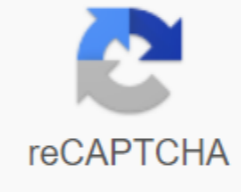




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Occupational health and safety 3203 textbook

1 Professional Health and Safety 3203 Educational Guide 2015 Education and Early Childhood Development 2 3 MISSION STATEMENT Department of Education Mission Statement By March 31, 2017, the Department of Education will improve the provincial preschool education and K-12 education system for further opportunities for people in Newfoundland and Labrador. OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 I 4 II OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 5 TABLE OF CONTENTS Content Recognition Table... iv Section 1: Newfoundland and Labrador Educational Results Based on Education ... 1 Context for learning and learning... 4 Inclusive education... 4 Literacy... 10 Learning Skills for the next generation... 12 Score and score... 17 Section 2: Curriculum Design Justification ... 19 Course review... 20 Proposed year plan... 20 How to use four Layout speakers... 22 How to use Strand Review... 24 Section 3: Specific Results of the Introduction to Occupational Health and Safety Curriculum... 25 Health and Safety Systems... 65 Professional Occupational Health And Safety Links OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 III 6 TABLE OF CONTENT IV HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 7 ACKNOWLEDGEMENTS Confessions of the Department of Education and Early Childhood Development for Newfoundland and Labrador gratefully recognizes the contribution of the following members of the Working Group on Occupational Health and Safety, in completing this work: Carson Frodoff Stephen School of Health , Commission on Safety and Compensation of Dea Ann Feltham-Scott Workplace Health, Safety and Compensation Commission Frank Cook Botwood Collegiate Joseph Santos O Donel High School John Barron Department of Education and Early Childhood Development Larry Ryan Marystown Central High School Scott Blandon's Elizabeth High School OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 v 8 ACKNOWLEDGEMENTS Section 1: Newfoundland and Labrador Curriculum that affect education including: technological development, increased attention to accountability, and globalization. These factors point to the need for careful consideration of the education our children receive. The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers meet the needs of students served by the provincially mandated curriculum: Curriculum guides should clearly articulate what students need to know and be able to do by the time they graduate from high school. There should be a targeted assessment of students' performance in terms of the results of the curriculum. Outcomes based on The K-12 curriculum in Newfoundland and Labrador is results-based and is based on the Atlantic Canada Framework Program for School Basics (1997). This structure consists of basic graduate learning processes (EGLs), general curriculum results (GCOs), key curriculum results (KSCOs) and specific curriculum results (SCOs). Basic Graduate Training Courses (general for all subject areas) General results of the curriculum (unique to each subject area) Key learning stages results (met by the end of grades 3,6,9 and 12) Specific curriculum results (met in each class level and subject area) Basic Graduate Learning Basic Graduation Courses (EGLs) provide vision for the development of a consistent and relevant curriculum. EGLs are statements that offer students clear goals and a powerful rationale for education. The EEG is demarcated by common, key stages and specific results of the curriculum. OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 10 SECTION: NEWFOUNDLAND AND LABRADOR CURRICULUM EGLs describe the knowledge, skills and attitudes expected of all students who graduate from high school. Achieving the EEG will prepare students to continue learning throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills and relationships developed within the curriculum. They confirm that students need to make connections and develop abilities in different subject areas if they want to be prepared to meet the changing and current needs of life, work and study. Aesthetic expression - Graduates will be able to react critically to different forms of art and be able to express themselves through art. Communication - Graduates will be able to think, learn and communicate effectively using listening, viewing, speaking, reading and writing language modes (s), as well as mathematical and scientific concepts and symbols. Problem solving - Graduates will be able to use the strategies and processes needed to solve a wide variety of tasks, including language-requiring, as well as mathematical and scientific concepts. Personal development - Graduates will be able to continue to learn and lead an active, healthy lifestyle. Spiritual and Moral Development - Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical behavior. Technological competence - Graduates will be able to use different technologies, demonstrate understanding of technological applications, apply appropriate technologies to solve problems. 2 PROFESSIONAL HEALTH AND SAFETY 3203 TRAINING GUIDE 2015 11 SECTION 1: NEWFOUNDLAND AND CURRICULUM Curriculum Results Results are statements that articulate what students need to know and be able to do in each area of the program in terms of knowledge, skills and attitudes. The results of the curriculum can be divided into overall results of the curriculum, the basic results of the curriculum and the specific results of the curriculum. General Curriculum Results (GCOs) Each program has a set of GCOs that describe what knowledge, skills and attitudes students need to demonstrate as a result of their cumulative learning experience in the subject area. GCOs serve as conceptual organizers or frameworks that guide research within the program area. Often, the SCO is even more demarcated by the RUC. Key Curriculum Results (KSCOs) Key Curriculum Results (KSCOs) summarize what is expected of students at each of the four key stages of grades 3, 6, 9 and 12. Specific curriculum results (SCOs) SCOs from them establish what students should know and be able to do as a result of their learning experience in the course, at a certain level of class. In some policy areas, SCOs are further articulated in delineation. It is expected that all SCOs will be reviewed in the course of the training covered by the training manual. EGLs to The EGL GCO Curriculum Guide Subject Area KSCO Classes 3, 6, 9 No. 12 SCO Course / Level 4 Column Spreads Focus for Teaching Training and Evaluation Resource Strategies and Notes OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 12 SECTION ONE: NEWFOUNDLAND AND LABRADOR CURRICULUM Context for Learning and Learning Teachers are responsible for achieving results. This responsibility is constant in a changing world. As programs change over time, so does the educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for the gradual release of the responsibility learning model, a focus on literacy and learning skills in all programs, and support for education for sustainable development. Inclusive education, which evaluates fairness and diversity Effective inclusive schools, has the following characteristics: a supportive environment, positive attitudes, a sense of competence and opportunity for participation (Center for Inclusive Education, 2009). All students should see their lives and experiences reflected in their school community. It is important that the curriculum reflects the experiences and values of all genders and that learning resources include and reflect the interests, achievements and perspectives of all students. The inclusive class values the diverse experiences, abilities, social and ethnocultural traditions of all students, creating opportunities for community building. Inclusive policies and practices mutual respect, positive interdependence and different perspectives. Training resources should include a range of materials that allow students to consider many perspectives and highlight different aspects of the school community. Participating in Learning Preferences to promote diverse and flexible assessment Inclusive classes recognize students of different learning styles to use multiple resources to provide a varied pathway and entry point to learning 4 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 13 SECTION ONE: FINDLAND AND LABRADOR CURRICULUM Differentiated Learning Differentiated Teaching Philosophy based on the premise that teachers must adapt learning to student differences. Instead of marching students through the lockstep program, teachers should change their instructions to meet students of different levels of readiness, learning preferences, and interests. Thus, the teacher actively plans different ways to get it and express the learning (Carol Ann Tomlinson). The curriculum is designed and implemented to provide learning opportunities for all in accordance with the abilities, needs and interests of students. Teachers need to know and respond to a wide range of students in their classrooms. Differentiated instruction is a useful tool in addressing this diversity. Differentiated learning meets different levels of readiness, abilities and training profiles of students. It involves active planning so that the content delivery process, the way the resource is used, and the products that students create are a response to the teacher's knowledge of who he or she is interacting with. The learning environment must be flexible to take into account the different preferences of students in their studies. Teachers constantly make decisions about teaching strategies and structuring learning activities to provide all students with a safe and supportive place to learn and succeed. Teachers should... Differentiating content differentiation requires teachers to pre-evaluate students to identify those who need prior education, as well as those who have already mastered the concept and therefore can start applying concepts to solve problems or further use. Another way to differentiate content is to allow students to adjust the pace at which they can progress through material. Some students may require extra time, while others may move through at a faster pace and thus create opportunities for OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 14 SECTION ONE: NEWFOUNDLAND AND LABRADOR CURRICULUM enrichment or more in-depth consideration of topics of particular interest. Teachers should consider the following examples of content differentiation: meet with small groups to retrain the idea or or expand the thinking or skills of present ideas through auditory, visual and tactile means of using reading materials such as novels, websites and other reference materials on Reading levels Differentiation process differentiation includes differentials or strategies to provide appropriate methods for students to explore and meaningfully concepts. A teacher can assign the same product to all students (such as a presentation), but the process that students use to create a presentation may be different. Some students may work in groups, while others meet with the teacher alone. The same assessment criteria can be used for all students. Teachers should consider flexible student groups, such as the entire class, a small group, or individual learning. Students can be grouped according to their teaching styles, levels of readiness, interests and requirements of content or activities presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration. Teachers should consider the following examples of process differentiation: offer practical activities for students who need them to provide activities and resources that encourage students to further explore topics of particular interest to them to use activities in which all students work with the same learning outcomes, but proceed to different levels of support, challenge, or complexity of product differentiation of the product includes differentials and product types that students create to demonstrate the results of their studies. Teachers provide students with a variety of opportunities to demonstrate and demonstrate evidence of what they have learned. Teachers should consider the following examples of product differentiation: encourage students to create their own products as long as assignments contain the necessary elements to give students options on how to express their learning (e.g., create an online presentation, write a letter, or develop a mural) allowing students to choose how they demonstrate their understanding so that their learning needs are ready and well - a powerful way to engage them. 6 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 15 SECTION ONE: NEWFOUNDLAND AND LABRADOR CURRICULUM Differentiation of the learning environment includes a physical and affective tone or atmosphere in which learning and learning occur, and may include room noise levels, whether student activities are static or mobile, or how the room is furnished and organized. Classes can include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration. Teachers can divide the class into sections, set up training centers, or ensure that students work independently as they work in groups. Structure allow students to move from the whole group to a small group, couples and individual learning experiences and support different ways of participating in learning. Teachers should be and alerts to how the classroom supports their ability to interact with students. Teachers should consider the following examples of differentiation of the learning environment: develop procedures that allow students to seek help when teachers are with other students and cannot provide immediate attention to ensure there are places in the room for students to work quietly and without distraction, and places that invite students to collaborate to establish clear guidelines for independent work that meet individual needs to provide materials that reflect the diversity of student backgrounds The interests and abilities of the physical learning environment should be structured so that all students can access information and develop trust and competence. Meeting the needs of students with exceptional needs All students have individual learning needs. Some students, however, have exceptional opportunities (defined by the Department of Education) that affect their learning. Most students with exceptional circumstances have access to the established curriculum. Details of these exceptional circumstances are available by: Support for these students may include: 1. accommodation 2. 3 prescribed courses have been changed. Alternative Courses 4. Alternative Programs 5. Alternative Curriculum For more information, see the Model of Providing Services to Students with Exceptional Skills in the Classroom Teachers should work with teachers to select and develop strategies that address specific learning needs. OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 16 SECTION ONE: NEWFOUNDLAND AND LABRADOR CURRICULUM Meeting the needs of students who have a high opportunity, includes gifted and talented Some students start a course or topic with a huge amount of prior experience and knowledge. They may know most of the material before it is presented to the class or be able to process it at a rate much faster than their classmates. All students should move forward from their starting point. Many elements of differentiated learning are useful to meet the needs of students who are able to. Some strategies that are often effective include: independent research to increase the depth of exploration in areas of particular interest. compact the curriculum to provide a higher level of content coverage conserved with the student's ability or degree of prior knowledge. similar grouping abilities to provide an opportunity for students to work with their intellectual peers and discussion and thinking, or delve into a specific topic of tiered instruction to pursue the topic to greater depth or make connections between different areas of knowledge Highly qualified students require opportunities for genuine research and familiar with the tools and practices of the field of learning. Authentic audiences and task tasks for these students. Some highly qualified students can be identified as gifted and talented in a particular field. These students may also need support through a model of service delivery for students with exceptional circumstances. 8 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 17 SECTION ONE: NEWFOUNDLAND AND LABRADOR CURRICULUM Gradual exemption of teachers' responsibility should determine when students can work independently and when they need help. In an effective learning environment, teachers choose their learning activities to model and scaffold composition, understanding and metacognition that is beyond the level of student independence. Gradually, by releasing the approach to responsibility, students move from a high level of teacher support to self-employed. If necessary, the teacher increases the level of support when students need help. The goal is to empower students with their own learning strategies, and to know how, when and why to apply them to support their individual

growth. Guided by practice supports the independence of students. As the student demonstrates success, the teacher must gradually reduce his or her support. Gradual Issue of Responsibility Model Model I'm You Look General I'll Help MODEL (Model) Gradual Issue of Responsibility MENTOR (General and Guided) Guided By You I Help Independent You I Watch MONITOR (Independent) OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 18 SECTION ONE: NEWFOUNDLAND AND CURRICULUM LABRADOR Literacy, understand, interpret, create, communicate and calculate using different contexts. Literacy involves continuous learning that enables people to achieve their goals, develop their knowledge and potential, and participate fully in their community and society as a whole. To succeed, students need a set of interconnected skills, strategies and knowledge in the field of multiple literacy that facilitate their ability to participate fully in different roles and contexts in their lives in order to explore and interpret the world and communicate meaning (Pluralism of Literacy and its Implications for Policies and Programs, 2004, p.13). Reading in the field of content literacy is: the process of obtaining information and making sense of it the ability to identify, understand, interpret, communicate, calculate and create text, images and sounds of literacy development throughout the life of learning enterprise, starting at birth, which includes many complex concepts and understanding. It is not limited to the ability to read and write; we are no longer exposed to only printed text. It includes the ability to learn to communicate, to read, think, investigate and solve problems. Literacy skills are used in paper, digital and Interactions where people: analyze critically and solve problems to understand and communicate meaning to create different texts to read and view for pleasure to make connections both in person and between texts to participate in the socio-cultural world of the community to respond personally These expectations are defined in educational documents for specific subject areas as well as in supporting documents such as cross-program reading tools (CAMET). With modeling, support and practice, students' thinking and understanding deepen how they work with engaging content and engaging in focused conversations. The focus is on reading in content on learning strategies to understand content. Teaching strategies to understand reading benefits for all students as they develop transfer skills that apply in different areas of the curriculum. When interacting with different texts, students should read words, view and interpret textual functions and navigate through information provided in various ways including but not limited to: Books Documentary Speech Poems Films Movies Music Video Play Video Game Webpage Magazine Blogs Online Database Students should be able to interact with and understand different texts at different levels. 10 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 19 SECTION ONE: NEWFOUNDLAND AND LABRADOR CURRICULUM There are three levels of understanding text: Independent level students can read, view and understand texts without the help of students of the educational level can read, view and understand most texts, but need help to fully understand some texts Frustrating level students are unable to read or view with understanding , texts may be beyond their current reading level) Teachers will encounter students working at all levels of reading in their classrooms and must differentiate learning to meet their needs. For example, printed texts can be presented in an audio form; physical movement may be associated with the synthesis of new information with preliminary knowledge; graphic organizers can be created to present a large amount of printed text in a visual manner. When interacting with information unfamiliar to students, it is important for teachers to monitor how effectively students use strategies to read and view texts. Students will need to: analyze and think critically about information to determine the importance of prioritizing information to participate in interrogation before, during and after activities related to a task, text or problem to draw conclusions about what is meant, but not told to make predictions to synthesize information to create a new sense to visualize the ideas and concepts of OCCUPATIONAL HEALTH AND 3203 CURRICULUM 20 SECTION ONE : NEWFOUNDLAND AND LABRADOR CURRICULUM Learning Skills for The Next Generation Next Generation Next Group who didn't know the world without personal computers, cell phones and the Internet. They were born into this technology. They are digital natives. Students need content and skills to be successful. Education helps students learn content and develop the skills they need to succeed in school and in all educational contexts and situations. An effective learning environment and curriculum challenge students in developing and applying key content and interdisciplinary skills. Learning Skills for Generation Next includes three broad areas: Learning and Innovation Learning Skills and Innovative Skills to enhance a person's ability to learn, create new ideas, solve problems, and collaborate. These skills will help promote lifelong learning. These include: Collaboration of Communication Creative Thinking Critical Thinking Literacy Skills In addition to the literacy aspects outlined in the previous section, three areas are critical to Generation Next. These areas: Information and Communication Technology Literacy Reading and Writing Life and Career Life skills and career life and career skills and career skills that relate to leadership, interpersonal and affective areas. These skills include: Flexibility and Adaptability Initiative and Self-Managed Leadership and Responsibility performance and accountability of social and cross-cultural skills 12 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 21 SECTION ONE: NEWFOUNDLAND AND LABRADOR CURRICULUM Chart below illustrates the link between these areas. The 21st century curriculum uses methods that integrate innovative and science-oriented learning strategies, modern learning technologies, and appropriate resources and contexts. Supporting students in developing these abilities and skills is important in all areas of the curriculum and should be integrated into teaching, learning and evaluation strategies. Opportunities for integrating these skills and abilities should be planned with engaging and empirical activities that support the gradual release of the model of responsibility. For example, lessons in various areas of content can be imbued with learning skills for The Next generation through open interrogation, role-playing, investigative approaches, self-learning, student rotation and internet technology. All programs have a shared responsibility to develop student capabilities in all three areas of skills. OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 22 SECTION: NEWFOUNDLAND AND LABRADOR CURRICULUM Education for Sustainable Development consists of three integral areas: economy, society and the environment. Sustainable development is defined as a development that meets the needs of the present without jeopardizing the ability of future to meet their own needs (Our Common Future, 43). By design The overall goal of the United Nations Educational, Scientific and Cultural Organization (UNESCO) is to integrate knowledge, skills, values and sustainable development into all aspects of education and learning. Changes in human behaviour must create a more sustainable future that ensures environmental integrity, economic viability and leads to a sufficient society for both present and future generations. ESD doesn't teach about sustainability. Rather, ESD includes learning sustainable development by helping students develop skills, attitudes and perspectives to meet their current needs without compromising the ability of future generations to meet their needs. Within ESD, the knowledge component encompasses understanding the interconnectedness of our political, economic, environmental and social worlds, the role of science and technology in the development of societies and their impact on the environment. Necessary skills include being able to assess bias, analyze the consequences of choice, ask questions and solve problems. ESD's values and perspectives include understanding the interdependence of all forms of life, the importance of individual responsibility and action, understanding global issues, and local issues in a global context. Students need to know that each issue has its own history, and that many global problems are related. 14 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 23 SECTION ONE: NEWFOUNDLAND AND LABRADOR CURRICULUM Assessment and Evaluation Assessment Assessment is the process of the information on student learning. The way in which learning is assessed and evaluated and how the results are reported sends clear messages to students and others about what is valued. Assessment tools are used to gather information for evaluation. The information collected through the assessment helps teachers identify the strengths and needs of students, and also guides future learning. Teachers are encouraged to be flexible in assessing students' learning and to look for different ways in which students can demonstrate what they know and know how to do. Evaluation involves weighing assessment information on the standard in order to make a judgment on the student's performance. The score can be used for a variety of purposes: 1. assessment for leadership training and informs instruction 2. Score as learning focuses on what students are doing well, what they are struggling with, where the area is a problem, and what to do in the next 3. Assessment of learning makes judgments about students' performance in relation to the results of the curriculum. Assessment of learning assessments includes frequent interactive assessments designed to make students' learning visible. This allows teachers to identify learning needs and adjust It is an ongoing learning and learning process. Assessment for learning: includes preliminary assessments that provide teachers with information on whether What students already know and can do involves students in self-assessment and setting goals for their own learning not about the score or the sign used to inform students learning provides descriptive and specific feedback to students and parents regarding the next stage of learning requires data collection, during the learning process, from a range of tools to learn as much as possible about what the student knows and is able to do AS A MATTER HEALTH AND SAFETY 3203 CURRICULUM GUIDE 24 SECTION ONELAND Assessment as a assessment of learning as a learning experience involves students reflecting on their learning and monitoring their own progress. The focus is on the student's role in developing and supporting metacognition. Assessment as Learning: Allows students to use the information collected to adapt to their learning processes and develop new insights that engage students in their own learning as they evaluate themselves and understand how improved performance encourages students to consider how they can continue to improve their learning supports students in analyzing their learning outcomes in relation to learning results 3. Evaluation of learning assessment includes strategies aimed at confirming what students know in terms of curriculum results. It also helps teachers determine students' level of knowledge and future learning needs. Assessment of learning takes place at the end of the learning experience, which contributes directly to the reported results. Traditionally, teachers have relied on this type of assessment to make judgements about student performance, measuring performance after fact and then reporting it to others. However, in conjunction with other previously stated evaluation processes, the evaluation of learning is enhanced. Assessment of learning: confirms that what students know and can do happening at the end of the learning experience using various tools provides an opportunity to report evidence to date of student performance in relation to learning outcomes, parents/guardians and other stakeholders informs that students are learning accurately and fairly, based on evidence derived from different contexts and sources, involving students in the evaluation process, students should know what they need to study as indicated in specific course results, as well as criteria that will be used for their course. This information allows students to make informed choices about the most effective ways to demonstrate what they know and know how to do. It is important that students actively participate in the assessment by sharing criteria and standards that can be used to make judgements about your own training, benefit from learning different scoring criteria, headings, and student samples. Students are more likely to perceive learning as their own reward when they have the opportunity to evaluate their own progress. Rather 16 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 25 SECTION ONE: NEWFOUNDLAND AND LABRADOR CURRICULUM than asking teachers what do you want?, students should ask themselves questions such as: What have I learned? What can I do now that I couldn't do it sooner? What do I need to know next? The assessment should provide students with an opportunity to reflect on their own progress, evaluate their learning and set goals for future learning. Assessment tools when evaluating planning, teachers should use a wide range of tools to give students multiple opportunities to demonstrate their knowledge, skills and attitudes. Different levels of achievement or performance can be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms. Types of Assessment Tools: The level of evaluation and activity assessed will inform the types of assessment teachers will choose. Anecdotal Reports Designs Projects Audio/Video Clips Graphic Organizers Issues Thematic Magazines Checklists Literacy Profiles Role plays Conference Notes Of Debate Podcasts Self Assessments Demonstrations Portfolio Tests Documentation using Photos Presentations Of Vicky Score Guidelines It is important that students know the purpose of the assessment, type, and pattern marking used. The following criteria should be considered: a rationale should be developed for a specific assessment of learning at a given time, so that all students are given the opportunity to demonstrate the degree and depth of their assessments so that they can assess what they intend to measure the criteria used in the assessment, should be given to students so that they are aware of the actual data on student learning expectations should be collected through different methods, rather than relying solely on tests and paper and pencil feedback activities to be descriptive and individualized for students learning the results and criteria of assessment together should provide a clear goal for the student's success AND SAFETY 3203 CURRICULUM GUIDE 26 SECTION ONE: REVIEW AND LABRADOR as well as making judgments of decisions based on the information collected. The evaluation is carried out in the context of results that must be clearly understood by students prior to teaching and evaluation. Students need to understand the basis on which they will be judged and what teachers expect from them. During the assessment, the teacher: Information about evaluation and makes judgments about the progress of students makes decisions about student curricula 18 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 27 Section Two: Curriculum Design Rationale Each year about 1,000 Canadians die in workplace accidents. According to the Workers' Compensation Councils of Canada (AWCBC), there were 1,014 in 2010, of which 32 died in Newfoundland and Labrador. Canada has more than three times as many victims in the workplace as in the United Kingdom, which has twice as many people. Of the annual total of about one million accidents at work, about half result in loss of working time. Occupational injury treatment in Canada costs about \$1.2 billion a year. Work-related damage is estimated to cost the Canadian economy more than \$10 billion a year. Why are so many accidents happening? Studies have shown that most accidents that cause human injury and property damage are predictable and preventable. How can we prevent accidents before they happen? First, people need to develop a healthy attitude to safety in their incapacitated lifestyle, so that safety becomes second nature to them in the workplace. This issue can be most effectively addressed through the education of our youth - on the course of safety in the workplace and in other subject areas within the curriculum. In presenting this course to secondary school students, teachers must link the subject of security with existing and previous learning. It would be possible to connect to existing subjects in skilled occupations, careers, physical education, economics, technology and the primary, primary and intermediate health and science programmes. This health and safety course is designed to help high school students bridge the gap between high school and workplace. When young people enter the labour market as employers and workers, they must realize the importance of safety and the impact of industrial accidents on society. In this professional health and safety course, students will be exposed to real-life related safety issues. Students will be certified in various safety programs that are needed at different workplaces. Specifically, students will receive emergency first aid training and health and safety workers (WH's) representative/health and safety workplace (WH's) to assign training. The aim of schools is to prepare students for a competitive world. Studies have identified as one of the deterrents to youth employment the discrepancy that often exists between skills secondary schools and those that employers need. This course can help improve graduate qualifications to meet the needs of modern employers. Occupational Hygiene and Safety 3203 will benefit the student, the employer and society as a whole by creating an elevated level of awareness in the world of work. OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 28 SECTION TWO: CURRICULUM DESIGN Course Overview Occupational Health and Safety 3203 is designed to guide students to health and safety principles in preparation for entering the workplace. Students learn the necessary skills, knowledge and approaches in problem-solving and decision-making regarding their health and safety, as well as others. Health and safety is an evolving discipline that requires 21st century workers to continually learn new skills and knowledge as a continuous learner to manage technological changes in workflows. Incorporating health and safety principles into all aspects of work and in the workplace is a fundamental step in the work process. Health and safety are based on knowledge and concepts of various disciplines, including science and medical sciences, technology, social research and psychology. Many of the practices and procedures of THES in current workplaces have been developed through a multidisciplinary command approach that examines the workplace to determine the most appropriate controls for employees. Control is the activity and processes that employers use to eliminate hazards or reduce risk to employees. Education and training on how to use these controls correctly are critical to a safe and healthy job. This course will give students the opportunity to interact and practice problems and make decisions about the most appropriate control of the identified working conditions. Four units: Introduction to occupational health and safety systems of occupational health and safety systems and health and safety processes, proposed by the annual health and safety plan 3203, is divided into 4 units. Each unit is one or more modules. The modules are stand-alone learning units that can be taught to respond to learning results in other courses. This course requires all modules. Block 1 contains one module. This device should require approximately 17 hours of training time. The breakdown of the proposed hours of training is below the name of module No. It is also proposed that the first module in Block 2 should be closely monitored after the group 1 is completed. Sequencing is then at the discretion of the teacher. 20 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 29 SECTION TWO: CURRICULUM DESIGN Unit 2 consists of 5 modules. This device should require approximately 25 hours of study time. The breakdown of the proposed hours of training is below the name of the module - class recognition, and control 7 Workplace Place 6 Incident Investigation 3 Emergency Readiness and Response 3 Personal Protective Equipment 6 Block 3 consists of 5 modules. This device should require approximately 41 hours of training time. The breakdown of the proposed hours of training are below module Name - Occupational Health and Disease Prevention classes 22 Mental Health 5 Ergonomics 4 First Aid 5 Work Alone and Workplace Violence 5 First Aid is designed to train a certified instructor over a continuous one-day period. Block 4 consists of 7 modules. Module 12, WHMIS, is required. Of the remaining modules, 4 out of 6 must be completed. This device should require approximately 27 hours of study time. The breakdown of the proposed hours of training are below Module Title - Classes WHMIS 7 Fire Protection 5 Electrical Safety 5 Machine Protection 5 Limited Space Entry 5 Hearing Saving 5 Outdoor Safety 5 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 30 SECTION TWO: CURRICULUM DESIGN How to use four speakers Layout Program Results One contains specific curriculum results (SCO) Delineation give specificity to key ideas. The results are measured in the ascending order of the indentation and are measured as a subset emerge by the SCO. All results are related to the overall results of the curriculum. Focus for Learning Column 2 is designed to assist teachers with learning planning. It also provides context and development of the ideas identified in the first column. This may include: references to the preliminary clarity of knowledge in terms of the depth of the scope of treatment of common misconceptions cautionary notes of knowledge required for scaffolding and a challenge to the student learning SPECIFIC CURRICULUM OUTCOMES OUTCOMES GCO 1: Presenting algebraic expressions in a multiple pathway The results of students are expected to have 1.0 models, record and explain the operations of multiplication and division of polynomial expressions (limited by polynomial degrees less or equal to 2) specifically, picturesquely and symbolically. 1.2 model division of this polynomial expression of this monomial specifically or picturesquely and symbolically record the process. 1.3 Apply a personal strategy to multiply and separate this polynomial expression Focus to teach From previous work with the number of operations, students should know that separation is a reverse multiplication. This can be extended to divide the polynomials into monomials. The study of division should begin with the division of monomial into monomial, progress to polynomial by scalar, and then to the division of polynomial by any monomial. The separation of polynomial to monomial can be visualized using the models of the area with algebra tiles. The most commonly used symbolic method of dividing polynomial into monomial the level is to divide each term polynomial into monomial, and then use demonstrative laws to simplify. This method can also be easily modeled using tiles where students use a sharing model for separation. Because there are many methods that can multiply or divide polynomial into monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, model areas, rule exhibitors, distribution property and re-addition, or a combination of any of these methods, multiply or divide polynomials. Regardless of the method used, students should be encouraged to symbolically take into account their work. Understanding different approaches helps students develop flexible thinking. Write an expression of the missing sizes of each rectangle and determine the track area in the following problem: the inner rectangle on the chart below is a flower garden. The shaded area is a concrete walkway around it. The flower garden area given by the expression $2x^2 + 4x$ and the area of a large rectangle, including a walkway and flower garden, is $3x^2 + 6x$. $3x \times 32$ GRADE 9 MATH MATH CURRICULUM GUIDE (INTERIM) 2010 Example Performance Indicator (s) This provides a summed up, higher order of activity where the answer will serve as a source of data to help teachers assess the extent to which the student achieved the result. Performance metrics are usually presented as a task that can involve an introduction to create context. They will be assigned at the end of the training period allocated for results. Performance indicators will be assigned when students reach the level of competence and teaching and evaluation proposals will be identified in column 3. 22 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 31 SECTION TWO: CURRICULUM DESIGN DESIGN SPECIFIC CURRICULUM OUTCOMES GCO 1: Represent algebraic expressions in cartoon ways Resources and Notes Examples of Learning and Teacher Evaluation Strategies can use the following activities and/or strategies, consistent with the relevant assessment tasks: Modeling a division using a model for example to simulate this, students start with a collection of three x-tiles and 12 tile units and divide them into three groups. In this example, x-4 tiles will be part of each group, so the x4 ratio. Activate the model of division of polynomial monomial by creating a rectangle using four x 2-tiles and eight X-tiles where the 4x is one of the measurements. Teachers can ask students what another dimension is and connect it to a symbolic view. Resources and Notes Authorized Mathematics Makes Sense Lesson 5.5: Multiplying and dividing polynomial by permanent 5.6: Multiplying and dividing polynomial into monomial ProGuide: pp. CD-ROM: Master 5.23, 5.24 See It Videos and Animations: Multiplying and dividing polynomial into permanent, splitting multiplication and division of polynomial into monomial, dividing SB: pp. pp, P. pp. Column four additional links of information and possible resources for use by teachers. These links will provide detailed information about the resources offered in the 2nd and 3rd columns. Connect the Polynomial Division Model and determine the ratio (i) $(6x - 3) \div 3$ (ii) $(4x^2 - 12x) \div 4x$ Consolidation Draw a rectangle with an area of 36a and identify as many different sizes as possible. Teachers can discuss why there are so many different possible dimensions. Expand Identify the area of one person cube, the surface area of which is represented by polynomial $24s^2$. Determine the length of the edge of the cube. GRADE 9 MATH CURRICULUM GUIDE (INTERIM) Learning and Evaluation Proposals This column contains specific sample tasks, activities and strategies that enable students to achieve SCOs goals and be successful with performance indicators. Training is recognized as possible sources of data for evaluation purposes. Appropriate methods and tools for evaluation purposes are often recommended. Suggestions for learning and evaluation are organized consistently: Activation - proposals that can be used to activate pre-learning and create context for the Instruction Connection - linking new information and experience with existing knowledge within or outside the learning field Consolidation - synthesis and making new expansion arrangements - offers that go beyond the results Of these proposals provide opportunities for differentiated learning and evaluation. OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 32 SECTION TWO: CURRICULUM DESIGN How to use the Strand review At the beginning of each thread group there is an explanation for the focus for thread and flow chart identified by relevant GCOs, KSCOs and SCOs. GCOs KSCO SCOs Next Class Current Class Previous Class GCO Continuum SCOs follows the chart to provide context for teaching and evaluation for the class/course in question. The current variety is highlighted in the chart. SCOs 24 OCCUPATIONAL HEALTH AND SAFETY 3203 CURRICULUM GUIDE 2015 33 Section 3: Specific Results of the Group 1 Curriculum: Introduction to Occupational Health and Safety AND OCCUPATIONAL SAFETY 3203 CURRICULUM GUIDE 34 SECTION THREE: SPECIFIC CURRICULUM OUTCOMES Unit1: Introduction to the Health and Safety Plan for many students will be their first experience with health and safety. The focus should not be in memorizing sections of legislation or lists of terms. The emphasis should be to raise student awareness of legislation that sets out minimum standards for OHS workplace. They should know that the employer has an obligation to provide a healthy and safe workplace. As employees they need to ask questions and know what they have to do with health and safety for themselves and their colleagues. All employees have such a responsibility and must report unhealthy and unsafe conditions to their managers. Young workers have an important role to play in creating and maintaining a positive health and safety culture in their workplaces and in everyday life in general. Positive attitudes towards health and safety can begin at home and at school, long before they reach the workforce. Block 1 contains one module. Module 1 - Health and Safety Fundamentals It is expected that Group 1 will be taught as an introduction to this course first, in front of any other units or modules. This device should require approximately 17 hours of training. 26 HEALTH AND SAFETY GUIDE 3203 CURRICULUM 2015 2015

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