

Making a Doctor's Appointment

This activity contains skill-building activities leading up to the demonstration of Essential Skills tasks at skill levels 1 and 2. It has been built around the unifying theme of **Going to the Doctor** but the activities and Essential Skills tasks also provide great practice opportunities for learners preparing for volunteer or employment placements. Teachers and facilitators are encouraged to choose the skill-building activities and/or tasks that meet the needs of the learners.


Check out the video before completing the tasks.
Choose [video](#) or [video with subtitles](#).

Making a Doctor's Appointment



Essential Skills Focus

	1	2	3
Reading Text	■	■	□
Document Use	■	□	□
Computer Use	□	■	□
Oral Communication	□	■	□
Money Math	■	□	□
Measurement and Calculation	■	□	□
Data Analysis	■	□	□
Finding Information	■	□	□

 Essential Skills -
Ontario Curriculum
Linkages

1. Tasks

Brent is not feeling well.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 1

Brent takes his temperature two times, once yesterday and once today. Is Brent's temperature getting higher or lower?

Data Analysis



higher lower

Making a Doctor's Appointment

Brent wants to make an appointment with his doctor.

Brent's doctor's name is _____.

The doctor's address is _____.

(Your teacher/facilitator will fill in the name and address of the doctor).

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 2 Find the phone number for Brent's doctor using the telephone book or the Internet.

Finding Information

Brent calls his doctor to make an appointment.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 3 Brent has been feeling sick for two days. He is feeling tired, his throat feels sore and he has a headache.

What should Brent say when he calls the doctor's office? When you are ready, record your response.

Oral Communication

Making a Doctor's Appointment

The doctor's office calls back and leaves a message for Brent.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 4 a) Listen to the message in **AUDIO 2.** What is the date and time of Brent's doctor's appointment?

Oral Communication

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 4 b) Enter the information about Brent's appointment into the calendar. Use this information:

- October 9th
- 10 am
- Appointment with Dr. Smith

Document Use

October						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Making a Doctor's Appointment

**Brent is getting ready to go to his doctor's appointment.
The bus fare is \$2.75.**

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

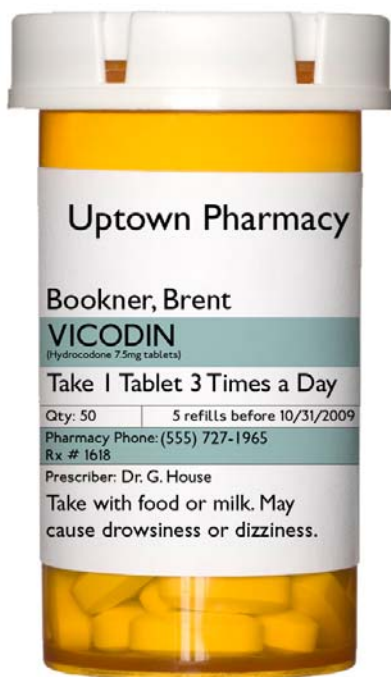
Task 5 Count out the exact change Brent will need for his bus fare.
Money Math

Brent went to his doctor's appointment. His doctor gave him a prescription.

[Click here](#) to practice a Skill-Building Activity which will prepare you for completing the following task.

Task 6 a) How many tablets should Brent take in one day?
Reading Text

b) Circle the side effects Brent may experience.
Reading Text




2. Answer Key

Task 1

Brent takes his temperature two times, once yesterday and once today. Is Brent's temperature getting higher or lower?

Answer

higher

 Check **page 8** for one way to get this answer.


Data Analysis ①

Task 2

Find the phone number for Brent's doctor using the telephone book or the Internet.

Answer

Answers will vary depending on the information provided by the teacher/facilitator.

 Check **page 9** for one way to get this answer.

Finding Information ①

Computer Use ②


Task 3

What should Brent say when he calls the doctor's office? When you are ready, record your response.

Answer

Answers will vary. Possible answer **AUDIO 1**

"Hi, my name is Brent Bookner. I haven't been feeling well for two days and I would like to make an appointment with my doctor. I feel tired and my throat is sore. I also have a headache."

 Check **page 10** for one way to get this answer.

Oral Communication ②


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Essential Skills Focus

Task 4 a) Listen to the message in **AUDIO 2**. What is the date and time of Brent's doctor's appointment?

Answer **October 9th at 10 am**

Oral Communication ②

 Check **page 11** for one way to get this answer.


Task 4 b) Enter the information about Brent's appointment into the calendar. Use this information:

- October 9th
- 10 am
- Appointment with Dr. Smith

Answer **See Answer Sheet below**

Document Use ①

October						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9 <i>Appointment with Dr. Smith at 10 am</i>	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

 Check **page 12** for one way to get this answer.


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Essential Skills Focus

Task 5 Count out the exact change Brent will need for his bus fare.

Answer **A combination of coins that add up to \$2.75 (one way bus fare). Note that Brent needs bus fare to go to the doctor and return from the doctor.**

Money Math ①

 Check **page 13** for one way to get this answer.

Task 6 a) How many tablets should Brent take in one day?
b) Circle the side effects Brent may experience.

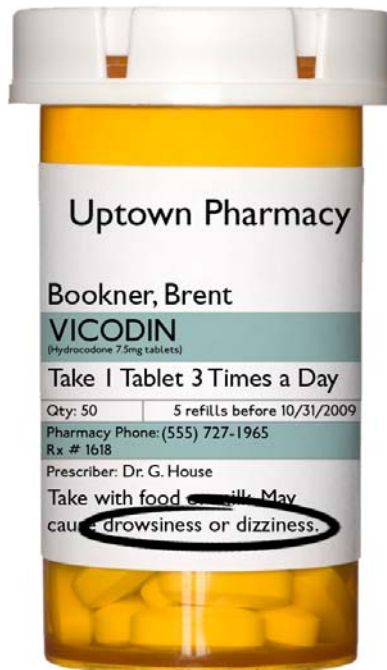
Answer a) **3 tablets**


Reading Text ①

Measurement and Calculation ①

b) **Circle the following words: drowsiness and dizziness**

Reading Text ②



 Check **page 14** for one way to get this answer.

3. Answer Steps

Task 1

Brent takes his temperature two times, once yesterday and once today. Is Brent's temperature getting higher or lower?

Answer **higher**

One way to get this answer...

1. Locate the numbers on the two thermometers: **37** and **39**.
2. Decide that the second number is higher than the first number.
3. Decide that 39 is higher than 37.

Skill Focus Data Analysis ①

Making a Doctor's Appointment

Task 2

Find the phone number for Brent's doctor using the telephone book or the Internet.

Answer

Answers will vary depending on the information provided by the teacher/facilitator.

One way to get this answer...

1. Identify what is requested: the phone number for Brent's doctor.
2. Research the information using the phone book or the Internet.

If the learner used the Internet to find the information ...

- a) Using the Internet Browser on the computer (i.e. www.google.ca), enter information into the Internet Search Engine word box (i.e. Canada 411).
- b) Click on the Canada 411 website listed.
- c) Scan the page for the heading: **Find a Business**.
- d) Enter the doctor's name in the box.
- e) Scan the page for the heading: **Location**.
- f) Enter the doctor's address in the box.
- g) Click on the Find button.
- h) Locate the doctor's name in the search results.
- i) Locate the doctor's phone number.

Skill Focus

Finding Information ①

Additional Skills: Computer Use ② (*if demonstrated*)

Work Habits Demonstrated Initiative

Making a Doctor's Appointment

Task 3

What should Brent say when he calls the doctor's office? When you are ready, record your response.

Answer

Answers will vary. Possible answer **AUDIO 1:**

"Hi, my name is Brent Bookner. I haven't been feeling well for two days and I would like to make an appointment with my doctor. I feel tired and my throat is sore. I also have a headache."

One way to get this answer...

1. Identify key words that provide information on Brent's sickness.
*Brent has been feeling **sick for two days**. He is feeling **tired**, his **throat feels sore** and he has a **headache**.*

Skill Focus

Oral Communication ②

Work Habits Demonstrated

Self-advocacy

Making a Doctor's Appointment

Task 4 a) Listen to the message in **Audio 2**. What is the date and time of Brent's doctor's appointment?

Audio 2:

"Hello. This is the ABC Medical Clinic with a message for Brent Bookner. We need to reschedule your appointment to an earlier time. Could you come in on October 9th at 10 am? Please call us back to let us know if this new appointment time will work for you. Thanks and have a good day."

Answer **October 9th at 10 am**

One way to get this answer...

1. The answers are in the message. Listen for the bold words in each question. These are the key words:
 - What is the **date** and **time** of Brent's doctor's appointment?

Skill Focus Oral Communication ②

Making a Doctor's Appointment

- Task 4 b) Enter the information about Brent's appointment into the calendar. Use this information:
- October 9th
 - 10 am
 - Appointment with Dr. Smith

Answer **See Answer Sheet**

October						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9 <i>Appointment with Dr. Smith at 10 am</i>	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

One way to get this answer...

1. Identify what is required: enter the **date**, **time** and **name of the doctor** into the calendar.
2. Scan the page for the date: **9**.
3. Enter information into the space for the 9th such as *"Appointment with Dr. Smith at 10 am."*

Skill Focus Document Use ①

Making a Doctor's Appointment

Task 5

Count out the exact change Brent will need for his bus fare.

Answer

A combination of coins that add up to \$2.75 (one way bus fare). Note that Brent needs bus fare to go to the doctor and return from the doctor.

One way to get this answer...

1. Identify what is required: a combination of coins to equal \$2.75.
2. Scan the coins provided.
3. Recognize the value of the coins (i.e. a loonie equals \$1.00, a toonie equals \$2.00, etc.).
4. Set up the problem: x number of coin(s) plus x number of coin(s) equals \$2.75.
5. Decide that a combination of coins such as one toonie and three quarters equals \$2.75.
6. Decide that the round trip will require another combination of coins equaling \$2.75.
7. Repeat steps 2 to 5.

Skill Focus Money Math ①

Work Habits Demonstrated Organization

Making a Doctor's Appointment

Task 6

- How many tablets should Brent take in one day?
- Circle the side effects Brent may experience.

Answer

a) **3 tablets**

b) **Circle the following words: drowsiness and dizziness**

One way to get this answer...

Steps for a):

- Identify what is required: number of tablets taken per day.
- Scan for key words in the label: **TAKE 1 TABLET 3 TIMES A DAY.**
- Set up the problem: $1 + 1 + 1 = 3$ tablets.
- Decide that 3 tablets need to be taken per day.

Skill Focus

Reading Text ①

Additional Skills: Measurement and Calculation ①

Steps for b):

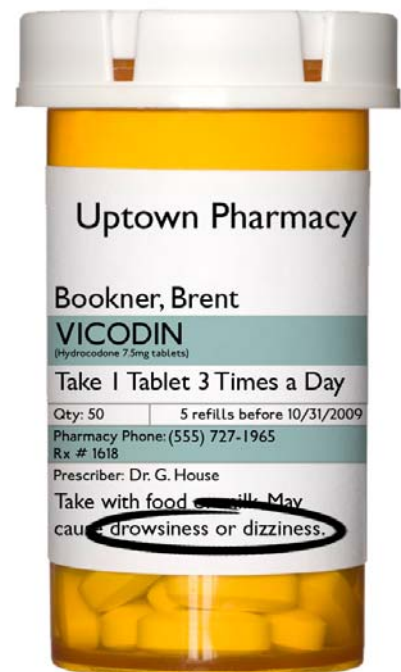
- Identify what is required: side effects of medication.
- Scan the label for the required information.
- Recognize that "**dizziness**" and "**drowsiness**" are side effects.
- Decide to circle dizziness" and "drowsiness."

Skill Focus

Reading Text ②

Work Habits Demonstrated

Working Safely



Skill-Building Activities

Sample Skill-Building Activities for Task 1

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 1. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

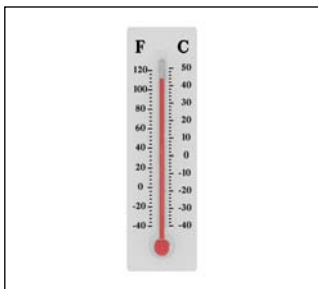
Sample skill-building activities leading up to the demonstration of Essential Skills in Task 1 are listed below.

Task 1 Skill-Building Activities

- Identify different types of thermometers.
- Read a digital thermometer.
- Identify numbers greater or less than 37.
- Record data in a T-chart over time.

Example 1: Identify different types of thermometers.

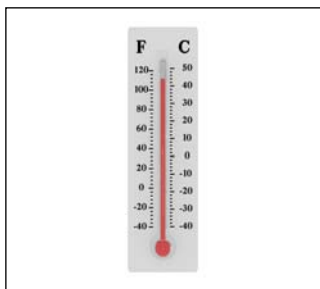
Match a picture of a thermometer to a picture of where it would be used.



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Answer Key:

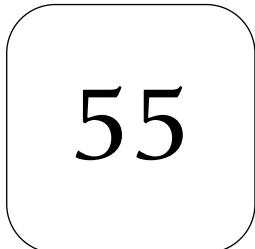
The digital thermometer measures body temperature. The mercury thermometer measures the air temperature.



Note: The picture with the boy has a thermometer in it to help the learners make a connection between the picture and the answer. Teachers/facilitators may want to use different pictures in this activity based on the needs of the learner.

Example 2: Identify numbers greater than 37 and smaller than 37.

Sort these number tiles below.



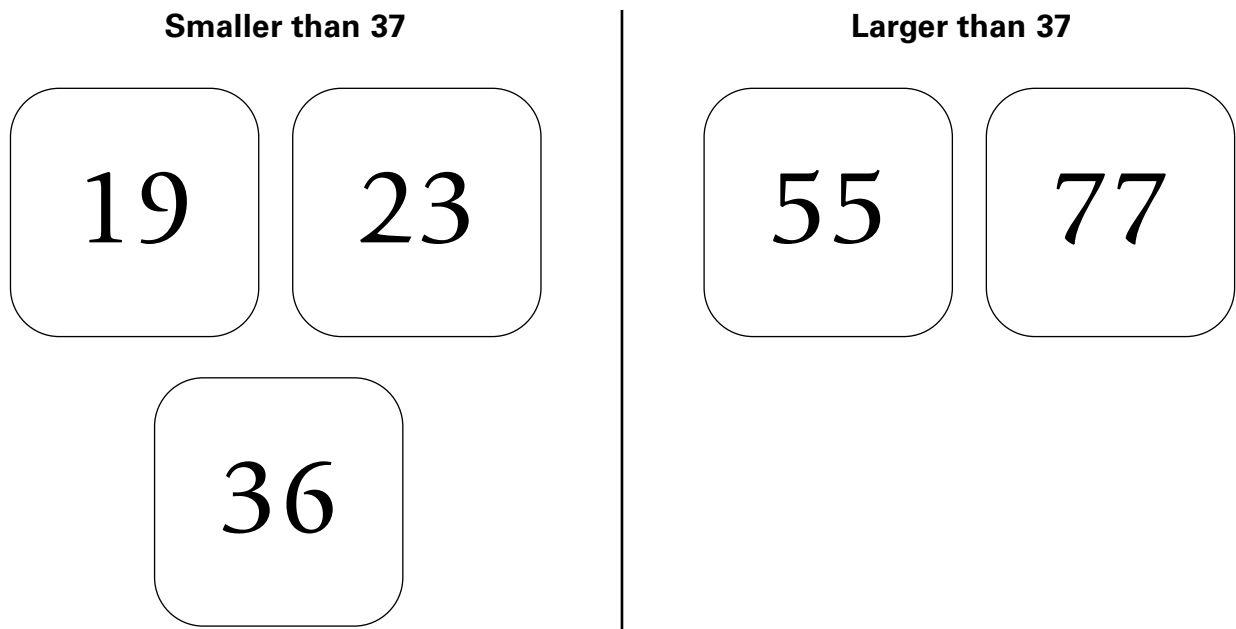
Smaller than 37

Larger than 37

Making a Doctor's Appointment

Answer Key

Sort the number tiles below.



TIP

Consider using an interactive smart board for large group instruction. The number tiles can be slid to the correct part of the T-chart.

Note to Teachers/Facilitators: The normal core body temperature of a healthy, resting adult human being is stated to be at 98.6 degrees Fahrenheit or 37.0 degrees Celsius. Though the body temperature measured on an individual can vary, a healthy human body can maintain a fairly consistent body temperature that is around the mark of 37.0 degrees Celsius unless there are other health considerations that need to be taken into account.

The Essential Skills Task shows two thermometers: one with a reading of 37 degrees Celsius and the other with a reading of 39 degrees Celsius. The task is to identify if the temperature is increasing or decreasing. The learner is not asked to make a judgment about whether or not "Brent" has a fever.

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 2

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 2. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 2 are listed below.

Task 2 Skill-Building Activities

- Recognize numbers from 0-9.
- Select the numbers 0-9 from an array of numbers that are arranged as a telephone number and enter them on a calculator.
- Select the numbers 0-9 from an array of numbers that are arranged as a telephone number and enter them on a variety of touch-tone telephones.
- Understand that a local phone number has 10 numbers.
- Match the appropriate symbol (picture, icon) to word and to number.
- Identify the different sections of a personal phone book.
- Identify the different sections of a public phone book.
- Search a phone book or Canada 411 website by subject or name.

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Example 1: Recognize numbers from 0-9.
Identify and match numerals from 1-9

4

3

2

1

9

8

7

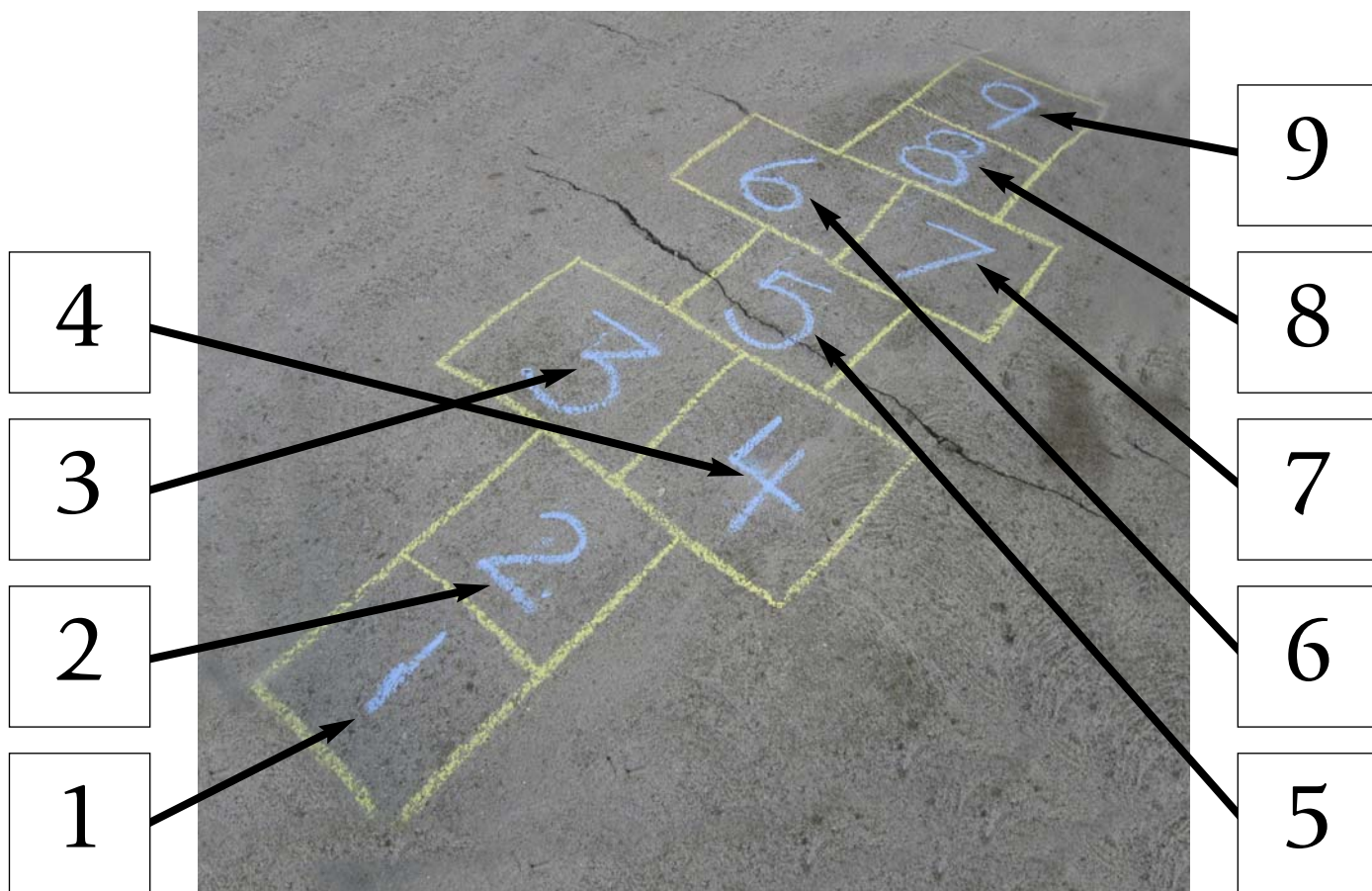
6

5

Drag the number to the corresponding number on the "hop scotch picture" when given an oral cue Teacher/ facilitator says "select the number two." Learner drags the number two to the correct spot on the picture.

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Answer Key: Learner will draw lines, point to the number.



TIP

Consider creating a floor mat of the “hop scotch game” and large number cards for learners to match the number to the hop scotch square. Consider using a “roll of the dice” (large manipulative dice, multimedia white board dice) instead of staff oral instructions.

Note to Teacher/facilitator: Project the picture on an interactive white board if possible.

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Example 2: Understand that a local phone number has 10 numbers.
A phone number has 10 digits.

Number	How many digits?	Is this a phone number? Check Yes or No.
905-335-6677		Yes <input type="checkbox"/> No <input type="checkbox"/>
416-56-3456		Yes <input type="checkbox"/> No <input type="checkbox"/>
519-335-3456		Yes <input type="checkbox"/> No <input type="checkbox"/>
4-656-3456		Yes <input type="checkbox"/> No <input type="checkbox"/>
905-335-67776		Yes <input type="checkbox"/> No <input type="checkbox"/>
519-222-1234		Yes <input type="checkbox"/> No <input type="checkbox"/>
416-234-5678		Yes <input type="checkbox"/> No <input type="checkbox"/>

TIP

Consider projecting on an interactive white board for large group instruction. Use your local area code to make the numbers as familiar as possible.

Making a Doctor's Appointment

Answer Key

Number	How many digits?	Is this a phone number?
905-335-6677	10	Yes
416-56-3456	9	No - not enough numbers
519-335-3456	10	Yes
4-656-3456	8	No - not enough numbers
905-335-67776	11	No - too many numbers
519-222-1234	10	Yes
416-234-5678	10	Yes

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 3

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 3. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 3 are listed below.

Task 3 Skill-Building Activities

- Identify feelings that describe self.
- Identify feelings to describe self as a healthy person.
- Identify feelings to describe self as not feeling healthy.
- Orally convey feelings.
- Answer the "5 W" questions (Who, What, When, Where and Why) about self.

Example 1: Identify feelings that describe self.

Listen to short sentences and select a picture that illustrates the feeling.

[Listen to](#) or read the sentences. Match the picture of the feeling to the sentence that suggests that feeling.

You are eating your favourite food.

You are saying goodbye to your friend.

You had too much to eat.

You see your best friend in the room.

You have been in the sun for a long time.



Making a Doctor's Appointment

Answer Key:



You are eating your favourite food.



You are saying goodbye to your friend.



You had too much to eat.



You see your best friend in the room.



You have been in the sun for a long time.

TIP

Before learners can identify feelings related to feeling ill, they will need to identify a variety of feelings and be able to label them. Consider using graphic pictures (as in this activity) or pictures of real people to help the learner label the feelings.

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 4 a)

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 4 a). Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 4 a) are listed below.

Task 4 a) Skill-Building Activities

- Answer "what" questions.
- Listen and record information in written form.
- Identify specific information while listening to a short passage.
- Listen to the teacher/facilitator read short sentences.

Example 1: [Listen to](#) the teacher/facilitator read short sentences. Underline the information about **time** in the sentence.

Can you come to a party on Saturday, October 1st?

Can you come to my house at 1 pm?

You start school on September 10th.

Answer Key

Can you come to a party on **Saturday, October 1st**?

Can you come to my house at **1 pm**?

You start school on **September 10th**.

TIP

After doing this activity, consider using the same sentences but have the learner record the information instead of underlining the information.

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 4 b)

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 4 b). Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 4 b) are listed below.

Task 4 b) Skill-Building Activities

- Identify names of the days in a week and months of the year.
- Write the day of the week and month of the year.
- Read and write the hour of the day.
- Give a relevant title to written words (e.g., doctor's appointment).
- Understand the layout of calendars.

Example 1: Match the description to the type of calendar entry shown below.

Dr. Smith Medical Arts Building Thursday, October 10	Dental
Joan's Birthday Dinner Uncle Dan's House December 5	Lesson
Tansley Woods Pool Thursdays 5 - 6 pm	Doctor Appointment
Best Packaging Company Mrs. Brown December 10, 2 pm	Party
Jenny Main Dental Clinic September 15, 9 am	Job Interview

Making a Doctor's Appointment

Answer Key

Dr. Smith
Medical Arts Building
Thursday, October 10

Doctor Appointment - the textual cue is the "Medical Arts Building"

Joan's Birthday Dinner
Uncle Dan's House
December 5

Party - the textual cue is "Birthday Party"

Tansley Woods Pool
Thursdays
5 - 6 pm

Lesson - the textual cue is "Pool"

Best Packaging Company
Mrs. Brown
December 10, 2 pm

Job Interview - the textual cue is "Best Packing Company"

Jenny
Main Dental Clinic
September 15, 9 am

Dental - the textual cue is "Main Dental Clinic"

TIP

Consider using the same descriptions and titles to enter these events on a calendar.

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 5

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 5. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 5 are listed below.

Task 5 Skill-Building Activities

- Sort coins by type.
- Identify money denominations.
- Know that a dime equals 10 cents, for example.
- Counts coins.
- Performs simple addition.
- Identify different combinations of coins for bus fare.

Example 1: Sort coins by type.

Note: *This activity would adapt well to an interactive white board if instructor is engaged in group instruction.*

Learner is provided with 5 dimes, 10 nickels, 3 quarters, 12 pennies, 2 loonies and 1 toonie.


- a) Sort each coin by type.
- b) Count the number of each coin and enter the number into the chart.

Making a Doctor's Appointment

Type of Coin	Number of Coins
	
	
	
	
	
	

Making a Doctor's Appointment

Answer Key:

Type of Coin	Number of Coins
	12 pennies
	10 nickels
	5 dimes
	3 quarters
	2 loonies
	1 toonie

Note to Teacher/Facilitator: Provide loonies and quarters for learners to complete Task 5. The bus fare in the task is \$2.75. To increase the complexity of this task, provide learners with a pile of assorted coins.

Additional Task Suggestion:

An additional sample Essential Skills task could be to “Read a bus schedule to find out which bus will get Brent to his appointment on time.” The complexity of this task depends on the bus schedule that you select. Generally, this type of Document Use task would be at a level 2.

[Click here](#) to Return to Task.

Skill-Building Activities

Sample Skill-Building Activities for Task 6

Teacher/Facilitator Notes

The following skill-building activities can be used to help learners work towards the demonstration of Essential Skills in Task 6. Teachers/facilitators can choose the skill-building activities that meet the needs of the learners.

Sample skill-building activities leading up to the demonstration of Essential Skills in Task 6 are listed below.

Task 6 Skill-Building Activities

- Locate specific text on a form.
- Identify the "headings" on a prescription form.
- Read abbreviations on a prescription form.

Example 1: Identify the "headings" on a prescription form.

Patient Name	Doctor's Name	Doctor's Instructions	Cautions or "Side Effects"
Date	Repeats	Medical Term for Medication	

<p>MAY IMPAIR ABILITY TO DRIVE OR OPERATE MACHINERY.</p> <p>MAY CAUSE SLOW HEARTBEAT, FAINTING, CONFUSION, FEAR, SEIZURE, PROBLEMS WITH URINATION, NAUSEA, STOMACH PAIN, ITCHING, OR JAUNDICE.</p> <p>TAKE THIS MEDICATION WITH WATER.</p> <p>RPH: SMITH R Orig: 10/31/2008 Date filled: 10/31/2008 Discard after: 10/31/2009</p> <p>Tech: KB</p> <p>This is a WHITE, OVAL-shaped TABLET with no imprint.</p> <p>CAUTION: FEDERAL LAW PROHIBITS THE TRANSFER OF THIS DRUG TO ANY PERSON OTHER THAN THE PATIENT FOR WHOM IT WAS PRESCRIBED.</p>	<h2>Uptown Pharmacy</h2> <p>Albert Houdini</p> <h3>VICODIN</h3> <p>(Hydrocodone 7.5mg tablets)</p> <p>TAKE 1 TABLET BY MOUTH EVERY 4-6 HOURS OR AS NEEDED</p> <table border="1"><tr><td>Qty: 50</td><td>5 refills before 10/31/2009</td></tr></table> <p>Pharmacy Phone: (555) 727-1965</p> <p>Rx # 1618</p> <p>Prescriber: Dr. G. House</p>	Qty: 50	5 refills before 10/31/2009
Qty: 50	5 refills before 10/31/2009		

Making a Doctor's Appointment

Answer Key:

The diagram illustrates a prescription form with several key fields highlighted by callouts:

- Cautions or "Side Effects":** Points to the text: "MAY IMPAIR ABILITY TO DRIVE OR OPERATE MACHINERY. MAY CAUSE SLOW HEARTBEAT, FAINTING, CONFUSION, FEAR, SEIZURE, PROBLEMS WITH URINATION, NAUSEA, STOMACH UPSET, DIZZINESS, OR SWEATING. TAKE WITH FOOD OR MILK. TAKE WITH WATER."
- Patient Name:** Points to "Albert Houdini".
- Medical Term for Medication:** Points to "VICODIN".
- Date:** Points to "Date filled: 10/31/2008".
- Doctor's Instructions:** Points to "TAKE 1 TABLET BY MOUTH EVERY 4-6 HOURS OR AS NEEDED".
- Doctor's Name:** Points to "Prescriber: Dr. G. House".
- Repeats:** Points to "5 refills before 10/31/2009".

Other visible text on the form includes: "Uptown Pharmacy", "RPH: SMITH, R. Tech: KB", "Qty: 50", "Pharmacy Phone: (555) 727-1965", "Rx # 1618", and "This is a WHITE, OVAL-shaped TABLET with no imprint. CAUTION: FEDERAL LAW PROHIBITS THE TRANSFER OF THIS DRUG TO ANY PERSON OTHER THAN THE PATIENT FOR WHOM IT WAS PRESCRIBED."

[Click here](#) to Return to Task.

Essential Skills in Action: Making a Doctor's Appointment



*K refers to non-credit courses developed by school boards.

Legend:  Skill-Building Activities  Essential Skills Task  Curriculum Code

Ontario Curriculum – Essential Skills Linkages: Making a Doctor’s Appointment

The course and curriculum expectations linked to each Essential Skills task are shown below. Sample skill-building activities have also been identified.

Students who meet the curriculum expectations below will also have demonstrated the Essential Skills at the level indicated. If students do not meet the curriculum expectations below, teachers can prepare students by scaffolding learning. Begin where students are: with the Skill-Building Activities or Essential Skills Tasks.

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
Individual and Family Living, Grade 9 or 10, Open (HIF 10/HIF 20)	<p>PR3.02X – Demonstrate practical skills required for meeting their own and their family’s food, clothing, health and security, and housing needs (<i>e.g., accessing OHIP; securing medical attention or emergency services when needed; planning and preparing a meal; mending a garment; cleaning a room</i>)</p>	<p>Task 1 Brent takes his temperature two times. Is Brent’s temperature getting higher or lower?</p> <p>Data Analysis ①</p>	<ul style="list-style-type: none"> • Identify a variety of thermometers • Read a digital thermometer • Know the range of acceptable healthy human temperature • Identify numbers greater than 37 and smaller than 37 • Record data in a T-chart over time.
Locally Developed Compulsory Credit Course, Math, Grade 10 (MAT 2L)	<p>EUMV.01 – make estimates and measurements to extend understanding of the metric system;</p> <p>EUM1.06 – solve problems to determine the elapsed time between two given dates or two given times</p> <p>EUM1.07 – identify and use personal referents to aid in the estimation of temperature</p> <p>EUMV.04 – communicate information about measurement concepts;</p>		
Locally Developed Compulsory Credit Course, Science – Grade 9 (SNC 1L)	<p>SILV.02 – use appropriate scientific skills, tools, and safety procedures to investigate problems;</p> <p>SIL2.04 – observe and record data, using a variety of formats (<i>e.g., diagrams, data tables, webs, graphic organizers, using computers, as appropriate</i>); including the use of SI units, where appropriate;</p> <p>SIL2.05 – assess data to make inferences and conclusions and to answer questions and refine procedures;</p>		

Ontario Curriculum – Essential Skills Linkages: Making a Doctor’s Appointment

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
Locally Developed Compulsory Credit, English, Grade 9 (ENG 1L)	<p>DRVV.01 – develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;</p> <p>DRV1.02 – preview the features and organizational patterns of print and non-print text, using appropriate strategies (<i>e.g., use skimming and scanning techniques, identify signal or unfamiliar words</i>);</p> <p>DRV1.03 – connect with the content by using appropriate strategies (<i>e.g., look for bold/highlighted words; preview a visual component of a science or math text such as a graph, table, diagram, or chart and ask questions about what may follow; use a title or headline to anticipate the content</i>).</p>	<p>Task 2 Find the phone number for Brent’s doctor using the telephone book or the Internet.</p> <p>Finding Information ①</p> <p>Computer Use ② (if demonstrated)</p>	<ul style="list-style-type: none"> • Recognizes numbers from 0 to 9 • Understands that a local phone number has 10 numbers • Knows letters of the alphabet • Arranges letters in alphabetical order • Identifies the symbols used by public service (e.g. hospital, taxi, bus) • Identifies different sections of a phone book • Searches a phone book or Canada 411 website by subject or name.
Individual and Family Living, Grade 9 or 10, Open (HIF 10/HIF 20)	<p>PR3.02X – Demonstrate practical skills required for meeting their own and their family’s food, clothing, health and security, and housing needs</p>		

Ontario Curriculum – Essential Skills Linkages: Making a Doctor’s Appointment

Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
Locally Developed Compulsory Credit, English, Grade 9 (ENG 1L)	<p>DLTV.02 – use talk to develop thinking skills in small and large group interactions;</p> <p>DLT2.03 – use talk to solve problems, draw conclusions, confirm predictions, make judgments about a specific topic or idea (<i>e.g., respond to a stop-and-go viewing of a film; discuss the implications of a current news or sports event; state the steps followed in an investigation or experiment; use statistics data to describe a trend; respond fully to teacher-posed questions</i>).</p> <p>DLTV.03 – contribute ideas and converse while participating in classroom activities;</p> <p>DLT3.01 – engage in daily conversations (<i>e.g., answer questions, generate ideas, relay a telephone message</i>);</p> <p>DLT3.02 – communicate orally, using appropriate vocabulary (<i>e.g., to exchange information, support opinions, solve problems, make decisions, explain procedures, give specific examples, describe an event</i>).</p>	<p>Task 3 Brent has been feeling sick for two days. He is feeling tired, his throat feels sore and he has a headache.</p> <p>What should Brent say when he calls the doctor’s office? When you are ready, record your response.</p> <p>Oral Communication ②</p>	<ul style="list-style-type: none"> • Identify emotions describing self • Identify feelings to describe self as a healthy person • Identify feelings to describe self as not feeling healthy • Orally convey feelings • Answer “5 W” questions about self.
Individual and Family Living, Grade 9 or 10, Open (HIF 10/HIF 20)	<p>PR3.02X – Demonstrate practical skills required for meeting their own and their family’s food, clothing, health and security, and housing needs</p>		

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Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
Locally Developed Compulsory Credit, English, Grade 9 (ENG 1L)	<p>DLTV.01 – use listening skills to participate in formal and informal classroom discussions;</p> <p>DLT1.03 – listen for specific purposes (<i>e.g., to follow oral instructions, to receive information, to detect bias, to appreciate a work</i>).</p>	<p>Task 4 The doctor’s office calls back and leaves a message for Brent.</p> <p>a) Listen to the message in Audio 2. What is the date and time of Brent’s doctor’s appointment?</p> <p>Oral Communication ②</p>	<ul style="list-style-type: none"> • Answer “what” questions • Listen and Record information in written form • Identify specific information while listening to a short passage.
Locally Developed Compulsory Credit, English, Grade 9 (ENG 1L)	<p>DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>)</p>	<p>b) Enter the information about Brent’s appointment into the calendar. Use this information:</p> <ul style="list-style-type: none"> • October 9th • 10 am • Appointment with Dr. Smith <p>Document Use ①</p>	<ul style="list-style-type: none"> • Identifies names of the days in a week and months of the year • Writes the day of the week and month of the year • Reads and writes the hour of the day • Gives a relevant title to written words (<i>e.g., doctor’s appointment</i>) • Understands document structure of calendars.
Locally Developed Compulsory Credit Course, Math, Grade 9 (MAT 1L)	<p>DMSV.01 – interpret, write, and round decimal numbers with understanding in everyday money situations;</p> <p>DMS1.10 – identify different combinations of coins and bills that would result in a given amount of money (<i>e.g., What are possible ways to make \$27.48, using coins and bills?</i>);</p>	<p>Task 5 Brent is getting ready to go to his doctor’s appointment. The bus fare is \$2.75. Count out the exact change Brent will need for his bus fare.</p> <p>Money Math ①</p>	<ul style="list-style-type: none"> • Identifies money denominations • Knows that a dime equals 10 cents, for example • Counts coins • Performs simple addition • Identifies different combinations of coins for bus fare.

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Course(s)	Curriculum Expectations	Essential Skills Tasks	Skill-Building Activities
Locally Developed Compulsory Credit, English, Grade 9 (ENG 1L)	DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (<i>e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers</i>);	<p>Task 6 Brent went to his doctor’s appointment. His doctor gave him a prescription. Look at the prescription.</p> <p>a) How many tablets should Brent take in one day?</p>	<ul style="list-style-type: none"> • Locate specific text on a form • Identify the “headings” on a prescription form • Read abbreviations on a prescription form.
Individual and Family Living, Grade 9 or 10, Open (HIF 10/HIF 20)	PR3.02X – Demonstrate practical skills required for meeting their own and their family’s food, clothing, health and security, and housing needs;	<p>Reading Text ① Measurement and Calculation ①</p> <p>b) Circle the side effects Brent may experience.</p> <p>Reading Text ②</p>	