**Prerequisite:** None

**Description:** Students examine family structures, and roles and responsibilities, involved in meeting the demands of today's society. Students study past family and health patterns to determine how such patterns influence family life now and in the future.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- describe historical and contemporary families, and their importance in society as a basic social institution
- demonstrate effective communication skills appropriate for resolving family conflicts
- show a health action plan based upon a summary of past and present health history of an individual
- describe the effect of personal career choices on:
  - self
  - family
  - friends
  - school/community
- demonstrate basic competencies.

**COURSE CMH1040: CARING FOR CHILDREN**

**Level:** Introductory

**Theme:** Skills for Caring

**Prerequisite:** None

**Description:** Students focus on accident prevention, handling emergencies, and the rights and responsibilities of the caregiver (babysitter) and the families.

**General Outcomes:** *The student will:*

- identify the rights and responsibilities of the babysitter/caregiver, the babysitter's family and the employer
- demonstrate the knowledge and skills required for child care, including:
  - infant caregiving skills
  - food selection and presentation
  - selection of safe and appropriate play activities
  - first-aid skills
- identify appropriate solutions to babysitting problems and emergency situations
- describe personal competencies in providing child care, and show a personal plan of action that will promote effective child care
- demonstrate basic competencies.

**COURSE CMH1050: CHILD DEVELOPMENT**

**Level:** Introductory

**Theme:** Skills for Caring

**Prerequisite:** None

**Description:** Students examine the needs and behaviours of children in various stages of development, and demonstrate management and caregiving skills applicable to each developmental stage. Students identify various community care facilities and observe how different centres meet the needs of the children and family. Students explore their interest in working with young children.

**General Outcomes:** *The student will:*

- 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.

**COURSE CMH1060: HOME CARE 1**

**Level:** Introductory

**Theme:** Skills for Caring

**Prerequisite:** None

**Description:** Students study the roles, rights and responsibilities, communication and management skills necessary to providing home care. To further gain understanding of home care, students study the promotion and maintenance of a healthy integumentary system. Community support resources are identified.

**General Outcomes:** *The student will:*

- describe the impact on the individual and his or her family when home care is required
- describe the management of home care with respect to:
  - roles, rights and responsibilities of caregivers
  - support resources available
  - importance of providing respite care for the primary caregiver
- identify and describe factors related to promoting and maintaining a healthy integumentary system
- demonstrate procedures for providing effective home care
- demonstrate basic competencies.

**COURSE CMH1080: PERSPECTIVES ON HEALTH****Level:** Introductory**Theme:** Health Sciences**Prerequisite:** None**Description:** Students identify the determinants of good health, and examine how these determinants affect personal well-being. Students also discuss the shared roles, rights and responsibilities of health services and the changing trends in health.**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.**General Outcomes:** *The student will:*

- identify determinants of good health and describe how they affect all dimensions of well-being
- describe the physical make-up of the human body
- describe how health involves shared roles, rights and responsibilities between the individual and society
- describe a current health issue that focuses on the changes in health services
- demonstrate basic competencies.

**COURSE CTR1210: PERSONAL SAFETY (MANAGEMENT)****Level:** Introductory**Theme:** Injury Prevention**Prerequisite:** None**Description:** Students develop practical safety-related knowledge, skills and attitudes, and obtain training and possible certification in emergency first aid.**General Outcomes:** *The student will:*

- identify and describe:
  - health and safety stakeholders
  - legislation relating to health and safety
  - hazards; e.g., office safety
  - careers in safety
- demonstrate basic health and safety practices, including:
  - burn prevention
  - use of personal protective equipment (PPE)
  - back care
- describe and implement a personal health and safety plan
- complete, successfully, a course in emergency first aid (EFA)
- demonstrate basic competencies.



## GENERAL OUTCOMES: INTERMEDIATE LEVEL

### COURSE CMH2010: ADOLESCENT HEALTH ISSUES

**Level:** Intermediate

**Theme:** Sociocultural Perspectives

**Prerequisite:** None

**Description:** Students explore and examine various health issues that are of interest to modern adolescent teens, and identify community resources available to teenagers.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- compare and contrast contemporary North American adolescents with adolescents of a previous era or a different culture
- identify and describe health issues that affect the well-being of the adolescent
- identify and evaluate community resources that are available for adolescents, and profile a career opportunity in this area
- describe a personal action plan that will promote well-being throughout the lifespan
- demonstrate basic competencies.

**COURSE CMH2030: COMMUNITY VOLUNTEERISM**

**Level:** Intermediate

**Theme:** Sociocultural Perspectives

**Prerequisite:** None

**Description:** Students, through exploration and participation, examine and demonstrate the roles of effective community volunteers.

**General Outcomes:** *The student will:*

- perform, as a volunteer, assigned tasks and responsibilities efficiently and effectively
- describe personal performance as a volunteer
- identify and describe careers related to community volunteerism
- demonstrate basic competencies.

**COURSE CMH2050: DAY CARE 1**

**Level:** Intermediate

**Theme:** Skills for Caring

**Prerequisite:** None

**Description:** Students investigate the roles and responsibilities of a child care worker, and develop communication and observation skills. Students also develop skills to assist in the physical, social, emotional and intellectual development of children from birth to age six.

**General Outcomes:** *The student will:*

- describe the roles and responsibilities of a child care worker
- identify aspects of safety that must be considered in a day care setting
- demonstrate communication and observation skills necessary for effective child care
- identify strategies to promote physical, emotional, social, intellectual and creative development of a child
- describe developmentally appropriate experiences, materials and activities that promote language development
- describe personal competencies in relation to professional day care standards
- demonstrate basic competencies.

**COURSE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES)**

**Level:** Intermediate

**Theme:** Skills for Caring

**Prerequisite:** CMH1060 Home Care 1

**Description:** Students identify and demonstrate the skills necessary to provide personal care services for individuals with special needs, recognizing the impact on the individual and family members.

**General Outcomes:** *The student will:*

- identify the basic needs of client, caregiver and the client's family
- demonstrate personal care recording and reporting procedures
- identify a situation and recommend solutions for individuals with special conditions
- describe personal competencies that would influence choosing a career in home care
- demonstrate basic competencies.

**COURSE CMH2070: SENSORY CHALLENGES**

**Level:** Intermediate

**Theme:** Skills for Caring

**Prerequisite:** None

**Description:** Students examine sensory challenges and the impact on the individual and family dynamics, and identify available community resources and technologies. Students also have an opportunity to study communication skills for sensory challenged individuals.

**General Outcomes:** *The student will:*

- identify situations and recommend solutions for sensory challenged individuals
- describe a personal action plan that will promote and maintain a healthy sensory system
- demonstrate techniques that assist communication with a sensory challenged individual
- identify career opportunities related to the field of sensory challenges
- demonstrate basic competencies.

**COURSE CMH2080: RESPIRATORY SYSTEM**

**Level:** Intermediate

**Theme:** Health Sciences

**Prerequisite:** None

**Description:** Students study the anatomy, physiology and pathology of the respiratory system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with respiratory conditions as they affect the individual, family and friends. Students also identify community support resources.

**General Outcomes:** *The student will:*

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

## **COURSE CMH2090: CIRCULATORY SYSTEM**

**Level:** Intermediate

**Theme:** Health Sciences

**Prerequisite:** None

**Description:** Students study the anatomy, physiology and pathology of the circulatory system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with circulatory conditions as they affect the individual, family and friends. Students also identify community support resources.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

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

## **COURSE CMH2100: MUSCULOSKELETAL SYSTEM**

**Level:** Intermediate

**Theme:** Health Sciences

**Prerequisite:** None

**Description:** Students study the anatomy, physiology and pathology of the musculoskeletal system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with musculoskeletal conditions as they affect the individual, family and friends. Students also identify community support resources.

**General Outcomes:** *The student will:*

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

## **COURSE CMH2110: COMPLEMENTARY THERAPIES**

**Level:** Intermediate

**Theme:** Health Sciences

**Prerequisite:** None

**Description:** Students examine complementary therapies, their foundations, applications, costs, ethical issues and predictions for the future.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- describe and critique a complementary therapy
- identify career opportunities in complementary therapies
- demonstrate basic competencies.

**COURSE CMH2120: FIRST AID/CPR**

**Level:** Intermediate

**Theme:** Injury Prevention

**Prerequisite:** None

**Description:** Students study first-aid skills, and demonstrate techniques and procedures for dealing with emergency situations.

**General Outcomes:** *The student will:*

- identify the roles and responsibilities of the first-aider
- identify situations and recommend solutions to life-threatening emergencies
- demonstrate first-aid procedures required in emergency situations
- describe how to meet the physical, emotional, psychological and social needs of all individuals involved in an emergency
- describe a personal action plan to prevent emergency situations and injuries at home, at work and in the community
- demonstrate basic competencies.

**COURSE CMH2130: SPORTS FIRST AID 1**

**Level:** Intermediate

**Theme:** Injury Prevention

**Prerequisite:** None

**Description:** Students learn different aspects of sports injuries, first-aid care and prevention of athletic injuries.

**General Outcomes:** *The student will:*

- describe how the roles and responsibilities of an athletic first-aider help promote and maintain healthy athletes and reduce sports injuries
- identify situations and recommend solutions for common athletic injuries
- develop a game plan and emergency action plan as an athletic first-aider
- demonstrate basic competencies.



## GENERAL OUTCOMES: ADVANCED LEVEL

### COURSE CMH3010: FAMILY ISSUES

**Level:** Advanced

**Theme:** Sociocultural Perspectives

**Prerequisite:** None

**Description:** Students examine changes that occur within a family and the required adjustments family members must make. Cultural diversities are investigated and community resources are identified.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- describe changing rights, responsibilities and family dynamics that occur throughout the family life cycle
- compare and contrast families from diverse cultures
- describe the effect on the physical, mental and social well-being of the family as changes occur in careers, relationships, personal life and financial situations
- identify career choices by compiling a community family support services directory
- demonstrate basic competencies.

**COURSE CMH3020: PARENTING**

**Level:** Advanced

**Theme:** Sociocultural Perspectives

**Prerequisite:** None

**Description:** Students examine parenting, current family dynamics and related issues, and enhance potential parenting skills.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- identify and describe different parenting styles, and assess their influence on family dynamics. Consider:
  - authoritarian
  - permissive
  - democratic
  - uninvolved
  - cultural diversities
- identify the rewards and challenges of parenting, including: financial, emotional, societal, educational, health
- describe personal psychological, physical, financial and philosophical readiness for parenting
- identify related career opportunities in parenting
- demonstrate basic competencies.

**COURSE CMH3030: AGING**

**Level:** Advanced

**Theme:** Sociocultural Perspectives

**Prerequisite:** None

**Description:** Students gain an understanding of the issues involved with the aging process and the impact of such issues on the individual, the family and the community. Students identify community resources and recognize the importance of seniors as a resource to the community.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- identify the contributions seniors make to society
- identify the physical, economic, emotional and intellectual changes that occur with aging and the adaptations required
- describe a personal action plan to prepare for healthy aging
- describe the signs, symptoms and care required for age-related conditions
- identify various adjustments required as a result of loss
- identify and evaluate community support resources and profile a career related to the aging community
- demonstrate basic competencies.

**COURSE CMH3040: PRENATAL & POSTNATAL CARE**

**Level:** Advanced

**Theme:** Skills for Caring

**Prerequisite:** None

**Description:** Students focus on the impact of pregnancy on physical, mental and social well-being, and understand the significance of prenatal, labour, delivery and postnatal care.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- describe the process of pregnancy, labour, delivery, and the puerperium, and identify both normal changes and complications that may arise in order to assess care measures required
- describe the impact of pregnancy and birth of a child on all members of the family, taking into consideration different maternal ages and different cultures
- identify the importance of lifestyle choices on maternal/fetal health throughout pregnancy and the puerperium
- identify and evaluate community resources and career opportunities in prenatal and postnatal care
- demonstrate basic competencies.

**COURSE CMH3050: DAY CARE 2**

**Level:** Advanced

**Theme:** Skills for Caring

**Prerequisite:** CMH2050 Day Care 1  
Practicum course from the Career Transitions Strand in a Day Care Centre

**Description:** Students continue to study the development and care of children, focusing on the importance of play and guiding behaviour.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- describe strategies to encourage a child's creativity
- identify the characteristics of play, recognize its value and understand how it contributes to children's development
- identify what needs to be provided for play in order for children to grow and develop, and to describe the adult role in supporting self-directed play
- describe ways that caregivers carry out routines to enhance a child's development in a safe and nurturing way
- describe methods of solving behaviour problems, using appropriate child guidance techniques
- describe how day care regulations ensure quality day care
- identify practices related to child safety and illness/injury prevention
- describe how day care staff and families can work together in the best interest of the child
- describe types and signs of possible child abuse/neglect, and indicate the day care workers' responsibility
- identify career opportunities related to day care services
- demonstrate basic competencies.

**COURSE CMH3060: HOME CARE 3 (SPECIAL CONDITIONS)**

**Level:** Advanced

**Theme:** Skills for Caring

**Prerequisite:** CMH2060 Home Care 2 (Personal Care Services)

**Description:** Students continue to learn about home care as it relates to special conditions, special treatments, loss, long-term care and the palliative process.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- identify individuals with special needs or conditions, safety requirements, and demonstrate or describe the skills necessary to assist with special care treatments
- describe home care as it relates to loss, long-term care, and the palliative process
- identify career opportunities related to home care/personal care services
- demonstrate basic competencies.

**COURSE CMH3070: CHALLENGED INDIVIDUALS**

**Level:** Advanced

**Theme:** Skills for Caring

**Prerequisite:** None

**Description:** Students recognize the diversity of experiences facing individuals who are physically and/or mentally challenged, and identify available community resources for such individuals.

**General Outcomes:** *The student will:*

- identify situations affecting challenged individuals and recommend solutions
- identify and evaluate community resources and profile a career opportunity related to working with challenged individuals
- demonstrate basic competencies.

## **COURSE CMH3080: DIGESTIVE SYSTEM**

**Level:** Advanced

**Theme:** Health Sciences

**Prerequisite:** None

**Description:** Students study the anatomy, physiology, pathology and treatment of the digestive and elimination systems. They gain an appreciation for practicing a healthy lifestyle, and acquire the knowledge and skills necessary to deal with digestive and elimination conditions as they affect the individual, family and friends. Students also identify community support resources.

**General Outcomes:** *The student will:*

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

## **COURSE CMH3090: NERVOUS/ENDOCRINE SYSTEMS**

**Level:** Advanced

**Theme:** Health Sciences

**Prerequisite:** None

**Description:** Students study the anatomy, physiology and pathology of the nervous/endocrine systems. They gain an appreciation for practicing a healthy lifestyle, and acquire the knowledge and skills necessary to deal with nervous/endocrine conditions as they affect the individual, family and friends. Students also identify community support resources.

**General Outcomes:** *The student will:*

- 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.

## **COURSE CMH3100: MENTAL HEALTH**

**Level:** Advanced

**Theme:** Health Sciences

**Prerequisite:** None

**Description:** Students study the parameters of mental well-being and the causes, signs, symptoms and treatment of mental illness. Students learn coping skills, and identify community support resources.

**General Outcomes:** *The student will:*

- describe indicators of mental well-being
- identify common stressors, the body's response to stress, and provide solutions for coping with stress
- identify causes, signs and symptoms, pathology, treatment, prevention, impact and support resources for psychological disorders
- identify career opportunities related to mental health
- demonstrate basic competencies.

**COURSE CMH3110: ADVANCES IN MEDICAL TECHNOLOGY**

**Level:** Advanced

**Theme:** Health Sciences

**Prerequisite:** None

**Description:** Students focus on the social, emotional and economic impact of health technology. Related ethical issues are also examined.

**General Outcomes:** *The student will:*

- compare and contrast past, present and future trends in health services
- identify services, diagnostic procedures and health technologies available in acute, rehabilitation and extended care centers
- identify and discuss emerging technologies, including description, availability, social and emotional impact, economics and ethical issues
- identify career opportunities related to medical technology
- demonstrate basic competencies.

**COURSE CMH3120: FIRST AID/CPR FOR CHILDREN**

**Level:** Advanced

**Theme:** Injury Prevention

**Prerequisite:** None

**Description:** Students identify a child-safe environment and recognize life-threatening emergencies or medical conditions, and demonstrate appropriate first-aid procedures.

**General Outcomes:** *The student will:*

- identify practices that provide a safe environment for infants and children
- identify signs and symptoms and recommend action for childhood emergencies and suspected child abuse and/or neglect
- identify an emergency situation and demonstrate first-aid/CPR skills for childhood emergencies
- identify career opportunities related to first aid/CPR for children
- demonstrate basic competencies.

## **COURSE CMH3130: SPORTS FIRST AID 2**

**Level:** Advanced

**Theme:** Injury Prevention

**Prerequisite:** CMH2130 Sports First Aid 1

**Description:** Students focus on the application of knowledge, skills and techniques to enhance athletic performance, and identify common athletic injuries, therapeutic solutions and rehabilitation strategies.

**General Outcomes:** *The student will:*

- demonstrate management of resources and activities of an athletic first-aider
- describe activities that enhance athletic performance
- identify situations that precipitate common athletic injuries, and recommend preventive and therapeutic solutions and rehabilitation
- identify career opportunities in sports first aid
- demonstrate basic competencies.

## **COURSE CMH3140: PERSPECTIVES ON MARRIAGE**

**Level:** Advanced

**Theme:** Sociocultural Perspectives

**Prerequisite:** None

**Description:** Students examine relationships and related issues as they apply to marital relationships, and acquire life skills that will help them now and in the future.

**Note:** This course includes concepts that may be particularly sensitive to students, parents or community members.

**General Outcomes:** *The student will:*

- 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
- demonstrate basic competencies.