

WEB QUEST ENG 4U1

TIMELESS ISSUES IN

KING LEAR:

AGING & CARING CAREERS

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Contextualized Unit Overview

Web Quest: Timeless Issues in *King Lear*
Aging and Caring Careers
Grade 12 University English
Contextualized Unit: Health and Wellness
By Mrs. Giacalone-Miller
Bishop Ryan Catholic High School

This first option (Part One) of the web quest is designed to send students in search of alternatives in the health care sector for our aging population, especially in Hamilton, Ontario, and in surrounding areas, as well as support services in the community. Students have the choice to complete Part One or Part Two of this web quest. Part Two focuses on careers in the health care field. Whether students complete Part One or Part Two, the same overall and specific English 4U1 curriculum expectations are evaluated. This web quest and related tasks fulfill the requirement for the Specialist High Skills Major in the Health and Wellness Specialty area for English 4U1.

The focus in Part One of this web quest builds on the knowledge and understanding gained by students through the study of William Shakespeare's *King Lear*. In this play, the protagonist, King Lear, decides to abdicate his throne and turn over the reins of power to his children. In the process, he loses everything, including his wealth, physical and mental health, and his most loving relationships. Old age was a contributing factor to his poor decision-making, and the resulting tragedy could have been avoided had he thought ahead and planned for his retirement and old age. Part One of this web quest requires students to help plan for the eventualities of aging parents. Students opting for Part One consolidate their learning at the end of this unit by participating in a seminar.

The focus in Part Two of this web quest also builds on the knowledge and understanding gained by students through the study of William Shakespeare's *King Lear*. Students who choose Part Two will investigate careers in the health care sector for geriatric medicine/gerontology, and in the community for support services in Hamilton and beyond. This investigation will also require students to self-assess, and make decisions on their possible career paths. Students opting for Part Two participate in a recruitment activity at the end of the unit that consolidates their learning.

WEB QUEST ENG 4U1

TIMELESS ISSUES IN *KING LEAR*: AGING & CARING CAREERS

Student Part One Sections:

INTRODUCTION

TASK

PROCESS

EVALUATION

CONCLUSION

CREDITS

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Introduction: Part One

You are in a position similar to the one King Lear's daughters were in when King Lear began making very poor life decisions. You have an aging parent similar to Lear in condition and temperament and it is your responsibility, along with your siblings and parent, to create a long-term life and care plan. You will need to consider your parent's physical, mental, and emotional state when considering the available options. Your parent is not wealthy, but has a comfortable pension and some RRSP's. Your family lives in Hamilton.



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Task: Part One

You will work with your siblings and parent (2-3 other students) and research,

- a. Health care issues commonly found in some seniors
- b. Health care services in Ontario & Hamilton geared towards seniors
- c. Support services in Hamilton for seniors



As a result of your research, you will create a long-term plan for your parent using the template provided. You will then compare your plan with the plans created by each family member. You will discuss the strengths and weaknesses of each plan.

You will also individually create a multi-page brochure for families with aging parents. You will identify essential information regarding services available in Hamilton that provide assistance to family members of aging parents, as well as to aging parents themselves. Include a list of useful websites that provides more detailed information than your brochure alone can provide.

You must use your time wisely. The total time allotted for Part One of the web quest is 10 hours, so you must be very focused on the tasks explained here. Make sure that you and your 'family' understand your goals and how to achieve them. http://webquest.sdsu.edu/processguides/time_manage.html

It is important that you and your family work together, taking responsibility for certain tasks, for the good of the family, and for your parent in particular. You will all work towards the common goals, putting aside any personal differences. Arguing with brothers and sisters and letting your parent down are counter-productive. <http://webquest.sdsu.edu/processguides/consensus.html>

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Process: Part One

First, as a family, identify the physical, mental, emotional and spiritual needs of the parent. Include in your research possible living arrangements available for your parent.



Each family member will take responsibility for one specific area of research. When the research is complete, share the research findings with the family.

The family then discusses the best possible plan for the parent: health care, support services, long-term living arrangements, etc.

Each family member completes a plan to share with the family.

Materials found useful are to be shared with the family group; however, each member creates his or her own brochure.

STEPS:

1. Each family member chooses one of the topics below. Each member of the family researches using as many of the associated websites as you need in order to complete the tasks. Point-form notes are to be taken that deal specifically with the topic being researched. These notes will be shared with the family once the research is complete. The material found and notes taken must be cited properly using MLA format. You will also need an annotated bibliography of sources.

See <http://www.hwcdsb.ca/bishopry/> for internet note and source cards.

Health care issues and needs for seniors:

Physical: arthritis, hearing loss, mobility, vision, heart health, diabetes, diet, stroke, etc.

www.publichealth.gc.ca

www.hamilton.ca/HealthandSocialServices

www.hamiltonhealthsciences.ca/blank.cfm?print=yes&id=342

Mental: delirium, dementia, Alzheimer's, etc.

www.alzheimer.ca/

www.publichealth.gc.ca

www.hamiltonhealthsciences.ca/body.cfm?id=338

Emotional: depression, loneliness, etc.

www.hamiltonhealthsciences.ca/body.cfm?id=338

www.cfshw.com/seniors-programs/

Spiritual: counseling, role of chaplains, etc.

www.publichealth.gc.ca

www.hamiltonhealthsciences.ca/body.cfm?id=338

www.cfshw.com/seniors-programs/

Living Arrangements: independent living, assisted living, long-term care, etc.

www.ccac-ont.ca

www.cfshw.com/seniors-programs/

www.hamilton.ca/HealthandSocialServices

www.health.gov.on.ca/english/public/program/ltc/15_facilities.html

www.longtermcarelink.net/a8profiles.htm

The information/notes you took from the above websites will be used when creating the plan for your parent.

2. The family gets together once the research process has been completed to share information and discuss possible options for the parent. The teacher will assess whether or not your research is thorough enough. See the checklist.

3. Each family member creates a plan for the long-term living of the parent. The family gets together once each member has created a plan. The family decides on the best plan. Each member is evaluated on individual plans. [Long Term Care Plan](#) See rubric for evaluation criteria. The family must try to reach consensus. Group skills will be assessed by the teacher. See the checklist.

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Assessment and Evaluation: Part One

Group Oral Skills: Teacher /Peer/Self Assessment (Assessment For Learning)

Name: _____

| Criteria | Always | Usually | Seldom | Never |
|---|--------|---------|--------|-------|
| 1. Collaborates & shares meaningful ideas | | | | |
| 2. Respects the ideas of others | | | | |
| 3. Stay on-task | | | | |
| 4. Produces high quality work | | | | |
| 5. Works toward consensus when necessary | | | | |

Teacher /Peer/Self Assessment Checklist of Student Research: (Assessment For Learning)

Student Name: _____

| Criteria | YES | NO |
|---|-----|----|
| 1. research has been completed according to the timelines agreed upon | | |
| 2. student has gathered a variety of source materials | | |
| 3. student uses note & source cards to record information in point form | | |
| 4. material is summarized in student's own words | | |
| 5. sources have been accurately cited | | |
| 6. student has sorted information into usable & unusable | | |
| 7. student and teacher have conferenced informally on tasks | | |
| Teacher/Peer Comments: _____ Date: _____ | | |

**Teacher /Peer/Self Assessment: Brochure/ Carousel
(Assessment for Learning)**

Name: _____

| Criteria | YES | NO |
|---|-----|----|
| 1. Information is thorough & useful. | | |
| 2. Information is accurate (e.g. web addresses). | | |
| 3. Material is focused on appropriate health care topics. | | |
| 4. Information is organized into subtopic areas. | | |
| 5. Titles are used that direct the reader & are helpful in indicating topics. | | |
| 6. Titles stand out. | | |
| 7. Formatting tools are used effectively: font size & style, bolding, bullets, etc. | | |
| 8. Formatting tools are used consistently. | | |
| 9. Visuals are used effectively. | | |
| Teacher/Peer Comments: _____ Date: _____ | | |

Oral Skills (Seminar or Carousel) Peer Assessment

Speaker's Name: _____

Assessor's Name: _____

Speaker's knowledge of topic: 0-1-2-3-4-5-6-7-8-9-10

Speaker answers questions well & professionally: 0-1-2-3-4-5-6-7-8-9-10

Speaker engages the audience through strong presentation skills:
-eye contact, gestures, posture, voice projection, enunciation, pronunciation
0-1-2-3-4-5-6-7-8-9-10

Speaker uses visual aid (brochure or backboard) effectively in presentation:
0-1-2-3-4-5-6-7-8-9-10

Make one positive statement about this presentation:

Make one positive suggestion for improvement for next time:

Research Skills (Individual) (Assessment of Learning)

| Criteria | Below Level One 0-49% | Level One 50-59% | Level 2 60-69% | Level 3 70-79% | Level 4 80-100% |
|---|---|--|--|---|---|
| <p>Thinking: research skills *uses research/inquiry skills: gathers, selects, records information from the web resources provided; summary skills (writes in own words); use of citation method</p> | <p>*applies very few of the skills involved in research & inquiry: very few pieces of information; very little evidence of the selection process; very limited evidence of note-taking & summary skills (writes in own words); very limited accuracy in citing source material</p> <p style="text-align: center;">0-4.9</p> | <p>*applies few of the skills involved in research & inquiry: few pieces of information; little evidence of the selection process; limited evidence of note-taking & summary skills (writes in own words); limited accuracy in citing source material</p> <p style="text-align: center;">5-5.9</p> | <p>*applies some of the skills involved in research & inquiry: some pieces of information; some evidence of the selection process; some evidence of note-taking & summary skills (writes in own words); some accuracy in citing source material</p> <p style="text-align: center;">6-6.9</p> | <p>*applies considerable skills involved in research & inquiry: considerable information; considerable evidence of the selection process; considerable evidence of note-taking & summary skills (writes in own words); considerable accuracy in citing source material</p> <p style="text-align: center;">7-7.9</p> | <p>*applies highly effective research & inquiry skills: thorough information; effective selection process; effective note-taking & summary skills (writes in own words); mostly or totally accurate citation of source material</p> <p style="text-align: center;">8-10</p> |

Life Care Plan: (Assessment of Learning)

| Criteria | Below Level One 0-49% | Level One 50-59% | Level 2 60-69% | Level 3 70-79% | Level 4 80-100% |
|--|--|--|---|--|--|
| Knowledge: of issues & concerns for seniors & their families: physical, mental, emotional, spiritual, practical | *very limited understanding of the complex issues & concerns for seniors & their families 0-4.9 | * limited understanding of the complex issues & concerns for seniors & their families 5-5.9 | *some understanding of the complex issues & concerns for seniors & their families 6-6.9 | *considerable understanding of the complex issues & concerns for seniors & their families 7-7.9 | *sophisticated understanding of the complex issues & concerns for seniors & their families 8-10 |
| Thinking: The plan sensitively & creatively meets the needs of the parent: not merely a mechanical exercise; the plan considers also the decision-making of the parent & the role that the family will continue to play in the life of the parent | *very limited sensitivity &/or creativity when creating the plan: : shows very limited success in treating the parent with dignity & success; the plan does not consider the decision-making of the parent & the role that the family will continue to play in the life of the parent 0-4.9 | *limited sensitivity &/or creativity when creating the plan: : shows limited success in treating the parent with dignity & success; the plan has limited consideration for the decision-making of the parent & the role that the family will continue to play in the life of the parent 5-5.9 | *some sensitivity &/or creativity when creating the plan: shows some success in treating the parent with dignity & success; the plan has some consideration for the decision-making of the parent & the role that the family will continue to play in the life of the parent 6-6.9 | *considerable sensitivity &/or creativity when creating the plan: has considerable success in treating the parent with dignity & respect; the plan has consideration for the decision-making of the parent & the role that the family will continue to play in the life of the parent 7-7.9 | *highly sensitive & creative plan: the plan treats the parent with dignity & respect in all areas of plan the plan has a high degree of consideration for the decision-making of the parent & the role that the family will continue to play in the life of the parent 8-10 |
| Communication: Ideas are clearly expressed: sentence structure, diction, mechanics; paragraph organization | *very limited clarity of ideas: sentence structure, diction, and/or mechanics so flawed as to impede meaning; lack of organization adds to lack of clarity 0-4.9 | *limited clarity of ideas: sentence structure, diction, and/or mechanics flawed & may impede meaning in places; inconsistent organization adds to lack of clarity 5-5.9 | *some clarity of ideas: sentence structure, diction, and/or mechanics may be flawed but meaning is not impeded; some evidence of an appropriate pattern of organization 6-6.9 | *considerable clarity of ideas: sentence structure, diction, and/or mechanics correct and straightforward; considerable evidence of an appropriate pattern of organization that adds to clarity 7-7.9 | *high degree of clarity of ideas: sentence structure, diction, and/or mechanics correct & effective; highly effective use of an appropriate pattern of organization that adds to clarity 8-10 |

Career Plan: (Assessment of Learning)

| Criteria | Below Level One 0-49% | Level One 50-59% | Level 2 60-69% | Level 3 70-79% | Level 4 80-100% |
|--|--|--|---|---|--|
| <p>Knowledge/ Understanding: career education & options, essential skills, future prospects</p> | <p>*very limited understanding of career education & options, essential skills, future prospects 0-4.9</p> | <p>* limited understanding of career education & options, essential skills, future prospects 5-5.9</p> | <p>*some understanding of career education & options, essential skills, future prospects 6-6.9</p> | <p>*considerable understanding of career education & options, essential skills, future prospects 7-7.9</p> | <p>*sophisticated understanding of career education & options, essential skills, future prospects 8-10</p> |
| <p>Thinking: The plan demonstrates the student's ability to look at all the options, create a plan that takes into account the variables such as strengths & needs (both educational & personal), & projected trends in the community; the student demonstrates metacognitive ability and addresses strategies for improvement /10</p> | <p>very limited success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 0-4.9</p> | <p>*limited success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 5-5.9</p> | <p>*some success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 6-6.9</p> | <p>*considerable success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 7-7.9</p> | <p>*high degree of success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 8-10</p> |
| <p>Communication: Ideas are clearly expressed: sentence structure, diction, mechanics; paragraph organization</p> | <p>*very limited clarity of ideas: sentence structure, diction, and/or mechanics so flawed as to impede meaning; lack of organization adds to lack of clarity 0-4.9</p> | <p>*limited clarity of ideas: sentence structure, diction, and/or mechanics flawed & may impede meaning in places; inconsistent organization adds to lack of clarity 5-5.9</p> | <p>*some clarity of ideas: sentence structure, diction, and/or mechanics may be flawed but meaning is not impeded; some evidence of an appropriate pattern of organization 6-6.9</p> | <p>*considerable clarity of ideas: sentence structure, diction, and/or mechanics correct and straightforward; considerable evidence of an appropriate pattern of organization that adds to clarity 7-7.9</p> | <p>*high degree of clarity of ideas: sentence structure, diction, and/or mechanics correct & effective; highly effective use of an appropriate pattern of organization that adds to clarity 8-10</p> |

Oral Skills: Listening & Speaking (Assessment of Learning)

Name: _____ Class Presentation of Brochure/Display

| Category | Below Level 1 0-49% | Level 1 50-59% | Level 2 60-69% | Level 3 70-79% | Level 4 80-100% |
|--|--|---|--|--|---|
| Knowledge/ Understanding *demonstrates knowledge of the research through listening to and answering questions, sharing information | *demonstrates very limited knowledge of the research through oral discussion 0-4.9 | *demonstrates limited knowledge of the research through oral discussion 5-5.9 | *demonstrates some knowledge of the research through oral discussion 6-6.9 | *demonstrates considerable knowledge of the research through oral discussion 7-7.9 | *demonstrates thorough knowledge of the research through oral discussion 8-10 |
| Communication * diction/ language/ grammar: appropriate for audience & purpose *strong verbal & non-verbal skills: convey the message clearly & effectively | * very limited sense of audience or purpose: inappropriate diction/ level of language; grammar is very flawed & detracts from overall effectiveness *voice is very weak/ inaudible; very limited eye contact; interacts with class with very limited success 0-4.9 | * limited sense of audience or purpose: inappropriate diction/ level of language; grammar is flawed & may detract from overall effectiveness *voice is weak/ frequently inaudible; limited eye contact; interacts with class with limited success 5-5.9 | * some sense of audience or purpose: appropriate diction/ level of language; grammar is simple & correct & does not detract from overall effectiveness *voice is weak/ frequently inaudible; limited eye contact; interacts with class with some success 6-6.9 | * considerable sense of audience or purpose: effective diction/ level of language; grammar is effective *voice is very strong/ audible; good eye contact; interacts with class with considerable success 7-7.9 | * strong sense of audience or purpose: highly effective diction/ level of language; grammar is highly effective *voice is very strong & highly effective/ audible; excellent eye contact; interacts with class with a high degree of success 8-10 |

Media Product (individual) (Assessment of Learning)

Brochure/Carousel Name: _____

| Category | Below Level 1 | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|--|---|
| Knowledge/ Understanding: *demonstrates understanding of media forms, conventions, & terminology: either brochure or visual display (carousel) | *does not demonstrate understanding of media form, conventions, & terminology 0-2.4 | *demonstrates limited understanding of media form, conventions, & terminology 2.5-2.9 | *demonstrates some understanding of media form, conventions, & terminology 3-3.4 | *demonstrates considerable understanding of media form, conventions, & terminology 3.5-3.9 | *demonstrates insightful understanding of media form, conventions, & terminology 4-5 |
| Thinking: *planning a media product: generating ideas, organizing content | *plans a media product with very limited effectiveness 0-2.4 | *plans a media product with limited effectiveness 2.5-2.9 | *plans a media product with some effectiveness 3-3.4 | *plans a media product with considerable effectiveness 3.5-3.9 | *plans a media product with a high degree of effectiveness 4-5 |
| Communication: *media messages are clearly and effectively communicated through copy and visuals *language conventions for a media product: grammar & mechanics | *media messages are not clearly and not effectively communicated *uses language conventions with very limited accuracy & effectiveness 0-4.9 | *media messages are communicated with limited clarity *uses language conventions with limited accuracy & effectiveness 5-5.9 | *media messages are communicated with some clarity *uses language conventions with some accuracy & effectiveness 6-6.9 | *media messages are communicated with considerable clarity *uses language conventions with considerable accuracy & effectiveness 7-7.9 | *media messages are communicated with a high degree of clarity *uses language conventions with a high degree of accuracy & effectiveness 8-10 |
| Communication: *application of technology for a media product: uses publishing tools to produce a polished product: formatting tools used consistently (e.g. bullets, bolding, typeface, colour, etc.); uses layout effectively; uses spell check; uses effective images/graphics | *uses technology with very limited appropriateness & effectiveness: formatting tools used very inconsistently; very little consideration paid to layout; very limited evidence that spelling has been addressed; images may be absent or inappropriate for the ideas being expressed; images do not relate to the accompanying text. 0-4.9 | *uses technology with limited appropriateness & effectiveness: formatting tools used inconsistently; little consideration paid to layout; limited evidence that spelling has been addressed; images may be inappropriate for the ideas being expressed; limited relationship between images and accompanying text. 5-5.9 | *uses technology with some appropriateness & effectiveness: formatting tools used consistently; some consideration paid to layout; some evidence that spelling has been addressed; images are appropriate for the ideas being expressed; some relationship between images and accompanying text. 6-6.9 | *uses technology with considerable appropriateness & effectiveness: formatting tools used consistently & with considerable effectiveness; consideration paid to layout; considerable evidence that spelling has been addressed; images are appropriate & effective for the ideas being expressed; considerable relationship between images and accompanying text. 7-7.9 | *uses technology with a high degree of appropriateness & effectiveness: formatting tools used consistently & highly effectively; highly effective layout; spelling is correct; images are appropriate & highly effective for the ideas being expressed; highly effective relationship between images and accompanying text. 8-10 |
| Application: *writing process is used effectively to improve the quality of the product: drafts are revised & edited effectively | *very limited use of writing process to improve the quality of the product 0-4.9 | *limited use of writing process to improve the quality of the product 5-5.9 | *some use of writing process to improve the quality of the product 6-6.9 | *considerable use of writing process to improve the quality of the product 7-7.9 | *highly effective use of writing process to improve the quality of the product 8-10 |

Conclusion: Part One

Now that you are an expert on health, services and opportunities for seniors, you will individually create the following media product: a brochure that offers information on the supports and services available in Ontario generally, and in Hamilton in particular. You must use technology, use formatting tools consistently; use graphics, use information found in your research, and provide useful websites.



See the sample brochures found on the Community Care Access Centre website.

<http://www.ccac-ont.ca/Publications.aspx?EnterpriseID=4&Language>

If you choose this option (Part One), you will speak to the class, seminar-style, with your family group about the process of researching and what you found out regarding services available for seniors, about creating the plan, and then share the information with the class about your individual brochure. Have copies for everyone. See the rubric for evaluation criteria.

Your listening and speaking skills will also be evaluated at this time. See the evaluation criteria for this.

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Credits: Part One

www.questgarden.com -- for a format model accessed in the creation of this web quest

http://webquest.sdsu.edu/about_webquests.html -- information about and resources for web quests

<http://www.webquest.org/> -- for information and links regarding the nature and purpose of high quality web quests

Images were accessed from Google Images on-line

Process guides -- designed by Dan McDowell for the Triton and Patterns Project of San Diego Unified School District

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WEB QUEST ENG 4U1

TIMELESS ISSUES IN *KING LEAR*: AGING & CARING CAREERS

Student Part Two Sections:

INTRODUCTION

TASK

PROCESS

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Introduction: Part Two

You have decided that you may be interested in a career in health care, especially geriatric medicine and related careers. Your task is to investigate a number of areas: post secondary education and specialized programs leading to a career in the health care sector, employment trends in Hamilton in health care, career opportunities in Hamilton. Some investigations you will complete with your group, but the majority will be completed by you and shared with the group and with the class.

<http://webquest.sdsu.edu/processguides/consensus.html>

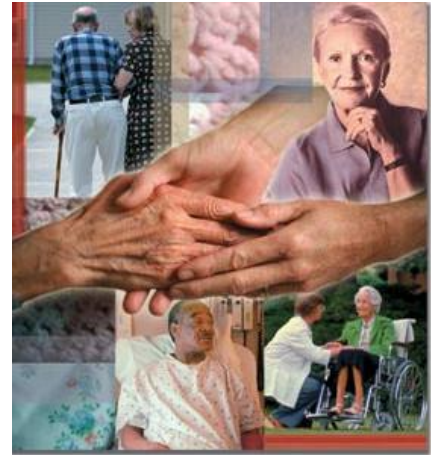


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Task: Part Two

As a group, discuss possible career paths in the field of health care, with a focus on geriatric medicine. Then you will access websites and hone your search.

Then you will decide on one career path each and conduct individual research based on the websites provided. Each member will identify the required education for entry into this career path, identify which programs are offered at McMaster University and/or Mohawk College that would fulfill the requirements for this career path. Each student will also indicate the potential job opportunities for employment in the Hamilton area. Students will assess their own strengths and weaknesses when compared to the Essential Skills that are identified in each career area, and then address how to improve those Essential Skills.



Students will submit all research, including all information found, rough notes, and annotated bibliography of sources used, using proper MLA format. Your teacher will assess the thoroughness of the research before you proceed any further.

After this research is completed, the individual group members will construct individual displays, identifying the education/program needed, job opportunities, and employment trends in Hamilton and immediate area. The idea is to conduct a kind of ‘job carousel,’ an exposition for all students in the class. You will be required to answer student questions about your display (i.e. chosen career path). This is the option you will choose if you decide not to complete the Part One option.

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Process: Part Two

In order to understand the career path in which you are interested, it is important to learn as much as possible about this very broad field.

The purpose of Part Two of the web quest is for you to investigate and narrow down the health care areas in which you are interested. It is also important to know whether you are suited to the areas of interest. Not only this, you need to know whether or not you have a strong possibility for employment at the end of your post-secondary education.



It is hoped that by the time you have completed this web quest, you will be able to make well-informed decisions about your future. Part Two should take approximately 10 hours to complete, so use your time wisely. Rely on the collaborative effort of the group where appropriate. Budget your time.

http://webquest.sdsu.edu/processguides/time_manage.html

Steps:

1. As a group, research possible health care fields: (divide the task)
 - a) Access this very useful site: <http://skills.edu.gov.on.ca> .
Access 'Occupations and tasks in the OSP Database Sorted by National Occupational Classification (NOC) Code.'
Investigate the various health care occupations.
 - b) Access this very useful site: <http://hamiltonhealthsciences.ca>
For the above site, click on 'careers at HHS', then
Click on 'careers by profession', then 'caring careers occupation guide.'
 - c) Job Futures: www.jobfutures.ca
 - d) Careers in Community Healthcare
www.communityhealthcareers.ca
www.von.ca

The group discusses the information found. This information will help you as you begin to build your general knowledge of health care careers.

2. Each member chooses one of the sites below, researches it, and reports back to the group, sharing information with them. This step will allow you to start narrowing down the broad topic of health care careers.

<http://hamiltonhealthsciences.ca>

For the above site, click on careers at HHS, then

Click on careers by profession, then career tree.

Print off the career tree. Examine the career paths for university & college graduates.

<http://hamiltonhealthsciences.ca>

Click on HHS and Related Links. (“Helpful Links”)

Click on ‘clinics and services.’

Click on ‘Seniors’ Health’ and access

‘Geriatric Medicine.’

<http://hamiltonhealthsciences.ca>

Click on HHS and Related Links. (“Helpful Links”)

Click on ‘clinics and services.’

Click on ‘Seniors’ Health’ and access

‘Community Care Access Centre.’

<http://hamiltonhealthsciences.ca>

Click on HHS and Related Links. (“Helpful Links”)

Click on ‘clinics and services.’

Click on ‘Seniors’ Health’ and access

‘Psychiatry and Medicine for the Aged

In the Community.’

www.mohawkcollege.ca

Access Mohawk College of Applied Technology. Locate the brochure

For Health Sciences and read it. Look at the partnership between Mohawk and McMaster Health Sciences.

3. After sharing career information with the group, each member of the group chooses one health care career of interest. For your chosen career,

- a) Identify the education needed. Re-visit some of the above websites.

- b) Identify the programs offered at McMaster University and/or Mohawk College that would meet the requirements for your chosen career.

<http://registrar.mcmaster.ca/future/programs.html>

or

http://fhs.mcmaster.ca/main/future_students.html

and

<http://www.mohawkcollege.ca/Schools/healthSciences/PSW.html>

c) Identify the Essential Skills needed for this career.

Re-visit the following website: <http://skills.edu.gov.on.ca> . Access 'Occupations and tasks' in the OSP Database Sorted by National Occupational Classification (NOC) Code.'

Useful websites:

Hamilton training Advisory Board

<http://www.htab.ca/pages/publications>

Click on 'Caring Careers: A Guide to Occupations in Healthcare.'

Job prospects in Ontario, and in Hamilton and surrounding areas.

<http://www.tcu.gov.on.ca/eng/ojf/trainingTrends.html>

<http://hamiltonhealthsciences.ca>

<http://www.mohawkcollege.ca/Explore/jobs.html>

From this information, you will be creating a career plan.

4. Now it is time to consolidate your learning. Create your individual plan. [Career Plan](#) See rubric for evaluation criteria.
5. Share your career plan with the group. Discuss whether each plan is realistic. Remember to use constructive criticism and try to reach consensus on the relative merits of each plan. <http://webquest.sdsu.edu/processguides/consensus.html>

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Assessment and Evaluation: Part Two

Group Oral Skills: Teacher /Peer/Self Assessment (Assessment For Learning)

Name: _____

| Criteria | Always | Usually | Seldom | Never |
|---|--------|---------|--------|-------|
| 1. Collaborates & shares meaningful ideas | | | | |
| 2. Respects the ideas of others | | | | |
| 3. Stay on-task | | | | |
| 4. Produces high quality work | | | | |
| 5. Works toward consensus when necessary | | | | |

Teacher /Peer/Self Assessment Checklist of Student Research: (Assessment For Learning)

Student Name: _____

| Criteria | YES | NO |
|---|-----|----|
| 1. research has been completed according to the timelines agreed upon | | |
| 2. student has gathered a variety of source materials | | |
| 3. student uses note & source cards to record information in point form | | |
| 4. material is summarized in student's own words | | |
| 5. sources have been accurately cited | | |
| 6. student has sorted information into usable & unusable | | |
| 7. student and teacher have conferenced informally on tasks | | |
| Teacher/Peer Comments: _____ Date: _____ | | |

**Teacher /Peer/Self Assessment: Brochure/ Carousel
(Assessment for Learning)**

Name: _____

| Criteria | YES | NO |
|---|-----|----|
| 1. Information is thorough & useful. | | |
| 2. Information is accurate (e.g. web addresses). | | |
| 3. Material is focused on appropriate health care topics. | | |
| 4. Information is organized into subtopic areas. | | |
| 5. Titles are used that direct the reader & are helpful in indicating topics. | | |
| 6. Titles stand out. | | |
| 7. Formatting tools are used effectively: font size & style, bolding, bullets, etc. | | |
| 8. Formatting tools are used consistently. | | |
| 9. Visuals are used effectively. | | |
| Teacher/Peer Comments: _____ Date: _____ | | |

Oral Skills (Seminar or Carousel) Peer Assessment

Speaker's Name: _____

Assessor's Name: _____

Speaker's knowledge of topic: 0-1-2-3-4-5-6-7-8-9-10

Speaker answers questions well & professionally: 0-1-2-3-4-5-6-7-8-9-10

Speaker engages the audience through strong presentation skills:
-eye contact, gestures, posture, voice projection, enunciation, pronunciation
0-1-2-3-4-5-6-7-8-9-10

Speaker uses visual aid (brochure or backboard) effectively in presentation:
0-1-2-3-4-5-6-7-8-9-10

Make one positive statement about this presentation:

Make one positive suggestion for improvement for next time:

Research Skills (Individual) (Assessment of Learning)

| Criteria | Below Level One 0-49% | Level One 50-59% | Level 2 60-69% | Level 3 70-79% | Level 4 80-100% |
|---|---|--|--|---|---|
| <p>Thinking: research skills *uses research/inquiry skills: gathers, selects, records information from the web resources provided; summary skills (writes in own words); use of citation method</p> | <p>*applies very few of the skills involved in research & inquiry: very few pieces of information; very little evidence of the selection process; very limited evidence of note-taking & summary skills (writes in own words); very limited accuracy in citing source material</p> <p style="text-align: center;">0-4.9</p> | <p>*applies few of the skills involved in research & inquiry: few pieces of information; little evidence of the selection process; limited evidence of note-taking & summary skills (writes in own words); limited accuracy in citing source material</p> <p style="text-align: center;">5-5.9</p> | <p>*applies some of the skills involved in research & inquiry: some pieces of information; some evidence of the selection process; some evidence of note-taking & summary skills (writes in own words); some accuracy in citing source material</p> <p style="text-align: center;">6-6.9</p> | <p>*applies considerable skills involved in research & inquiry: considerable information; considerable evidence of the selection process; considerable evidence of note-taking & summary skills (writes in own words); considerable accuracy in citing source material</p> <p style="text-align: center;">7-7.9</p> | <p>*applies highly effective research & inquiry skills: thorough information; effective selection process; effective note-taking & summary skills (writes in own words); mostly or totally accurate citation of source material</p> <p style="text-align: center;">8-10</p> |

Life Care Plan: (Assessment of Learning)

| Criteria | Below Level One 0-49% | Level One 50-59% | Level 2 60-69% | Level 3 70-79% | Level 4 80-100% |
|--|--|--|---|--|--|
| Knowledge: of issues & concerns for seniors & their families: physical, mental, emotional, spiritual, practical | *very limited understanding of the complex issues & concerns for seniors & their families 0-4.9 | * limited understanding of the complex issues & concerns for seniors & their families 5-5.9 | *some understanding of the complex issues & concerns for seniors & their families 6-6.9 | *considerable understanding of the complex issues & concerns for seniors & their families 7-7.9 | *sophisticated understanding of the complex issues & concerns for seniors & their families 8-10 |
| Thinking: The plan sensitively & creatively meets the needs of the parent: not merely a mechanical exercise; the plan considers also the decision-making of the parent & the role that the family will continue to play in the life of the parent | *very limited sensitivity &/or creativity when creating the plan: : shows very limited success in treating the parent with dignity & success; the plan does not consider the decision-making of the parent & the role that the family will continue to play in the life of the parent 0-4.9 | *limited sensitivity &/or creativity when creating the plan: : shows limited success in treating the parent with dignity & success; the plan has limited consideration for the decision-making of the parent & the role that the family will continue to play in the life of the parent 5-5.9 | *some sensitivity &/or creativity when creating the plan: shows some success in treating the parent with dignity & success; the plan has some consideration for the decision-making of the parent & the role that the family will continue to play in the life of the parent 6-6.9 | *considerable sensitivity &/or creativity when creating the plan: has considerable success in treating the parent with dignity & respect; the plan has consideration for the decision-making of the parent & the role that the family will continue to play in the life of the parent 7-7.9 | *highly sensitive & creative plan: the plan treats the parent with dignity & respect in all areas of plan the plan has a high degree of consideration for the decision-making of the parent & the role that the family will continue to play in the life of the parent 8-10 |
| Communication: Ideas are clearly expressed: sentence structure, diction, mechanics; paragraph organization | *very limited clarity of ideas: sentence structure, diction, and/or mechanics so flawed as to impede meaning; lack of organization adds to lack of clarity 0-4.9 | *limited clarity of ideas: sentence structure, diction, and/or mechanics flawed & may impede meaning in places; inconsistent organization adds to lack of clarity 5-5.9 | *some clarity of ideas: sentence structure, diction, and/or mechanics may be flawed but meaning is not impeded; some evidence of an appropriate pattern of organization 6-6.9 | *considerable clarity of ideas: sentence structure, diction, and/or mechanics correct and straightforward; considerable evidence of an appropriate pattern of organization that adds to clarity 7-7.9 | *high degree of clarity of ideas: sentence structure, diction, and/or mechanics correct & effective; highly effective use of an appropriate pattern of organization that adds to clarity 8-10 |

Career Plan: (Assessment of Learning)

| Criteria | Below Level One 0-49% | Level One 50-59% | Level 2 60-69% | Level 3 70-79% | Level 4 80-100% |
|--|--|--|---|---|--|
| Knowledge/ Understanding: career education & options, essential skills, future prospects | *very limited understanding of career education & options, essential skills, future prospects 0-4.9 | * limited understanding of career education & options, essential skills, future prospects 5-5.9 | *some understanding of career education & options, essential skills, future prospects 6-6.9 | *considerable understanding of career education & options, essential skills, future prospects 7-7.9 | *sophisticated understanding of career education & options, essential skills, future prospects 8-10 |
| Thinking: The plan demonstrates the student's ability to look at all the options, create a plan that takes into account the variables such as strengths & needs (both educational & personal), & projected trends in the community; the student demonstrates metacognitive ability and addresses strategies for improvement /10 | very limited success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 0-4.9 | *limited success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 5-5.9 | *some success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 6-6.9 | *considerable success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 7-7.9 | *high degree of success in creating a comprehensive plan that addresses the following: secondary & post-secondary education, Essential skills, employment trends, self-assessment of strengths, weaknesses, & steps for improvement 8-10 |
| Communication: Ideas are clearly expressed: sentence structure, diction, mechanics; paragraph organization | *very limited clarity of ideas: sentence structure, diction, and/or mechanics so flawed as to impede meaning; lack of organization adds to lack of clarity 0-4.9 | *limited clarity of ideas: sentence structure, diction, and/or mechanics flawed & may impede meaning in places; inconsistent organization adds to lack of clarity 5-5.9 | *some clarity of ideas: sentence structure, diction, and/or mechanics may be flawed but meaning is not impeded; some evidence of an appropriate pattern of organization 6-6.9 | *considerable clarity of ideas: sentence structure, diction, and/or mechanics correct and straightforward; considerable evidence of an appropriate pattern of organization that adds to clarity 7-7.9 | *high degree of clarity of ideas: sentence structure, diction, and/or mechanics correct & effective; highly effective use of an appropriate pattern of organization that adds to clarity 8-10 |

Oral Skills: Listening & Speaking (Assessment of Learning)

Name: _____ Class Presentation of Brochure/Display

| Category | Below Level 1 0-49% | Level 1 50-59% | Level 2 60-69% | Level 3 70-79% | Level 4 80-100% |
|--|--|---|--|--|---|
| Knowledge/ Understanding *demonstrates knowledge of the research through listening to and answering questions, sharing information | *demonstrates very limited knowledge of the research through oral discussion 0-4.9 | *demonstrates limited knowledge of the research through oral discussion 5-5.9 | *demonstrates some knowledge of the research through oral discussion 6-6.9 | *demonstrates considerable knowledge of the research through oral discussion 7-7.9 | *demonstrates thorough knowledge of the research through oral discussion 8-10 |
| Communication * diction/ language/ grammar: appropriate for audience & purpose *strong verbal & non-verbal skills: convey the message clearly & effectively | * very limited sense of audience or purpose: inappropriate diction/ level of language; grammar is very flawed & detracts from overall effectiveness *voice is very weak/ inaudible; very limited eye contact; interacts with class with very limited success 0-4.9 | * limited sense of audience or purpose: inappropriate diction/ level of language; grammar is flawed & may detract from overall effectiveness *voice is weak/ frequently inaudible; limited eye contact; interacts with class with limited success 5-5.9 | * some sense of audience or purpose: appropriate diction/ level of language; grammar is simple & correct & does not detract from overall effectiveness *voice is weak/ frequently inaudible; limited eye contact; interacts with class with some success 6-6.9 | * considerable sense of audience or purpose: effective diction/ level of language; grammar is effective *voice is very strong/ audible; good eye contact; interacts with class with considerable success 7-7.9 | * strong sense of audience or purpose: highly effective diction/ level of language; grammar is highly effective *voice is very strong & highly effective/ audible; excellent eye contact; interacts with class with a high degree of success 8-10 |

Media Product (individual) (Assessment of Learning)

Brochure/Carousel Name: _____

| Category | Below Level 1 | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|--|---|
| Knowledge/ Understanding: *demonstrates understanding of media forms, conventions, & terminology: either brochure or visual display (carousel) | *does not demonstrate understanding of media form, conventions, & terminology 0-2.4 | *demonstrates limited understanding of media form, conventions, & terminology 2.5-2.9 | *demonstrates some understanding of media form, conventions, & terminology 3-3.4 | *demonstrates considerable understanding of media form, conventions, & terminology 3.5-3.9 | *demonstrates insightful understanding of media form, conventions, & terminology 4-5 |
| Thinking: *planning a media product: generating ideas, organizing content | *plans a media product with very limited effectiveness 0-2.4 | *plans a media product with limited effectiveness 2.5-2.9 | *plans a media product with some effectiveness 3-3.4 | *plans a media product with considerable effectiveness 3.5-3.9 | *plans a media product with a high degree of effectiveness 4-5 |
| Communication: *media messages are clearly and effectively communicated through copy and visuals *language conventions for a media product: grammar & mechanics | *media messages are not clearly and not effectively communicated *uses language conventions with very limited accuracy & effectiveness 0-4.9 | *media messages are communicated with limited clarity *uses language conventions with limited accuracy & effectiveness 5-5.9 | *media messages are communicated with some clarity *uses language conventions with some accuracy & effectiveness 6-6.9 | *media messages are communicated with considerable clarity *uses language conventions with considerable accuracy & effectiveness 7-7.9 | *media messages are communicated with a high degree of clarity *uses language conventions with a high degree of accuracy & effectiveness 8-10 |
| Communication: *application of technology for a media product: uses publishing tools to produce a polished product: formatting tools used consistently (e.g. bullets, bolding, typeface, colour, etc.); uses layout effectively; uses spell check; uses effective images/graphics | *uses technology with very limited appropriateness & effectiveness: formatting tools used very inconsistently; very little consideration paid to layout; very limited evidence that spelling has been addressed; images may be absent or inappropriate for the ideas being expressed; images do not relate to the accompanying text. 0-4.9 | *uses technology with limited appropriateness & effectiveness: formatting tools used inconsistently; little consideration paid to layout; limited evidence that spelling has been addressed; images may be inappropriate for the ideas being expressed; limited relationship between images and accompanying text. 5-5.9 | *uses technology with some appropriateness & effectiveness: formatting tools used consistently; some consideration paid to layout; some evidence that spelling has been addressed; images are appropriate for the ideas being expressed; some relationship between images and accompanying text. 6-6.9 | *uses technology with considerable appropriateness & effectiveness: formatting tools used consistently & with considerable effectiveness; consideration paid to layout; considerable evidence that spelling has been addressed; images are appropriate & effective for the ideas being expressed; considerable relationship between images and accompanying text. 7-7.9 | *uses technology with a high degree of appropriateness & effectiveness: formatting tools used consistently & highly effectively; highly effective layout; spelling is correct; images are appropriate & highly effective for the ideas being expressed; highly effective relationship between images and accompanying text. 8-10 |
| Application: *writing process is used effectively to improve the quality of the product: drafts are revised & edited effectively | *very limited use of writing process to improve the quality of the product 0-4.9 | *limited use of writing process to improve the quality of the product 5-5.9 | *some use of writing process to improve the quality of the product 6-6.9 | *considerable use of writing process to improve the quality of the product 7-7.9 | *highly effective use of writing process to improve the quality of the product 8-10 |

Conclusion: Part Two

McMaster University and Mohawk College have heard about the fantastic job you have done researching their programs, so the Registrars have hired you as recruitment officers. It is your job to convince future post-secondary graduates that the joint health sciences programs offered through Mac and Mohawk are comprehensive and worthwhile, and will lead to fulfilling careers in the area. You are to share your expertise with the other students in the class. Each member of the group is responsible for creating a visual display of the information found during the research process. (Smaller science backboards work well for this.) Members put their displays together to create a carousel in the classroom and invite students to ‘visit’ each site, and recruitment officers answer student questions. The format is similar to science fair formats. See the rubric for evaluation criteria.

Your listening and speaking skills will also be evaluated at this time. See the evaluation criteria for this.



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Credits: Part Two

www.questgarden.com -- for a format model accessed in the creation of this web quest

http://webquest.sdsu.edu/about_webquests.html -- information about and resources for web quests

<http://www.webquest.org/> -- for information and links regarding the nature and purpose of high quality web quests

Images were accessed from Google Images on-line

Process guides -- designed by Dan McDowell for the Triton and Patterns Project of San Diego Unified School District

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WEB QUEST ENG 4U1

TIMELESS ISSUES IN *KING LEAR*: AGING & CARING CAREERS

Teacher Overview Sections

LEARNERS
CURRICULUM EXPECTATIONS
PROCESS
RESOURCES

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Teacher: Learners:

The learners will be students enrolled in English 4U1.

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Teacher: Curriculum Expectations

| | |
|---------------------------------------|--|
| Overall expectations | <p>Oral Communication: 1. Listening to understand, 2. Speaking to Communicate</p> <p>Reading & Literature: 1. Reading for Meaning</p> <p>Writing: 1. Developing & Organizing Content, 3. Applying Knowledge of Conventions</p> <p>Media Studies: 3. Creating Media Texts</p> |
| Specific expectations | <p>Oral Communication</p> <p><i>Listening to Understand 1.2</i></p> <ul style="list-style-type: none"> -identify & use several different active listening strategies when participating in a variety of classroom activities <p><i>Speaking to Communicate 2.1, 2.4, 2.5, 2.6</i></p> <ul style="list-style-type: none"> -communicate orally for several different purposes, using language appropriate for the intended audience -use appropriate words, phrases, & terminology & several different stylistic devices, to communicate their meaning & engage their intended audience -identify several different vocal strategies & use them selectively & with sensitivity to audience needs -identify several different non-verbal cues & use them, with sensitivity to audience needs, to help convey their meaning <p>Reading and Literature</p> <p><i>Reading for Meaning 1.3</i></p> <ul style="list-style-type: none"> -identify the important ideas & supporting details in both simple & complex texts <p>Writing</p> <p><i>Developing & Organizing Content 1.3, 1.4, 1.5</i></p> <ul style="list-style-type: none"> -locate & select information to support ideas for writing, using several different strategies & print, electronic, & other resources, as appropriate -identify, sort, & order main ideas & supporting details for writing tasks, using several different strategies & organizational patterns suited to the content & the purpose for writing -determine whether the ideas & information gathered are relevant to the topic, sufficient for the purpose, & meet the requirements of the writing task <p><i>Using Knowledge of Form & Style 2.1, 2.4, 2.6</i></p> <ul style="list-style-type: none"> -write for different purposes & audiences, using several different informational, graphic, & literary forms -write complete sentences that communicate their meaning clearly & accurately, varying sentence type, structure, & length for different purposes & making logical transitions between ideas -revise drafts to improve the content, organization, clarity, & style of their written work, using a variety of teacher-modelled strategies <p>Media Studies</p> <p><i>Creating Media Texts 3.4</i></p> <ul style="list-style-type: none"> -produce media texts for several different purposes & audiences, using appropriate forms, conventions, & techniques |
| Catholic graduate expectations | <p>An Effective Communicator who,</p> <p>CGE2a -listens actively and critically to understand and learn in light of gospel values;</p> <p>CGE2b -reads, understands and uses written materials effectively;</p> <p>A Self-Directed, Responsible, Life Long Learner who</p> <p>CGE4c -takes initiative and demonstrates Christian leadership;</p> <p>CGE4d -responds to, manages and constructively influences change in a discerning manner;</p> <p>CGE4e -sets appropriate goals and priorities in school, work and personal life;</p> <p>CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;</p> |

Teacher: Process

Context

Students interested in a career in health care need to be aware of the academic and workplace knowledge and skills required in different areas of health care. They also need to become familiar with the options available in Hamilton and surrounding areas. They will also focus on the programs offered through McMaster University and Mohawk College.

Students who are in the same declared specialty form groups of 3-4. The teacher explains the two possible options to students. After some preliminary viewing of the web quest, students are to choose one in collaboration with their group.

Instruct students that each title on the screen is accessed by simply clicking the mouse on one of the subtitles.

The teacher introduces the students to the web quest through a computer lab or the school library.

Each step in the web quest is numbered sequentially, in the order of completion, (except 'Conclusion').

Part One:

Step One: initial group research 3 hours

Step Two: group discussion of research 1 hour

Step Three: Long Term Plan creation/ share with group 2 hours

Step Four: media product & seminar 4 hours

Total: 10 hours

Part Two:

Step One: initial group research 1 hour

Step Two: individual research 1 hour

Step Three: sharing research, individual career research 2 hours

Step Four/Five: create individual career plan/ share with group 2 hours

Step Six: media product & carousel 4 hours

Total: 10 hours

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Teacher: Resources

Authentic workplace materials

Workplace brochures: CCAS: *Your Community Care Access Centre, Your Community Care Access Centre: About Long-Term Care, Your Health Care: Be Involved, The Navigator, Caring Careers: A Guide to Occupations in Healthcare, Mohawk College of Applied Arts and Technology: Choose Health Sciences, Care Plans on Computer*

Websites

www.alzheimer.ca

<http://brsc-lib.hwcdsb.ca/Research/>

www.ccac-ont.ca

www.ccac-ont.ca/Publications.aspx?EnterpriseID=4&Language

www.cfshw.com/seniors-programs/

www.communityhealthcareers.ca

www.hamilton.ca/HealthandSocialServices

www.hamiltonhealthsciences.ca

www.hamiltonhealthsciences.ca/blank.cfm?print=yes&id=342

www.hamiltonhealthsciences.ca/body.cfm?id=338

www.health.gov.on.ca/english/public/program/ltc15_facilities.html

www.jobfutures.ca

www.longtermcarelink.net/a8profiles.htm

www.mokawcollege.ca/Schools/healthSciences/PSW.html

www.mokawcollege.ca/Explore/jobs.html

<http://www.htab.ca/pages/publications>

www.publichealth.gc.ca

www.questgarden.com

<http://registrar.mcmaster.ca/future/programs.html>

<http://skills.edu.on.ca>

<http://tcu.gov.on.ca/eng/ojf/trainingTrends.html>

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Assignment: Career Search & Plan: Health Care

Student Name: _____

1. Career Path: _____
2. Qualifications (education) required for this career: _____

3. Name of Program where qualifications are gained: _____
4. Type of Post-Secondary Institution where qualifications are gained:

5. Is this program available through Mohawk or McMaster University?

6. Length of Program: _____
7. Cost of Program: _____
8. In order to meet entry requirements into this program which high school credits do you need? _____

9. What grade 12 average do you need? _____
10. What are the Essential Skills you need in this career? (as identified in “Caring Careers” and OSP). _____

11. Do you have these Essential Skills? Briefly explain. _____

12. What are the current trends in Ontario and Hamilton in this career field? What are your prospects of finding employment in this career field? _____

TEMPLATE: Contextualized Learning Activities (CLAs)

For the “other required credits” in the bundle of credits, students in a Specialist High Skills Major program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. Contextualized learning activities (CLAs) address curriculum expectations in these courses.

This template must be used to describe the CLAs. The completed form must be submitted to the Ministry of Education. CLAs will be posted on the SHSM e-Community website at <http://comunity.elearningontario.ca> (a password protected site for educators).

- Submit all material in Microsoft Word.
- When developing CLAs, be sure to observe all current copyright regulations (see Access Copyright - the Canadian Copyright Licensing Agency at www.accesscopyright.ca).

Note to CLA Developers: Please remove any instructions and coloured/highlighted text from the boxes before completing the template for submission. (The coloured/highlighted text is there to assist you in your planning.)

| Contact Information | |
|---------------------|---|
| Board | Hamilton-Wentworth Catholic District School Board |
| Development date | January 24, 2010 |
| Contact person | Donna Giacalone-Miller |
| Position | Teacher & Department Head of English & Languages |
| Phone | 905 573-2151 |
| Fax | (905) 573-8689 |
| E-mail | |

| | |
|--|--|
| Specialist High Skills Major | Health and Wellness |
| Course code and course title | ENG4U Grade 12 University English |
| Name of contextualized learning activity/activities | Timeless Issues in <i>King Lear</i> : Aging; Careers in Health Care |
| Brief description of contextualized learning activity/activities | The unit is research-based. In Part One, students will explore health care and support services for seniors in Hamilton and surrounding areas. The purpose is to familiarize students with possible future careers in this field; since the Baby Boomers are now an aging population, careers in geriatrics are a logical choice for those interested. Part Two allows students to directly explore careers with a focus on senior health care and support services; these students will also take a closer look at educational opportunities in the Hamilton area. Expectations are the same for each option. |

| | |
|---|--|
| Duration | This CLA will take 10 hours. |
| Overall expectations | <p>Oral Communication: 1. Listening to understand, 2. Speaking to Communicate Reading & Literature: 1. Reading for Meaning Writing: 1. Developing & Organizing Content, 3. Applying Knowledge of Conventions Media Studies: 3. Creating Media Texts</p> |
| Specific expectations | <p>Oral Communication <i>Listening to Understand 1.2</i> -identify & use several different active listening strategies when participating in a variety of classroom activities <i>Speaking to Communicate 2.1, 2.4, 2.5, 2.6</i> -communicate orally for several different purposes, using language appropriate for the intended audience -use appropriate words, phrases, & terminology & several different stylistic devices, to communicate their meaning & engage their intended audience -identify several different vocal strategies & use them selectively & with sensitivity to audience needs -identify several different non-verbal cues & use them, with sensitivity to audience needs, to help convey their meaning</p> <p>Reading and Literature <i>Reading for Meaning 1.3</i> -identify the important ideas & supporting details in both simple & complex texts</p> <p>Writing <i>Developing & Organizing Content 1.3, 1.4, 1.5</i> -locate & select information to support ideas for writing, using several different strategies & print, electronic, & other resources, as appropriate -identify, sort, & order main ideas & supporting details for writing tasks, using several different strategies & organizational patterns suited to the content & the purpose for writing -determine whether the ideas & information gathered are relevant to the topic, sufficient for the purpose, & meet the requirements of the writing task</p> <p><i>Using Knowledge of Form & Style 2.1, 2.4, 2.6</i> -write for different purposes & audiences, using several different informational, graphic, & literary forms -write complete sentences that communicate their meaning clearly & accurately, varying sentence type, structure, & length for different purposes & making logical transitions between ideas -revise drafts to improve the content, organization, clarity, & style of their written work, using a variety of teacher-modelled strategies</p> <p>Media Studies <i>Creating Media Texts 3.4</i> -produce media texts for several different purposes & audiences, using appropriate forms, conventions, & techniques</p> |
| Catholic graduate expectations (if applicable) | <p>An Effective Communicator who CGE2a -listens actively and critically to understand and learn in light of gospel values; CGE2b -reads, understands and uses written materials effectively;</p> <p>A Self-Directed, Responsible, Life Long Learner who CGE4c -takes initiative and demonstrates Christian leadership; CGE4d -responds to, manages and constructively influences change in a discerning manner; CGE4e -sets appropriate goals and priorities in school, work and personal life; CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;</p> |

Essential Skills and work habits

Check off the Essential Skills and work habits that are addressed in this CLA.

Essential Skills

- [Reading Text](#)
- [Writing](#)
- [Document Use](#)
- [Computer Use](#)
- [Oral Communication](#)

Numeracy

- Money Math:**
- Scheduling or Budgeting and Accounting:**
- Measurement and Calculation:**
- Data Analysis:**
- Numerical Estimation:**

Thinking Skills

- [Job Task Planning and Organizing](#)
- [Decision Making](#)
- [Problem Solving](#)
- [Finding Information](#)

Work habits

- Working Safely**
- Teamwork**
- Reliability**
- Organization**
- Working Independently**
- Initiative**
- Self-advocacy**
- Customer Service**
- Entrepreneurship**

Instructional/Assessment Strategies

Teacher's notes

All materials that teachers and students need are included in the web quest. Accessing these through the school's web site will allow both teachers and students to print off graphic organizers, checklists, and evaluation tools.

This CLA builds on students' prior knowledge of issues and concerns of aging discovered through the *King Lear* unit (King Lear's age and its impact on his decision-making). This CLA is designed for those students pursuing a career in health care and who have declared Health and Wellness as their high school specialty. Other students in the class will investigate a different topic in the Arts.

Context

Students interested in a career in health care need to be aware of the academic and workplace knowledge and skills required in different areas of health care. They also need to become familiar with the options available in Hamilton and surrounding areas. They will also focus on the programs offered through McMaster University and Mohawk College.

Strategies

- Students have prior knowledge of issues relating to King Lear's age. Teacher and students re-cap through brief oral consolidation
- Students and teachers re-cap prior knowledge of how to conduct internet research & how to record information using proper citation method
- Students access web quest through school's web site & investigate both options (Part One and Part Two)
- Students who have chosen the Health and Wellness as their Specialist High Skills Major form groups of 3-4 (student selected groupings).
- All steps in research monitored by teacher but groups are self-directed, following steps outlined in web quest. - teacher helps students develop workable time-line for each stage in web quest.
- In web quest, teacher acts as mentor, not provider of knowledge and learning. -students responsible for learning but can access teacher when needed.
- Checklists will provide information for teacher and students at key points in process.
- Teacher monitors group success as well as individual completion of steps in process (e.g. research completion)
- Each step in research leads to narrowing of focus (e.g. Ontario to Hamilton, health fields to specific careers)
- Each step numbered in web quest so that students see & understand sequence of steps to completion
- Web quest differentiated: appeals to different learning preferences- oral, visual, linguistic, kinaesthetic- through different tasks or stages in tasks (see process and tasks for assessment and evaluation); student choice of Part One or Two
- More teacher support provided for students demonstrating difficulty with understanding or completing tasks: repetition of instruction, re-phrasing of instruction, one-on-one support, breaking down of tasks into smaller chunks

Assessment and Evaluation of Student Achievement

As you plan, please keep the following important considerations in mind:

| <i>How will we know students are learning?</i> | <i>How will we know students have learned?</i> |
|--|--|
| <ul style="list-style-type: none"> ▪ Through informal discussion with teacher ▪ Through small group conferences ▪ Through informal observation ▪ Through formative assessments using checklists ▪ Through sub-task completion | <ul style="list-style-type: none"> ▪ Through successful completion of each task that is rooted in the curriculum expectations |
| <ul style="list-style-type: none"> ▪ Criteria for learning are the specific expectation identified as those for evaluation also | <ul style="list-style-type: none"> ▪ Criteria of learning are the specific expectations identified that reflect the identified Overall Expectations |
| <ul style="list-style-type: none"> ▪ Dialogue ▪ Checklists ▪ Collecting work in progress for assessment | <ul style="list-style-type: none"> ▪ Performance tasks that include written, oral, and media components evaluated with rubrics that reflect curriculum expectations |

- assessment tasks provide opportunities for students to demonstrate the full range of their learning in a variety of ways: orally, written, using word processing technology, using visuals; students also demonstrate Essential Skills through the process involved during task completion (e.g. finding information, time management, decision-making, working independently, etc.)

| Strategies/Tasks: students choose Part One or Part Two of a web quest | Purpose |
|--|--|
| 1. Part One/Two: establish student selected groups according to choice of Part One or Two | Assessed formatively: teacher observation, teacher/ peer/self checklists, informal group conferences |
| 2. Research initially conducted in groups in order to gain a general understanding of the topic | Assessed formatively: teacher observation, teacher/ peer/self checklists, informal group conferences |
| 3. Research shared with group; then individual research to be shared in group | Assessed formatively: teacher observation, teacher/ peer checklists, informal group conferences |
| 4. Research collected by teacher | Summative teacher evaluation using rubric |
| 5. Students produce plan based on research; share with group for feedback from group | Summative teacher evaluation of plan using rubric |
| 6. Based on research, students create media product individually | Formative: teacher/peer/self checklist Summative: teacher evaluation using rubric |
| 7. Students in group participate in either seminar or carousel | Student assessment of oral skills using scale Summative teacher evaluation using rubric |
| Assessment tools Self/Peer & Teacher Assessment of Group Skills Teacher/Peer/Self Checklist of Student Research Teacher/Peer/Self Checklist For Media Product Peer Assessment of Oral Presentation Skills Rubric for Research Skills Rubric for Life Plan or Rubric for Career Plan Rubric for Oral Presentation (Seminar or Carousel) Rubric for Media Product (either Brochure or Visual Display) | |

Additional Notes/Comments/Explanations

The CLA is straight forward. It is suggested that teachers become familiar with the web quest well before students begin. Students will have questions, and thorough knowledge of the various stages in the process will help teachers advise their students. Visiting some of the more important websites will also help teachers become familiar with the types and depth of information available to students.

Resources

Authentic workplace materials

Workplace brochures: CCAS: *Your Community Care Access Centre, Your Community Care Access Centre: About Long-Term Care, Your Health Care: Be Involved, The Navigator, Caring Careers: A Guide to Occupations in Healthcare, Mohawk College of Applied Arts and Technology: Choose Health Sciences.*
Care Plans on Computer

Human resources**Print:**

All materials are online.

Video**Software**

Microsoft Word or other word processing software
Microsoft Publisher or other publishing software

Websites

www.alzheimer.interlynx.net/
<http://brsc-lib.hwcdsb.ca/Research/>
<http://btinternet.com/~vrota/careplans.htm>
www.ccac.-ont.ca
www.ccac.-ont.ca/Publications.aspx?EnterpriseID=4&Language
www.cfshw.com/seniors-programs/
www.communityhealthcareers.ca
www.hamilton.ca/HealthandSocialServices
www.hamiltonhealthsciences.ca
www.hamiltonhealthsciences.ca/blank.cfm?print=yes&id=342
www.hamiltonhealthsciences.ca/body.cfm?id=338
www.health.gov.on.ca/english/public/program/ltc15_facilities.html
www.jobfutures.ca
www.longtermcarelink.net/a8profiles.htm
www.mokawkcollege.ca/Schools/healthSciences/PSW.html
www.mokawkcollege.ca/Explore/jobs.html
<http://www.ca/pages/publications>
www.publichealth.gc.ca
www.questgarden.com
<http://registrar.mcmaster.ca/future/programs.html>
<http://skills.edu.on.ca>
<http://tcu.gov.on.ca/eng/ojf/trainingTrends.html>
www.von.ca
<http://webquest.sdsu.edu/aboutwebquests.html>
<http://www.webquest.org>
<http://webquest.sdsu.edu/processguides/consensus.html>
http://webquest.sdsu.edu/processguides/time_manage.html

Other

Accommodations

Instructional Accommodations

- High structure
- Graphic organizers
- Repetition of information
- Rewording rephrasing of information
- Extra time for processing

Environmental Accommodations

- Alternative work space
- Strategic seating

Assessment Accommodations

- Extended time limits
- Prompts to return student's attention to task
- Extra time for processing

List of Attachments

WebQuest (includes all checklists and rubrics)
Long Term Care Plan
Career Plan

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