Health Care 110

September 2021

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the department of Education and Early Childhood Development (EECD) of the content, policies, or products of the referenced website. The EECD does not control the referenced websites and is not responsible for the accuracy, legality, or content of the referenced websites or for that of subsequent links.

Referenced website content may change without notice. School districts and educators are encouraged to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to Government of New Brunswick Department of Education and Early Childhood Development at curriculum@gnb.ca

Acknowledgments

Table of Contents

1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

See Appendix 6.1.

2.   Pedagogical Components

2.1   Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences.   Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

See Appendix 6.2

English as an Additional Language Curriculum

Being the only official bilingual province, New Brunswick offers the opportunity for students to be educated in English and/or French through our public education system. The EECD provides leadership from K-12 to assist educators and many stakeholders in supporting newcomers to New Brunswick. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. EECD, in partnership with the educational and wider communities offer a solid, quality education to families with school-aged children.

2.2   Pedagogical Guidelines

Assessment Practices

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies, such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

• Questioning	• Projects and Investigations
• Observation	• Checklists/Rubrics
• Conferences	• Responses to texts/activities
• Demonstrations	• Reflective Journals
• Presentations	• Self and peer assessment
• Role plays	• Career Portfolios
• Technology Applications	• Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer-assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Additional details can be found in the Formative Assessment document.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site here.

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day -in and out of school.

3. Subject Specific Guidelines

3.1 Rationale

Health care is one of the largest areas of diverse occupations with continued growth and stability. It is continuing to grow rapidly in all occupations and is expected to continue to grow as our population ages. When entering healthcare professions, students will enjoy occupations with more options and much better job security than in other professions (Government of Canada, 2019; Government of New Brunswick, 2019). The Health Care 110 course will help students explore healthcare career pathways. They will look in depth at the different health care professions in New Brunswick and around the globe. They will explore different occupational options available and gain an understanding of the requirements needed to enter post secondary education.

3.2 Course Description

This course introduces students to content and concepts related to health care and the healthcare system. Students will learn how the Canadian healthcare system works and will be introduced to various medical professionals that work within the system. Students will learn what it takes to be a professional within the different healthcare occupations. They will examine the rights of a healthcare consumer, develop an awareness of related environmental and societal issues and will begin to explore secondary and post-secondary pathways leading to careers in the field.

3.3   Curriculum Organizers and Outcomes

Organizers

Health Care 110 curriculum has been developed with healthcare delivery, health and wellness, healthcare consumerism, and career exploration in mind. Students can be considered to have health care outcomes met when they are familiar with healthcare delivery in New Brunswick, and engage in health and wellness practices, become critical thinkers about healthcare consumerism, and when they show self-awareness and decision-making skills related to entering a career in health care. Each strand consists of prescribed learning outcomes that share a common focus.

Healthcare Delivery

Healthcare delivery involves analysing the history of Health care in Canada and recognizing how history has translated to the current situation of healthcare in New Brunswick. Examining privacy and confidentially within health care is an important aspect of student learning because both play a significant role in patient care.

Health and Wellness

Health and wellness involve examining personal practices that promote and support health and wellness. Students will use self-awareness and critical thinking skills to evaluate the impact of lifestyle and healthcare decisions on a person's health.

Healthcare Consumer

Being a healthcare consumer requires having knowledge regarding medical information taken from various sources. Learners must use problem solving and critical thinking skills to validate the credibility of the sources and then use the information and apply it to real life healthcare situations.

Career Exploration

Preparing for a career in Health Care requires learners to understand the academic preparation needed to enter a healthcare field. Learners will explore various aspects of Health Care careers including how different professions impact lifestyles and employment opportunities. Further, they will investigate post secondary requirements needed for specific fields of personal interest.

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (**GCO**) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (**SCO**) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Learning Outcomes Summary Chart

GCO 1	**Students will understand the history of health care in Canada with an emphasis on healthcare delivery in New Brunswick.**
SCO 1.1	Students will analyze the history of health care in Canada.
SCO 1.2	Students will examine privacy and confidentiality within health care.

GCO 2	**Students will examine health and wellness.**
SCO 2.1	Students will examine practices that support health and wellness.
SCO 2.2	Students will evaluate the impact of lifestyle and healthcare decisions on a person's health.

GCO 3	**Students will have the knowledge and background to be informed healthcare consumers.**
SCO 3.1	Students will demonstrate their knowledge and critical thinking regarding medical information taken from a variety of sources.

GCO 4	**Students will analyze how to prepare for a career in health care.**
SCO 4.1	Students will examine the academic preparation needed to enter a healthcare field.
SCO 4.2	Students will analyze the impact of lifestyle within different healthcare professions.
SCO 4.3	Students will determine the range of employment opportunities within health care.

Timeline Suggestion

GCO	Amount of Time	Recommendation
GCO 1	4 weeks	GCO 1 sets the stage for learners to understand the past and present state of healthcare in Canada.
GCO 2	4 weeks	Students could benefit from spreading GCO 2 outcomes throughout the course to allow for ongoing reflection about their personal health and wellness. Defining health and wellness should be incorporated early.
GCO 3	5 weeks	In GCO 3 students apply critical thinking skills to validate the credibility of medical information and apply it to real life healthcare situations. This can be completed as a block or spread out over the course.
GCO 4	5 weeks	Career development outcomes in GCO 4 can be discussed over the entirely of the course. This includes time allotted for guest speakers and for students to reflect on their personal attributes, strengths, and career pathways. It can also be completed as a block.

GCO 1

Students will understand the history of health care in Canada with an emphasis on healthcare delivery in New Brunswick.

4.   Curriculum Outcomes

GCO 1	Students will understand the history of health care in Canada with an emphasis on healthcare delivery in New Brunswick.
SCO 1.1	**Students will analyze the history of health care in Canada.**

Concepts and Content	I Can – exemplars:
• History and evolution • Indigenous health (e.g., pre and post European contact) • Financial cost • Government role in health care (e.g., provincial, territorial and federal) • Role of Health Canada • Five principles of the Canadian Medicare system • Technology in health care (e.g., digital consultation such as e-Visits NB)	I can compare current health care to health care before and after Medicare. I can describe the status of healthcare in New Brunswick. I can analyze issues related to Medicare. I can explain how Indigenous health outcomes have been impacted by first European contact to Canada. I can explain the role of government in health care. I can describe how technology is changing health care.

Resources		
Video	**Website**	**Document**
Canada's Healthcare System Explained	How to Debate How to use Socratic Seminar Canada Health Act Health Care Cards Article: Health of Indigenous Peoples in Canada First Nations Pre-Contact Health - Teacher Reading - Optional eVisitNB	1.1 Suggestions for Teaching and Learning: Canadian Healthcare System 1.1 Today's Medicare PPT 1.1 Evolution of Medicare PPT 1.1 Healthcare in Canada 1.1 A Primary Health Care Framework for NB

Students will understand the history of health care in Canada with an emphasis on healthcare delivery in New Brunswick.

SCO 1.2	Students will examine privacy and confidentiality within health care.
Concepts and Content	**I Can – exemplars:**
• Ethics within health care • Inequities in health care (e.g., people of visible ethnic minorities) • Patient's Bill of Rights (e.g., patient rights and responsibilities for quality health care) • Ethics for healthcare professionals • Role of the Chief Privacy Officer of New Brunswick (e.g., keeping information safe) • Role of social media and privacy	I can give examples how my rights as a healthcare consumer are protected. I can describe inequities in Canadian healthcare. I can analyze the concept of "Do No Harm" within the medical profession. I can describe a patient's rights and responsibilities. I can demonstrate how to access the Office of the Integrity Commissioner for New Brunswick. I can examine ethical boundaries around social media and privacy.

Resources

Video	Website	Document
Morals Defined Hippocratic Oath Nursing Pledge Privacy Issues and Social Media Social Media Guidelines for Nurses	Hippocratic Oath Canadian Nurses Association - Ethics Code of Ethics for Registered Nurses (2017) Code of Ethics for PSW in ON Canadian Medical Association – Code of Ethics NB Privacy Office Patient's Bill of Rights, NB Racial Inequality in Access to Health Care Services	1.2 Code of Ethics PPT 1.2 Privacy and Social Media PPT 1.2 Suggestions for Teaching and Learning: Canadian Healthcare System 1.2 Patients Rights 1.2 BlackNorth Systemic Racism Data 1.2 CMA Code of Ethics

Students will understand the history of health care in Canada with an emphasis on healthcare delivery in New Brunswick.

Ignored to Death: Systemic Racism in the
Canadian Healthcare System

Racial Bias Reaches Tipping Point in
Canada's Healthcare System

Multiple Mini-Interview: sample ethical
scenario questions – Appendix A

Classroom Activity on Social Media

GCO 2   Students will examine health and wellness.

SCO 2.1	Students will examine practices that support health and wellness.

Concepts and Content	I Can – exemplars:
• Define personal health and wellness • Health promoting concepts (e.g., health habits, determinants of health) • Alternative aspects of health and medicine • Two eyed-seeing	I can compare different definitions of health and wellness. I can examine various health concepts a person may apply to be healthy. I can examine how the determinants of health support personal and community health and wellness. I can discuss alternative medicines and practices that support health. I can explain how the concept of two eyed-seeing can positively impact health and well-being. I can explain how health and disease can co-exist.

Resources

Video	Website	Documents
Housing First What Makes us Sick? Two-Eyed Seeing: Resistance and resilience in Indigenous Health Concept of Two-Eyed Seeing	Determinants of Health – Government of Canada Determinants of Health - GNB Social Determinants of Health - CMA Seven Dimensions of Wellness (UNB) NB Student Wellness Survey Population Health Model – New Brunswick Health Council Dimensions of Wellness – p.7 Wellness NB Two-Eyed Seeing Defined	2.1 Suggestions for Teaching and Learning: Health and Wellness 2.1 First Nation Perspectives on Wellness PPT

SCO 2.2	Students will evaluate the impact of lifestyle and healthcare decisions on a person's health.
Concepts and Content	**I Can – exemplars:**
• Role of large corporations, media, advertisers, and government on the marketing and regulation of consumers' choices (e.g., vaping, gender stereotypes, social media, etc.) • Healthy decision making (e.g., impacts on health)	I can analyze the role media and advertisements have on consumer choices and health. I can analyze the role of large corporations when marketing products. I can identify the credibility of products being marketed. I can evaluate the impact of lifestyle and healthcare decisions on a person's health.

Resources

Video	**Website**	**Document**
E- Cigarettes: Welcome Back, Big Tobacco, Fifth Estate Health Canada Looks to Limit Youth Vaping - CBC News Preventing Problematic Substance Use in Youth - Public Health Canada	Report on The State of Health of Canadian Youth 2018 Consider the Consequences of Vaping Ontario Tobacco Research Board Toolkit Vaping/e-Cigarettes and Cannabis Human Rights and Health (WHO) Civic Online Reasoning - SHEG	2.2 Suggestions for Teaching and Learning: Lifestyle and Healthcare Decisions 2.2 Rubric for Debate Assignment

GCO 3	Students will develop knowledge and skills needed to be informed healthcare consumers.
SCO 3.1	Students will demonstrate their knowledge and critical thinking regarding medical information taken from a variety of sources.

Concepts and Content	I Can – exemplars:
• Current issues in health care (e.g., vaccination, vaping, coronavirus, medical advice online) • Medical information (e.g., reliability, source checking)	I can use various methods to access different sources of information (e.g., technology, newspapers, TV, magazines, guess speakers, etc.) I can determine if a medical source is reliable. I can formulate a research-based opinion. I can tell who is behind the information. I can determine the evidence to support information. I can analyze what other sources say about a topic.

Resources

Video	Website	Document
Measles Health Emergency	Civic Online Reasoning - SHEG	
Measles in New Brunswick	Teaching Lateral Reading - SHEG	NB Competencies_VerJa CriticalThinking_Jan 2020.pdf
	Canadian Medical Information	
	Health Information Online	
	Determining the Validity of Health Info	
	NB Health Council	3.1 Critical Thinking PPT
Dr. Fauci Speaks About Measles Outbreak	Medline for Teens	3.1 Suggestions for Teaching and Learning: Informed Healthcare Consumer
	Canadian Medical Association – Ongoing Health Advocacy	

GCO 4

Students will analyze how to prepare for a career in health care.

GCO 4	Students will analyze how to prepare for a career in health care.
SCO 4.1	**Students will examine the academic preparation needed to enter a healthcare field.**

Concepts and Content	I Can – exemplars:
• Distinction between healthcare profession and a healthcare professional • Attributes and skills required by a healthcare professional • Educational pathways for professions in health care • Characteristics of different health care professions • Academic requirements for entrance into various fields	I can differentiate between a healthcare profession and a professional. I can reflect on my attributes and skills and those that are required to pursue a career in health care. I can explain the academic requirements to enter various healthcare professions. I can engage with healthcare professionals about their profession. I can create a career pathway plan for a specific healthcare profession.

Resources

Video	Website	Document
This is Nursing Health Care Workers	Code of Ethics and Professionalism - CMA How to use myBlueprint – Module https://myblueprint.ca/ www.myblueprint.ca NB Jobs Occupational Profile – NB Jobs NB Global Competencies – ONE Portal - Curriculum Changes Centre tab	4.1 Scrub Shirt – My Attributes 4.1 HCP Interview Questions 4.1 Suggestions for Teaching and Learning: A Career in Healthcare 4.1 myBlueprint Activities Package 4.1 Health Care Professions in NB

Students will analyze how to prepare for a career in health care.

SCO 4.2	Students will analyze how different healthcare professions may impact lifestyles.
Concepts and Content	**I Can – exemplars:**
• Lifestyle impacts of healthcare professional (e.g., working hours, salary, scheduling, etc.)	I can consider how my chosen health care profession may impact my lifestyle.

Resources		
Video	**Website**	**Document**
	NB Jobs	4.2 Suggestions for Teaching and Learning: Careers in Healthcare
	https://myblueprint.ca/	4.2 Healthcare Careers
		4.2 LMI Insights

Students will analyze how to prepare for a career in health care.

SCO 4.3	Students will determine the range of employment opportunities within health care.
Concepts and Content	**I Can – exemplars:**
• Range of employment opportunities (e.g., locally, provincially, and nationally)	I can identify local, provincial, and national employment opportunities in health care.
Resources	

Video	**Website**	**Document**
	myBlueprint	
	Government of Canada Jobs	4.3 Suggestions for Teaching and Learning: Career Pathways
	Government of N.B.	4.3 Community HR Contact
	The Labour Market in Atlantic Canada	4.3 Future Ready Learning Best Practices
	NB Labour Market Outlook 2018-2027	4.3 Future Ready Learning Brochure
	Statistics Canada: Labour Statistics, 2018 - Chart 12	4.3 Health Care and Social Assistance NB – info graphic
	Health Care/Social Assistance Sector, NB	4.3 Health Care and Social Assistance NB report
		4.3 Labour Market Review, Canada 2018
		4.3 Nurse Shortage Info
		4.3 Addressing NB Nurse Shortage
		4.3 NB Nurse Shortage Application

1 Bibliography

Common Content

Government of Canada. (2019). *The Labour Market in Atlantic Canada*. https://www.canada.ca/en/atlantic-canada-opportunities/services/researchstudies10.html

Government of New Brunswick. (2019). *New Brunswick Labour Market Outlook 2018-2027.* https://www.nbjobs.ca/sites/default/files/pdf/2019-04-15-lmo-report-en.pdf

Universal Design for Learning, Center for Applied Special Technology (CAST) http://www.cast.org/

Nelson, Louis Lord (2014). Design and Deliver: Planning and Teaching Using Universal Design for Learning. 1st Edition, Paul H. Brooks Publishing Co.

Subject Specific

Government of New Brunswick (2018). Housing First. Retrieved from https://vimeo.com/236781162

Health Canada (2019). Social Determinants of Health. Retrieved from https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health.html

Professional Practice and Regulation Division, CNA. (2012). *Ethics in practice for Registered Nurses*. Ottawa: Canadian Nurses Association. Retrieved from https://www.cna-aiic.ca/~/media/cna/page-content/pdf-en/ethics_in_practice_feb_2012_e.pdf?la=en

Sorrentino, S., Remmant, L. & Wilk, M. (2018). Mosby's Canadian Textbook for Support Worker, 4th ed. Retrieved from https://coursewareobjects.elsevier.com/objects/elr/Canada/Sorrentino/SupportWorker4e

Stanford University & S.H.E.G. (2020). *Civic Online Reasoning*. Https://Cor.Stanford.Edu/Curriculum/.

https://cor.stanford.edu/curriculum/

1.   Appendices

2 Appendices

6.1 New Brunswick Global Competencies

Critical Thinking and Problem-Solving	Innovation, Creativity, and Entrepreneurship	Self-Awareness and Self-Management
- Engages in an inquiry process to solve problems - Acquires, processes, interprets, synthesizes, and critically analyzes information to make informed decisions (i.e., critical and digital literacy) - Selects strategies, resources, and tools to support their learning, thinking, and problem-solving - Evaluates the effectiveness of their choices - Sees patterns, makes connections, and transfers their learning from one situation to another, including real-world applications - Analyzes the functions and interconnections of social, ecological, and economic systems - Constructs, relates and applies knowledge to all domains of life, such as school, home, work, friends, and community - Solves meaningful, real-life, and complex problems by taking concrete steps to address issues and design and manage projects - Formulates and expresses questions to further their understanding, thinking, and problem-solving	- Displays curiosity, identifies opportunities for improvement and learning, and believes in their ability to improve - Views errors as part of the improvement process - Formulates and expresses insightful questions and opinions to generate novel ideas - Turns ideas into value for others by enhancing ideas or products to provide new-to-the-world or improved solutions to complex social, ecological, and economic problems or to meet a need in a community - Takes risks in their thinking and creating - Discovers through inquiry research, hypothesizing, and experimenting with new strategies or techniques - Seeks and makes use of feedback to clarify understanding, ideas, and products - Enhances concepts, ideas, or products through a creative process	- Has self-efficacy, sees themselves as learners, and believes that they can make life better for themselves and others - Develops a positive identity, sense of self, and purpose from their personal and cultural qualities - Develops and identifies personal, educational, and career goals, opportunities, and pathways - Monitors their progress - Perseveres to overcome challenges - Adapts to change and is resilient in adverse situations - Aware of, manages, and expresses their emotions, thoughts, and actions in order to understand themselves and others - Manages their holistic well-being (e.g., mental, physical, and spiritual) - Accurately self-assesses their current level of understanding or proficiency - Advocates for support based on their strengths, needs, and how they learn best - Manages their time, environment, and attention, including their focus, concentration, and engagement

Collaboration	Communication	Sustainability and Global Citizenship
• Participates in teams by establishing positive and respectful relationships, developing trust, and acting interdependently and with integrity • Learns from and contributes to the learning of others by co-constructing knowledge, meaning, and content • Assumes various roles on the team and respects a diversity of perspectives • Addresses disagreements and manages conflict in a sensitive and constructive manner • Networks with a variety of communities/groups • Appropriately uses an array of technology to work with others • Fosters social well-being, inclusivity, and belonging for themselves and others by creating and maintaining positive relationships with diverse groups of people • Demonstrates empathy for others in a variety of contexts	• Expresses themselves using the appropriate communication tools for the intended audience • Creates a positive digital identity • Communicates effectively in French and/or English and/or Mi'kmaq or Wolastoqey through a variety of media and in a variety of contexts • Gains knowledge about a variety of languages beyond their first and additional languages • Recognizes the strong connection between language and ways of knowing the world • Asks effective questions to create a shared communication culture, attend to understand all points of view, express their own opinions, and advocate for ideas	• Understands the interconnectedness of social, ecological, and economic forces, and how they affect individuals, societies, and countries • Recognizes discrimination and promotes principles of equity, human rights, and democratic participation • Understands Indigenous worldviews, traditions, values, customs, and knowledge • Learns from and with diverse people, develop cross-cultural understanding • Understands the forces that affect individuals and societies • Takes action and makes responsible decisions that support social settings, natural environments, and quality of life for all, now and in the future • Contributes to society and to the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable, and ethical manner • Participates in networks in a safe and socially responsible manner.
Foundation of Literacy and Numeracy		

6.2 Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of **assistive technology** that could be used to enhance/facilitate this lesson?	General Examples	Example in your subject area
Are there **materials which can appropriately challenge** readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online	
Are there students in this group who cannot **access this learning (PLP background)** and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other **choices** that can be provided in this learning opportunity?	Differentiation models (RAFTs…)	
Is there another/a **variety of media** available? Only paper-based? Can it be listening? Can I add a visual component?		
Can **movement** be involved?	Quantum techniques	

Grouping and regrouping?	Cooperative learning; team games and tournaments	
Teacher versus non-teacher centered? **Instructional design strategies** –…	web based lesson… project-based, student research based	
Contracts?		
Opportunities for students to **propose variations** to the assignments/projects?	Tic Tac Toe	
Use of **art /music / technology**?	Songs, Videos, URL, YouTube	
Can I use **drama**? Art….	Use of improvisation; Skits; reader's theater; Can we make something? Demonstrate understanding visually? Paint a painting?	
Is there a plan to support the student/s who might already know this subject matter? **Enrichment**	Triad Model	
Does the **language level** need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information… SIOP techniques for EL learners; use of alternate texts…	

Is there an **independent or collaborative activity-project** that would be better meet the needs of one or more students?		
Are there any **experts** that I could bring into the classroom electronically or as a guest speaker?	Speakers list, Skype contacts, media links, television documentary, archived historical documents	
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more **relevant**?	Can this be applied in real life? TED talk, news item; societal trend, popular song? Can we start the unit and adjust or create it based on the students, interests or direction?	
Is there a **hands-on experience** that we could do to launch this lesson or this learning?		