

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
Collaboration/Teamwork	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 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 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

- compares adolescents today to a previous era or a different culture as to:
 - dress
 - music
 - education
 - sexuality
 - leisure time
 - roles and responsibilities
 - expectations

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

Collaboration and Teamwork

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

COMMENTS

TASK						
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

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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
- 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 uses correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Content

- researches and reports on one adolescent health issue to include:
 - the predominance of the issue
 - a discussion of the effect of the issue on all dimensions of well-being

Collaboration and Teamwork

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

Information Sharing

- demonstrates effective use of one 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

COMMENTS

Note

*Effective September 2001,
pages G.67 to G.70 have been deleted
and not replaced.*

[The intermediate level CMH2020: Perspectives on Marriage course has been redesignated as an advanced level CMH3140: Perspectives on Marriage course.]

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.

DAY CARE 1			
Minimum Level of Performance: 2			
Rating	Exercises	Rating	Learning Records
	Safety Checklist		PM 1-7
	PM 2-6		PM 2-11
			PM 2-12
	PM 3-8		
			PM 3-13/14
			PM 3-15
			PM 4-13/14
			PM 5-11/12
			PM 5-14
			PM 6-11
			PM 6-13
			PM 7-15
	PM 6-10		PM 7-16/17

DAY CARE 1	
Number	Learning Record Name
PM 1-7	<i>A Typical Day for Me at the Day Care</i>
PM 2-11	<i>Active Listening Responses</i>
PM 2-12	<i>Practice Active Listening</i>
PM 3-13/14	<i>Making Thoughtful Inferences</i>
PM 3-15	<i>Day Care Observation</i>
PM 4-13/14	<i>Observing Physical Development</i>
PM 5-11/12	<i>Children Learn as They Explore</i>
PM 5-14	<i>Recording Observable Play Behaviour</i>
PM 6-11	<i>Promoting Children's Language</i>
PM 6-13	<i>Video: Communicating with Children. Alternative—Paragraph on why communicating with children is important</i>
PM 7-15	<i>A Case for You to Think About</i>
PM 7-16/17	<i>Responding to Social-Emotional Development</i>
Number	Exercise Name
PM 2-6	<i>What is the Message?</i>
PM 3-8	<i>Observing and Recording</i>
PM 6-10	<i>The Better Response</i>

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	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.
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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
- 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 uses correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Content

- researches a special condition related to the body systems including:
 - disease process
 - heredity factors
 - age influences
 - care required
 - impact of the condition on the individual, the family, the caregiver and the community
 - community resources available

Content (continued)

- plans a one-day menu for an individual with the condition considering:
 - nutrition
 - presentation
 - promotion of recovery
 - cultural considerations
 - physical problems

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 information in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

COMMENTS

1. DIFFERENTIATE between the rods and the cones of the eye.
Cones control colour vision and visual acuity, rods are used for night vision, light detection and movement.

2. DEFINE general senses and GIVE five (5) examples.
Vision – eyes – see this test
Hearing – ears – hear the music
Tactile – touch – feel the satin pillow with your hand
Taste – tongue – taste the sour pickle
Smell – olfactory – smell the fried chicken

3. List the major senses.

4. LIST and DESCRIBE three (3) disorders of the eye.
Cataracts – film on lens of eyes; causes gradual and painless deterioration of sight; requires surgery
Glaucoma – slow- or fast-rising increase within eye; may damage rods, cones and optic nerve; requires treatment quickly to prevent blindness
Myopia – nearsightedness; have problem seeing far away objects clearly; lense of eye too curved or eyeball too long; correct with glasses or contact lenses

5. DESCRIBE three (3) divisions of the ear.
external ear – funnel-shaped auricle; external ear canal; tympanic membrane; hair and cerumen (wax) protect it
middle ear – three small ossicles, malleus/incus/stapes; two muscles, sensor tympanis and stapedium help decrease sensitivity to sound
inner ear – essential for hearing and balance; cochlea, semi-circular canals, two chambers; vestibular apparatus (three semi-circular canals) keep you from being dizzy

6. DESCRIBE the function of the sensory system.

7. LABEL diagrams on the eye and the ear.

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Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

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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
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- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

Content

- describes a condition affecting the sensory system including:
 - pathology (causes, signs and symptoms)
 - treatment
 - prevention
 - social, emotional and economic impact of the condition on the individual, family and community
 - resources and technologies available
 - adaptations that would promote independence

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
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Collaboration and Teamwork

- cooperates with group members
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- negotiates solutions to problems

COMMENTS

STANDARD Students working **at standard** must demonstrate the technique/skill requirements outlined in the checklists below. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance. The standard performance rating is 2 on all techniques/skills.

TECHNIQUE REQUIREMENTS			
<i>The student:</i> demonstrates the skills necessary to communicate with an individual who has a sensory deficit			
RATING	Communication	RATING	
—	<input type="checkbox"/> numbers (1 - 100; 1,000; 1,000,000)		
—	<input type="checkbox"/> alphabet		
—	<input type="checkbox"/> is able to send, receive and interpret simple messages		
—	<input type="checkbox"/> body language		

STANDARD IS 2 FOR EACH TECHNIQUE/SKILL

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skills.

COMMENTS

ANATOMY

1. A large passageway for air into the thoracic cavity. This passageway is lined with cilia and secretes a mucus material. The outer layer is made up of C-shaped rings.

Trachea

2. Match the following terms:

- a) sinuses
 - b) pharynx
 - c) adenoids
 - d) tonsils
 - e) eustachian tubes
 - f) larynx
 - g) lungs
 - h) mucus
 - i) nose
 - j) ventilation
- f voice box
- c masses of lymphoid tissue found in the nasopharynx
- a eight cavities in the skull
- d masses of lymphoid tissue found in the oropharynx
- b muscular passageway for food and air passage to lungs
- e passageways that connect the middle ear with the pharynx
- i the organ of the sense of smell
- j the process of getting air in and out of the lungs
- h clear, sticky fluid lining the tubes
- g basic respiratory organ

PHYSIOLOGY

1. The use each body cell makes of its oxygen supply is described as:
- a) breathing
 - b) internal respiration**
 - c) external respiration
 - d) combustion

2. An important responsibility of the alveoli in the respiratory system is:
- a) to continue breathing activities
 - b) external respiration
 - c) to keep the oxygen level in the brain constant
 - d) to pass oxygen from the respiratory system into the circulatory system**

PATHOLOGY

1. When a patient is unable to breathe except when sitting up, he or she is said to be:
- a) orthopneic**
 - b) dyspneic
 - c) hypocapnic
 - d) apneic
2. Hoarseness or inability to make voice sounds probably would be a result of inflammation or injury of the:
- a) trachea
 - b) alveoli
 - c) nasal cavities
 - d) larynx**
3. The more the patient understands about the cause and the spread of tuberculosis, the:
- a) more frightened the patient will become
 - b) easier it will be to talk about the patient's fears**
 - c) easier it will be to follow the rules of care
 - d) more the patient will realize that there is little to do except remain in the hospital
4. Codeine is given to the patient with a continuous, unproductive cough for the purpose of:
- a) loosening the cough
 - b) allowing the patient to get some rest**
 - c) putting the patient to sleep
 - d) getting a specimen

5. Pulmonary emphysema is considered a non-infectious respiratory condition. The causes include:
- a) air pollution, smoking and aging**
 - b) bronchial asthma, sinusitis, and pharyngitis
 - c) bronchial asthma, aging and colitis
 - d) sinusitis and bronchial asthma
6. The operation employed to remove a lung in a patient with cancer is called a(n):
- a) pneumonectomy**
 - b) lobectomy
 - c) lungectomy
 - d) carcinomaectomy
7. Mr. G, age 47, was advised to see his doctor because a routine X-ray examination performed at his place of work revealed a lung lesion. Mr. G was a chain smoker. The possibility of a malignancy of the type that originates in the bronchus was being considered. This most common form of lung cancer is:
- a) metastasis
 - b) papilloma
 - c) myoma
 - d) bronchogenic carcinoma**
8. A disease characterized by spasms of the bronchial tube walls and dyspnea is called:
- a) chronic bronchitis
 - b) pleurisy
 - c) asthma**
 - d) emphysema

TASK	RATING					
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Collaboration/Teamwork	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

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TASK CHECKLIST

The student:

Preparation and Planning

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- accesses a range of relevant in-school/community resources
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- 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

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

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*
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- maintains acceptable grammatical and technical standards through proofreading and editing
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Collaboration and Teamwork

- cooperates with group members
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- negotiates solutions to problems

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Eight-year-old Kyle, who has asthma, is playing soccer with his friends on a field close to home. Suddenly he falls and cuts his arm on a rusty piece of metal. The arm has abrasions and cuts. A piece of the rusty metal is embedded in his arm. Kyle begins to wheeze and is having more and more difficulty breathing.
You hear a scuffle outside your apartment door. You peek through the door and see a man with numerous chest wounds. You call 911 for help; ensure your safety and go to assist him. He is short of breath, cyanotic and perspiring profusely. You can see blood-stained bubbles coming from one of the wounds.

PATHOLOGY

1. Mr. A, age 61, has a history of myocardial infarction and ischemic heart disease. He now complains of dizziness, and his pulse rate is found to be 40, an abnormality called:
 - a) sinus arrhythmia
 - b) bradycardia
 - c) tachycardia
 - d) premature beats

2. Further testing indicated that there was damage to the conduction system of Mr. A's heart. He was scheduled to have surgery in which a device would be inserted to help regulate the heartbeat. This device is called a(n):
 - a) artificial pacemaker
 - b) valve replacement
 - c) coronary bypass
 - d) heart transplant

3. Mr. P, age 52, had been having episodes of pain in the chest and left shoulder known as angina pectoris. He was hospitalized for a procedure in which a catheter with a balloon is used to open up narrow vessels in the heart. This procedure is called:
 - a) valve replacement
 - b) coronary bypass surgery
 - c) heart transplant
 - d) angioplasty

4. A circulatory pathway that carries blood to a second capillary bed before it returns to the heart is a(n):
 - a) portal system
 - b) venous sinus
 - c) superficial vein
 - d) anastomoses

5. The thick muscular layer in the heart wall is called the:
 - a) endocardium
 - b) pericardium
 - c) septum
 - d) myocardium

6. Supplying nutrients to body tissues and carrying off waste products from the tissues are functions of the part of the circulation described as:
 - a) pulmonary
 - b) cellular respiration
 - c) diffusion
 - d) systemic

7. The only blood vessels containing valves are the:
 - a) arteries
 - b) veins
 - c) capillaries
 - d) arterioles

8. The pacemaker of the heart is located in the upper right atrium and is called the:
 - a) bundle of HIS
 - b) atrioventricular node
 - c) sinoatrial node
 - d) tricuspid valve

9. Mr. L was 42 years of age and overweight. During a game of handball he felt severe heart pain; he collapsed in shock. Examination indicated that a clot had formed in a blood vessel supplying the heart, with complete obstruction of blood flow. The scientific name for this disorder is:
 - a) coronary occlusion
 - b) angina pectoris
 - c) myocardial infarct
 - d) cerebrovascular accident

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Collaboration/Teamwork	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

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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

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

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
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Collaboration and Teamwork

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

COMMENTS

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Evaluating Choices and Making Decisions	4	3	2	1	0	N/A

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Rating Scale

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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. Works cooperatively.
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TASK CHECKLIST

The student:

Preparation and Planning

- accurately describes an issue related to cardiovascular health on which people disagree, explaining areas of disagreement
- poses one or more thoughtful questions regarding the issue
- accesses a range of relevant information sources

Analyzing Perspectives

- categorizes different points of view regarding the issue:
e.g., cultural, ethical, economic, environmental, health-related, scientific, political
- states a position on the issue and logical reasons for adopting that position
- states two or more opposing positions on the issue and logical reasons for adopting each position
- describes interrelationships among different perspectives/points of view
- determines accuracy/currency/reliability of information and ideas

Collaboration and Teamwork

- shares work appropriately among group members
- respects and considers the views of others
- negotiates solutions to the health-related issue

Evaluating Choices/Making Decisions

- identifies important and appropriate alternatives regarding the issue
- establishes knowledge- and value-based criteria for assessing each alternative
- selects an appropriate alternative by showing differences among choices
- assesses strengths/weaknesses of decisions by considering consequences
- communicates ideas in logical sequence to justify choices/decisions made
- _____
- _____
- _____

COMMENTS

1. Muscles are attached to bone by
 - a) ligaments
 - b) cartilage
 - c) joints
 - d) tendons

2. A muscle contraction that increases the tension in muscles without producing movement is called:
 - a) isotonic
 - b) tetanus
 - c) isometric
 - d) treppe

3. The movement of a skeletal muscle that makes the angle at the joint smaller is called
 - a) abduction
 - b) flexion
 - c) extension
 - d) adduction

4. Inflammation of a fluid-filled sac near a bone is called:
 - a) tendinitis
 - b) bursitis
 - c) carpal tunnel syndrome
 - d) myositis

5. **Read this case statement and answer the following question:**

Driver J and his two companions tried to race an oncoming train to an intersection. J misjudged the speed of the train, and the train crashed into the car. All occupants of the car received multiple injuries.

Driver J was thrown against the steering wheel, which punctured his chest. This puncture involved the muscles between the ribs called the:

 - a) diaphragm
 - b) intercostal muscles
 - c) sacrospinalis
 - d) external abdominal oblique

6. Infant bones are softer and more flexible because they are composed largely of:
 - a) cartilage
 - b) calcium
 - c) marrow
 - d) periosteum

7. The purpose of discs between vertebrae is to:
 - a) provide strength and support
 - b) link the vertebral column together
 - c) provide flexibility and absorb shocks
 - d) protect the spinal cord

8. The large hole in the centre of each vertebrae is called the:
 - a) spine or spinous process
 - b) foramen
 - c) body
 - d) spinal cord

9. An injury resulting in rupturing or tearing of the ligaments is called a:
 - a) dislocation
 - b) simple fracture
 - c) sprain
 - d) greenstick fracture

10. An infection of bone caused by pus-producing bacteria is called:
 - a) osteoporosis
 - b) rickets
 - c) osteomyelitis
 - d) lordosis

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 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.
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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 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

- describes a selected musculoskeletal condition as 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 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

Collaboration and Teamwork

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

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Brendon was trying out for the senior basketball team and wanted to be in top shape. They had just finished a practice in the gym but he and Trevor decided to go for a couple of laps around the outdoor track to finish off their day. As they were running out to the track Brendon stepped in a gopher hole and twisted his right ankle.
Sarah and Melissa were walking home from their band practice. The weather had been nasty with freezing rain and cooler temperatures. "I wish we had phoned Mom to come and get us," said Sarah. Just then Melissa slipped and fell backwards with her right arm stretched back to try to save herself from banging her head.

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

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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 sequence
- records information accurately with appropriate supporting detail and uses correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

Content

- researches and critiques one complementary therapy as to:
 - specific components
 - ethical considerations
 - consumer issues
 - community resources
 - prevalence of the therapy
 - future outlook for the therapy
 - career opportunities including personal characteristics, education/training, working conditions, salaries and benefits, employment/entrepreneurial opportunities

Collaboration and Teamwork

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

Information Sharing

- demonstrates effective use of one 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

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
<p>You and your friends have decided to head out to Kathy's cabin at the lake as soon as you finish writing your mathematics exam. On the way there you stop at a fast food restaurant and buy hamburgers, fries and a super size soda. When you get to the lake, Andy can hardly wait to get into the water. Sue tells him to wait at least half an hour because you have all eaten a big meal. Andy laughs at her and jumps into the water and starts swimming out in the lake. Suddenly he stops, hollers "Cramps" and starts flailing about in the water. Jim hollers at him to stop clowning around and come in for a game of volleyball. You realize he is in trouble and call for someone to help you get the boat started. When you get to Andy he is under water and you have to search for him. You find him and haul him to the surface just as Jim and Sue are ready to jump out of the boat to help.</p>
<p>You and your friends are out horseback riding when a rattlesnake frightens your horses. One of your friends is bucked off and lands hard in the sitting position right next to the snake, which strikes, biting him on the calf of his left leg. Besides the bite, he is complaining of pain in his pubic area and feels the need to urinate right away. He tries to stand up but can't for the pain. You rush to him as soon as you get the horses under control and the snake has slithered away.</p>
<p>Your father is lighting the furnace in your trailer when you hear a huge bang! The force of the explosion has blown him right out of the trailer. Your mother is screaming at the top of her lungs for you to do something. You see he has first- and second-degree burns to his face, neck, arms and chest. He is holding the left side of his chest and appears to be having a problem with his breathing even though he is conscious.</p>
<p>A group of you decided to go tobogganing out at the canyon. You had a number of toboggans, crazy carpets and a couple of tubes. Three of you got on the toboggan and started down the hill. Suddenly the toboggan was out of control heading for a group of trees. You rolled off and pulled Sandy with you. Jeff stayed on and ran smack into a big spruce tree! When you and Sandy go to him he was unconscious; his face was cut and swelling and bruising was already obvious; his jaw was hanging down; his respirations were gurgling. There was a pink fluid oozing from his nose and right ear. There was a lump on his right clavicle, which showed through his parka.</p>
<p>For the summer you have taken on 12 lawns to mow on a weekly basis. You are hurrying to finish your last one so you can meet your friends and go to the water slide. There seems to be something knocking against the blade of the mower so you stop to have a look. Your friend asks why you have stopped. When you tell him he says he can fix it and bends down to have a look. You accidentally bump the gear shift and the mower lurches forward over Mike's left hand. You try to get control of the mower, shut it off and run back to Mike. He is holding up a hand minus four fingers. There is blood spurting everywhere!</p>
<p>You and your friend are skidooning after supper one evening. You are racing around the field when she hollers that there are better drifts in the fields across the road. She takes the lead, racing down the ditch to the nearest approach. She guns her machine to cross the road and does not hear you warning her of the vehicle approaching fast from the left. The driver tries to stop but it's icy and he can't, and slides into her. The bumper of the car has fractured her femur and the grill has given her an open fracture of her humerus. She is very frightened, crying and spitting up blood from the cuts in her mouth.</p>

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 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

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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

- describes three roles and responsibilities of an Athletic First Aider
- identifies and describes a minimum of eight activities that will contribute to a healthy athlete and help reduce sports injuries
- identifies the body structures most susceptible to athletic injuries
- describes the most common athletic injuries

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
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Collaboration and Teamwork

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

COMMENTS

Note: Use Tool CMHSCN to assess student competency

SCENARIOS
Gail is playing racketball when she suddenly has a coughing spell and then falls to the ground unconscious.
PE 20 class is practising golf at a driving range. Leah accidentally walks behind Darcy just as he is taking a backswing. He accidentally hits Leah. She is conscious but has a lot of bleeding near her left eye.
Joe is playing on the school football team. During a game, he is hit hard from behind. He loses consciousness for two minutes, has a bleeding scalp wound and complains of tingling in his feet.
In a soccer game, Kathy rolls her ankle laterally. She complains of a large amount of pain, has restricted range of motion, considerable bruising and swelling and some deformity.
Jack is running with a friend when he complains of muscle cramps, headache, nausea and vomiting. His behaviour is irrational and his skin is cold and clammy.

1. The primary responsibility of the Athletic First Aider is to:
 - a) provide first aid
 - b) nutritional guidance
 - c) treat recurrent sports injuries
 - d) complete physical examinations for athletes
2. Which of the following pieces of information would be necessary on a Athlete's Medical Form:
 - a) medications
 - b) allergies
 - c) contact lenses
 - d) all of the above
3. An athlete who is taking prescribed drugs:
 - a) should receive physician approval to exercise
 - b) is not allowed to compete in team events
 - c) can become seriously ill after intense exercise
 - d) can exercise without any restrictions
4. Weight control:
 - a) has no bearing on injury prevention
 - b) should never be practised by an athlete
 - c) places less stress on the musculoskeletal system
 - d) will reduce physical ability
5. The use of alcohol can predispose an athlete to injury because:
 - a) it slows thinking and response time
 - b) it increases heart rate
 - c) it can cause shock symptoms
 - d) it speeds up reaction time
6. Goalie pads protect by:
 - a) dispersing the force
 - b) deflecting the force
 - c) supporting the joints
 - d) absorbing the force
7. List three possible hazards that can make an environment unsafe.
8. Muscles fatigue quickly and stop contracting because:
 - a) there is an over-accumulation of carbon dioxide
 - b) there is an over-accumulation of lactic acid
 - c) the athlete has been involved in aerobic exercise for an excessive length of time
 - d) the athlete ate before the competition
9. Which statement is true:
 - a) sprinters only need to develop aerobic power
 - b) anaerobic power would be essential for gymnastics
 - c) aerobic and anaerobic power is necessary for any well-trained athlete
 - d) aerobic power is exercise provided without the benefit of oxygen
10. Strength is defined as:
 - a) amount of force a muscle can exert
 - b) the number of times a muscle can contract
 - c) how long a muscle can remain contracted
 - d) how quickly a muscle recovers after contraction
11. The range of motion that a joint can move through is referred to as:
 - a) hyper-mobility
 - b) hyper-extension
 - c) muscular strength
 - d) flexibility
12. Which statement is true?
 - a) nerve impulse travels faster through cold tissue
 - b) warming up will reduce resistance to stretch
 - c) stretching exercises are performed before warming up exercises
 - d) warming up exercises decrease cardiac output
13. Which of the following is not a good hygiene practice?
 - a) the use of common water bottles
 - b) the use of footwear during showers
 - c) proper disinfection of equipment exposed to body fluids
 - d) covering all open wounds during competition
14. Injuries that heal but leave the body structures weakened or stretched are classified as:
 - a) acute
 - b) recurrent
 - c) chronic
 - d) infectious
15. Which statement is incorrect:
 - a) loss of function can indicate a fracture or a sprain
 - b) a broken bone that penetrates through the skin is called a compound fracture
 - c) apply ice to a closed fracture
 - d) sprains are less serious than fractures and do not require a medical referral
16. A muscle strain:
 - a) results from a blow to the muscle
 - b) occurs when muscle fibres are torn
 - c) should initially be treated with heat until the swelling stops
 - d) occurs when a joint is moved beyond its normal range of motion

17. If a joint is dislocated:
- splint and treat as a fracture
 - gently place the joint in its normal position
 - gently encourage the athlete to move the joint to prevent stiffening
 - refer to a physician only if there is severe bruising, pain, swelling and instability
18. The first aid for any suspected injury to the central nervous system would include:
- remove the athlete from the playing field
 - remove the athlete only after applying a cervical collar
 - place the athlete on a stretcher before moving him/her
 - complete immobilization until the athlete is examined by medical personnel
19. R.I.C.E means:
- rest, ice, compression, elevation
 - rest, immobilize, cold, exercise
 - rehabilitation, immobilize, cold, exercise
 - rest, ice, comfort, elevate
20. The suggested regimen for R.I.C.E includes all but one of the following activities:
- apply ice directly to the injured area
 - apply ice for 20 minutes out of every half hour for the first 48 hours
 - use compression at all times except when sleeping
 - elevate the injured part above the level of the heart
21. List four pieces of information you must have for an Emergency Action Plan
22. A.B.C.C. means: _____
23. In order to assess an athlete's breathing:
- place the athlete on his or her back before conducting an assessment
 - remove the helmet so that you can assess properly
 - look, listen and feel to determine air exchange
 - give two breaths to see if the chest rises
24. Control of severe bleeding includes:
- elevate the athlete's head and shoulders above the injury
 - direct pressure to the injury
 - use a tourniquet if bleeding cannot be stopped
 - direct pressure to the site below the injury
25. Shock:
- only occurs if an injury is severe
 - is treated with cold packs to the forehead
 - is treated by keeping the athlete warm
 - is easily recognized because the athlete will appear flushed and hot
26. Loss of recent memory, headache, nausea, mental confusion and disturbances in vision would be indications of:
- abdominal injury
 - severe blood loss
 - shock
 - head injury
27. Which of the following activities could result in an infection?
- covering blisters as they form
 - washing abrasions with soap and water
 - covering minor abrasions with a sterile bandage
 - applying ointments or creams to lacerations
28. Temporary paralysis (spasm) of the diaphragm:
- can be relieved by laying flat
 - usually subsides with rest and reassurance
 - is relieved by taking short, fast breaths
 - requires immediate rescue breathing
29. Which of the following required referral to medical personnel?
- a contusion to the area around the mouth
 - blurred or double vision
 - small foreign objects in the eye that can be flushed out
 - minor bleeding in the eye with the absence of other symptoms
30. If a tooth is knocked out and player is unconscious:
- clean the tooth with hydrogen peroxide
 - wrap the tooth in a saline soaked gauze
 - attempt to replace the tooth
 - apply heat to encourage clot formation in the socket
31. Heat exhaustion can be prevented by:
- the use of salt tablets before exercising
 - adequate hydration before and during exercise
 - avoid heavy exercise in humid weather
 - practising in the early morning or later in the evening
32. Factors that increase the risk of hypothermia include:
- wet clothing
 - tight fitting clothes
 - use of alcohol
 - all of the above

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 2 IN EACH APPLICABLE TASK

Rating Scale

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Preparation and Planning

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- gathers and responds to feedback regarding approach to task and project status

Content

- outlines an ideal emergency plan that will ensure that injured athletes receive the necessary care as quickly as possible
- indicates what information should be included on an Athlete’s Medical Information card
- identifies supplies that should be included in a Sports First Aid kit
- explains why an Athletic First Aider must be attentive throughout the game
- describes the ABCC protocol
- indicates when and how an athlete with a minor injury could be moved
- lists the criteria that must be met before an athlete returns to complete activity

Presenting/Reporting

- demonstrates effective use of at least two communication media:
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