

Health Professions and Related Clinical Sciences, Classification of Instructional Program (CIP) 51.9999 Units of Instruction and Task Grid Linked to Pennsylvania Core Standards

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
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100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115	RESERVED RESERVED Identify general course objectives. Follow clinical skill area rules and regulations. Follow professional dress code and the essence of good grooming. Provide details of grading policies in this class. Differentiate between hospitals, long-term care agencies and home health agencies as to their history, purpose and what each expects of the health care professional. Follow clinical experience guidelines and procedures. Follow OSHA standards and Centers for Disease Control (CDC) standard precautions. Follow "Right to Know Law" and the importance of maintaining Safety Data Sheets (SDS) for all chemicals. RESERVED RESERVED Identify and follow the "chain of command" in organizational structures. Follow safety and emergency procedures and report accurately and immediately. Report nonfunctioning equipment.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by	NUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

NOTE:

Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area. Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I

Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I

planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H.

Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

			Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.		
200	LEGAL AND ETHICAL ISSUES.				
201 202 203 204 205 206	Identify client's advanced directives. Uphold confidentiality of records and information as required by HIPAA. Promote the client's right to make personal choices to accommodate individual needs. Outline and practice professional standards for health care professionals. Identify and apply legal responsibilities of the health care professional. Discuss ethical dilemmas as related to the health care.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.	
		B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4 NOTE: Please refer to the Common Career Technical Core Standards booklet if you	CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F	PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	

wish to add more Career Pathways for your local geographic area.	Analyze the author's purpose in providing an explanation, describing a procedureand Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10 Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc. INTEGRATE KNOWLEDGE & IDEAS	significant for a specific purpose and audience. Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products. RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from	
	Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc. INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12	problem. Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support	
	Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem. Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.	analysis, reflection, and research. RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.1 & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
	RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J		

			Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.		
300	COMMUNICATION.				
301 302 303 304 305 306 307	Practice effective communication. RESERVED Document both objective and subjective observations using appropriate terms. RESERVED Communicate in a professional manner, according to the client's stage of development and cultural background. RESERVED Practice effective conflict management skills.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4 NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.9-10. A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedureand Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update	
			& IDEAS	publish, and update	

	Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc. INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12 Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem. Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
400 INFECTION CONTROL.		

401	Identify diseases, their mode of transmission, and use
	of transmission-based precautions.
402	Demonstrate and practice proper hand by sions

- 402 Demonstrate and practice proper hand hygiene techniques.
- 403 Apply principles of standard precautions and infection control in the health care facility.
- 404 Discuss the following: blood-borne pathogens, sharps disposal, and biohazards.
- 405 Demonstrate and practice correct isolation and safety techniques in care of infectious clients, including use of, proper personal protective equipment (PPE).
- 406 RESERVED
- 407 Perform basic cleaning and disinfecting of objects to prevent disease transmission.
- 408 Explain how the immune system protects the body from infectious diseases.
- 409 Demonstrate proper donning and doffing of non-sterile gloves.
- 410 Discuss proper sterilizing of contaminated objects.

CAREER CLUSTER Health Science Career Cluster

(Choose Standards) 1-2-3-4-5-6

PATHWAY(S)

A. Diagnostic Services Career Pathway

(Choose Standards) 1-2-3-4-5

B. Support Services Career Pathway

(Choose Standards) 1-2-3-4-5

C. Therapeutic Services Career Pathway

Choose Standards 1-2-3-4

NOTE:

Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc.

KEY IDEAS/DETAILS

Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D

Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E

Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H

TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A

Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B

Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING

GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer

	support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc. INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12 Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem. Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
500 RESERVED.		

500	RESERVED.				
501	RESERVED	CAREER CLUSTER	KEY IDEAS/DETAILS	TEXT TYPES AND	
502	RESERVED	Health Science Career	GRADES 9-10-11-12	PURPOSE	
503	RESERVED	Cluster	Standard CC.3.5.9-10. A	GRADES 9-10-11-12	
504	RESERVED	(Choose Standards)	Standard CC.3.5.11-12 A	Standard CC.3.6.9-10.A	
505	RESERVED	` '	Cite specific textual evidence, etc.	Standard CC.3.6.11-12.A	
506	RESERVED	1-2-3-4-5-6	Standard CC.3.5.9-10 B	Write arguments focused on	
507	RESERVED		Standard CC.3.5.11-12. B	discipline specific content.	
508	RESERVED	PATHWAY(S)	Determine the central ideas or	Standard CC.3.6.9-10.B	
300	RESERVED	. ,	conclusions of a text; etc.	Standard CC.3.6.11-12.B	

A. Diagnostic Services Career Pathway

(Choose Standards) 1-2-3-4-5

B. Support Services Career Pathway

(Choose Standards) 1-2-3-4-5

C. Therapeutic Services Career Pathway

Choose Standards 1-2-3-4

NOTE:

Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D

Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E

Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I

Compare and contrast findings presented in a text to those from other sources, etc.

Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by

planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

			INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12 Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem. Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
600	EMERGENCY CARE AND DISASTER PREPAREDNESS.				
601 602 603	Identify signs of an obstructed airway (choking) and demonstrate abdominal thrust. Describe Basic Life Support with AED and Basic First Aid. Follow Emergency Response/Crisis Plan Procedures in the facility.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on	

Standard CC.3.5.11-12. B

conclusions of a text; etc.

Standard CC.3.5.9-10.C

Standard CC.3.5.11-12.C

Follow precisely a complex

CRAFT & STRUCTURE

multistep procedure, etc.

GRADES 9-10-11-12

Determine the central ideas or

discipline specific content.

Standard CC.3.6.11-12.B

explanatory texts, including

the narration of technical

Standard CC.3.6.9-10.B

Write informative or

PRODUCTION &

DISTRIBUTION OF

processes, etc.

WRITING

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PATHWAY(S)

Career Pathway

1-2-3-4-5

(Choose Standards)

B. Support Services

Career Pathway

A. Diagnostic Services

including PASS and RACE.

604 Identify potential fire hazards and safety procedures,

(Choose Standards) Standard CC.3.5.9-10. D GRADES 9-10-11-12 **Standard CC.3.6.9-10.C** 1-2-3-4-5 Standard CC.3.5.11-12.D Standard CC.3.6.11-12 C Determine the meaning of Produce clear and coherent symbols, key terms, and other C. Therapeutic Services writing...appropriate to task, domain specific words. **Career Pathway** purpose, and audience. **Standard CC.3.5.9-10.E** Choose Standards Standard CC.3.6.9-10 D Standard CC.3.5.11-12.E 1-2-3-4 Standard CC.3.6.11-12.D Analyze the structure of the Develop and strengthen relationships among concepts in a writing as needed by NOTE: text, etc. planning, revising, editing, **Standard CC.3.5.9-10.F** Please refer to the rewriting, or trying a new Standard CC.3.5.11-12.F **Common Career** approach, focusing on **Technical Core** Analyze the author's purpose in addressing what is most Standards booklet if you providing an explanation, significant for a specific wish to add more Career describing a procedure...and purpose and audience. Pathways for your local Analyze the structure of the **Standard CC.3.6.9-10.E** geographic area. relationships among concepts in a Standard CC.3.6.11-12.E. text. Use technology, including the internet, to produce, INTEGRATE KNOWLEDGE publish, and update & IDEAS individual or shared writing **GRADES 9-10** products. Standard CC.3.5.9-10.G RESEARCH Translate quantitative or technical GRADES 9-10-11-12 information expressed in a text **Standard CC.3.6.9-10.F** into visual form (e.g. a table or Standard CC.3.6.11-12.F chart). Conduct short and more Standard CC.3.5.9-10. H sustained research to answer Assess the reasoning in a text to a question or solve a support the author's claim for problem. solving a technical problem. Standard CC.3.6.9-10.G. Standard CC.3.5.9-10. I Standard CC.3.6.11-12.G Gather relevant information Compare and contrast findings from multiple authoritative

presented in a text to those from

INTEGRATE KNOWLEDGE

Standard CC.3.5.11-12. G

Integrate and evaluate multiple

in diverse formats...to solve a

Standard CC.3.5.11-12. H

sources of information presented

other sources, etc.

GRADES 11-12

& IDEAS

problem.

print and digital sources,

for citation.

research.

following a standard format

Standard CC.3.6.9-10.H.

Draw evidence from

analysis, reflection, and

RANGE OF WRITING

Standard CC.3.6.11-12.H.

informational texts to support

			Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	GRADES 9-10-11-12 Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
700	HUMAN NEEDS AND HUMAN DEVELOPMENT.			
701 702 703 704 705	Discuss human growth and development through the lifespan. Identify and respect cultural diversity, along with accepting a client seeking holistic health practitioners for wellness. Provide examples of how age, illness and disability affect psychosocial changes in the client. Provide assistance for the clients to express their personal faith and religious beliefs. Provide care for sensory deprived clients such as blind or deaf clients.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF
		Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services	Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.	WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and content uniting appropriate to the feel

Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E

Analyze the structure of the

Standard CC.3.5.9-10.F

text, etc.

relationships among concepts in a

writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10 D

Standard CC.3.6.11-12.D

Develop and strengthen

writing as needed by

Revised June 2018

Career Pathway

Choose Standards

1-2-3-4

NOTE:

Please refer to the Common Career **Technical Core** Standards booklet if you wish to add more Career Pathways for your local geographic area.

Standard CC.3.5.11-12.F Analyze the author's purpose in

providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a

INTEGRATE KNOWLEDGE & IDEAS

GRADES 9-10

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I

Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS **GRADES 11-12**

Standard CC.3.5.11-12. G

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I

Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING **GRADES 9-10-11-12**

planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H.

Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING **GRADES 9-10-11-12** Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

800	BODY MECHANICS, MOVING, LIFTING AND		Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.		
000	POSITIONING.				
801 802 803 804 805 806 807 808 809 810	Assist the client with dangling, standing, and walking. Transfer client from bed to chair/wheelchair and from stretcher to bed. Turn and/or position a client both in bed and in a chair. Discuss safety hazards, including slips, trips, and the risks of falls. Discuss and practice transferring, positioning, and transporting of a client with special needs, including bariatric clients. RESERVED Discuss the operation of the mechanical lift. Demonstrate proper use of restraints and alternative measures of restraints. Utilize proper body mechanics. Demonstrate proper use of a gait belt.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards) 1-2-3-4-5 NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.9-10. A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10. C Standard CC.3.5.9-10. C Standard CC.3.5.11-12. C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedureand Analyze the structure of the relationships among concepts in a	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.9-10.C Standard CC.3.6.11-12.D Develop and strengthen writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.9-10 D overlop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E	NUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I

Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12 Standard CC.3.5.11-12. G

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I

RANGE OF READING

proficiently.

Synthesize information from a range of sources into a coherent understanding.

GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H.

Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

900	PERSONAL CARE SKILLS.			
901 902 903 904 905 906	Provide privacy when providing personal care. Assist the client to dress and undress. Assist the client with bathing and personal grooming to include the principles of hand and foot care. Observe and report condition of the skin. Administer oral hygiene for the conscious/ unconscious client. Identify and discuss treatment of decubitus ulcers (bed or pressure sores) on a client.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.
		B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services	multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of	PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent
		Career Pathway Choose Standards 1-2-3-4	symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E	writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D
		NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area	Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedureand Analyze the structure of the relationships among concepts in a text.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or
			INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10 Standard CC.3.5.9-10.G Translate quantitative or technical information expressed	RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F

in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H.
Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from problem. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from from multiple authoritative print and digital sources, following a standard format for citation.
Compare and contrast findings presented in a text to those from for citation.
presented in a text to those from for citation.
1 citation
у у у у у у у у у у у у у у у у у у у
Standard CC.3.6.11-12.H.
INTEGRATE KNOWLEDGE Draw evidence from
& IDEAS informational texts to support
GRADES 11-12 analysis, reflection, and
Standard CC.3.5.11-12. G research.
Integrate and evaluate multiple sources of information presented RANGE OF WRITING
sources of information presented in diverse formatsto solve a RANGE OF WRITING GRADES 9-10-11-12
problem. Standard CC.3.5.9-10.1 &
Standard CC.3.5.11-12. H Standard CC.3.5.11-12.I.
Evaluate the hypotheses, data, Write routinely over extended
analysis, and conclusions in a time frames and shorter time
technical text, verifying the data when possible frames for a range of tasks, purposes and audiencesetc.
When possibles
Standard CC.3.5.11-12. I Synthesize information from a
range of sources into a coherent
understanding.
RANGE OF READING
GRADES 9-10-11-12
Standard CC.3.5.9-10.J
Standard CC.3.5.11-12.J
By the end of grades 9- 10, AND 11-12, read and comprehend
technical texts independently and
proficiently.
1000 URINARY ELIMINATION/BOWEL
ELIMINATION.
1001 Assist the client in toileting and bladder training. CAREER CLUSTER KEY IDEAS/DETAILS TEXT TYPES AND
1002 Provide catheter care. Health Science Career GRADES 9-10-11-12 PURPOSE
1003 Demonstrate perineal care on client. Standard CC.3.5.9-10. A GRADES 9-10-11-12
1004 Demonstrate application of briefs. Standard CC.3.5.11-12 A Standard CC.3.6.9-10.A

1005	Demonstrate the use of standard bedpan and fracture	1-2-3-4-5-6	Cite specific textual evidence, etc.	Standard CC.3.6.11-12.A	
1006	pan. Document urinary output.	PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5	Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.	Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.	
		B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4 NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.	CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedureand Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10 Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for	PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products. RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a	
			solving a technical problem. Standard CC.3.5.9-10. I	problem. Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G	

Compare and contrast findings	Gather relevant information
presented in a text to those from	from multiple authoritative
other sources, etc.	print and digital sources,
	following a standard format
INTEGRATE KNOWLEDGE	for citation.
& IDEAS	Standard CC.3.6.9-10.H.
	Standard CC.3.6.11-12.H.
GRADES 11-12	Draw evidence from
Standard CC.3.5.11-12. G	informational texts to support
Integrate and evaluate multiple	analysis, reflection, and
sources of information presented	research.
in diverse formatsto solve a	Tescuron.
problem.	RANGE OF WRITING
Standard CC.3.5.11-12. H	GRADES 9-10-11-12
Evaluate the hypotheses, data,	Standard CC.3.5.9-10.1 &
analysis, and conclusions in a	
technical text, verifying the data	Standard CC.3.5.11-12.I.
when possible.	Write routinely over
Standard CC.3.5.11-12. I	extended time frames and
Synthesize information from a	shorter time frames for a
range of sources into a coherent	range of tasks, purposes and
understanding.	audiencesetc.
anderstanding.	
RANGE OF READING	
GRADES 9-10-11-12	
Standard CC.3.5.9-10.J	
Standard CC.3.5.11-12.J	
By the end of grades 9- 10, AND	
11-12, read and comprehend	
technical texts independently and	
proficiently.	

1100 NUTRITION AND HYDRATION.				
 List general principles of the basic nutrition. Recognize and discuss therapeutic diets. Assist a client with eating meals, including thickened liquids. Feed a neurological or sensory deprived client feeding. Measure and record intake and output. 	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.	
	PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5	Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.	Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.	

B. Support Services Career Pathway

(Choose Standards) 1-2-3-4-5

C. Therapeutic Services Career Pathway

Choose Standards 1-2-3-4

NOTE:

Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area. CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D

Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E

Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I

Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12 Standard CC.3.5.11-12. G PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including

the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from

Draw evidence from informational texts to support

Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem. Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.	analysis, reflection, and research. RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	

1200	BASIC CLINICAL SKILLS.				
1201 1202 1203 1204 1205 1206 1207 1208 1209 1210 1211 1212 1213	Measure and record a client's temperature (oral, axillary, rectal, electronic). Measure and record a client's radial and apical pulse. Measure and record a client's respirations. Measure and record a client's blood pressure. Measure and record a client's pulse oximetry. Apply elastic stockings. Make an unoccupied bed. Make an occupied bed. Measure and record height and weight. Discuss proper handling of soiled linen.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10. C Standard CC.3.5.11-12. C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C	NUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6

C. Therapeutic Services Determine the meaning of Produce clear and coherent Extend the knowledge of **Career Pathway** symbols, key terms, and other writing...appropriate to task, arithmetic operations and domain specific words. purpose, and audience. apply to complex numbers. Choose Standards Standard CC.3.6.9-10 D Standard CC.3.5.9-10.E 1-2-3-4 Standard CC.3.6.11-12.D Standard CC.3.5.11-12.E Develop and strengthen Analyze the structure of the NOTE: writing as needed by relationships among concepts in a Please refer to the planning, revising, editing, text, etc. **Common Career** rewriting, or trying a new **Standard CC.3.5.9-10.F Technical Core** approach, focusing on Standard CC.3.5.11-12.F Standards booklet if you addressing what is most Analyze the author's purpose in wish to add more Career significant for a specific providing an explanation, Pathways for your local purpose and audience. describing a procedure...and Standard CC.3.6.9-10.E geographic area. Analyze the structure of the Standard CC.3.6.11-12.E. relationships among concepts in a Use technology, including the internet, to produce, INTEGRATE KNOWLEDGE publish, and update & IDEAS individual or shared writing **GRADES 9-10** products. **Standard CC.3.5.9-10.G** RESEARCH Translate quantitative or technical **GRADES 9-10-11-12** information expressed in a text into visual form (e.g. a table or Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F chart). Conduct short and more Standard CC.3.5.9-10. H sustained research to answer Assess the reasoning in a text to a question or solve a support the author's claim for problem. solving a technical problem. Standard CC.3.6.9-10.G. Standard CC.3.5.9-10. I Standard CC.3.6.11-12.G Compare and contrast findings Gather relevant information presented in a text to those from from multiple authoritative other sources, etc. print and digital sources, following a standard format for citation. INTEGRATE KNOWLEDGE **Standard CC.3.6.9-10.H.** & IDEAS Standard CC.3.6.11-12.H. **GRADES 11-12** Draw evidence from Standard CC.3.5.11-12. G informational texts to support Integrate and evaluate multiple analysis, reflection, and sources of information presented research. in diverse formats...to solve a problem. RANGE OF WRITING Standard CC.3.5.11-12. H GRADES 9-10-11-12 Evaluate the hypotheses, data, Standard CC.3.5.9-10.I & analysis, and conclusions in a Standard CC.3.5.11-12.I.

1300 MENTAL HEALTH AND MENTAL ILLNESS. 1301 Discuss the various types of mental health disorders. 1302 Use reality orientation techniques with the confused client. 1303 Use communication skills/techniques with easily agitated or frightened clients. 1304 Use skills/techniques with clients exhibiting repetitive behaviors.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services	Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently. KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC 3.5.9.10 C	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or	
benaviors.	` /		Standard CC.3.6.9-10.B	

Standard CC.3.5.9-10. D

Standard CC.3.5.11-12.D

Determine the meaning of

Standard CC.3.5.9-10.E

Standard CC.3.5.11-12.E

Analyze the structure of the

Standard CC.3.5.9-10.F

relationships among concepts in a

domain specific words.

text, etc.

symbols, key terms, and other

WRITING

GRADES 9-10-11-12

Standard CC.3.6.9-10.C

Standard CC.3.6.11-12 C

Produce clear and coherent

Standard CC.3.6.9-10 D

Develop and strengthen

writing as needed by

Standard CC.3.6.11-12.D

planning, revising, editing,

rewriting, or trying a new

writing...appropriate to task, purpose, and audience.

Revised June 2018

(Choose Standards)

Career Pathway

Choose Standards

C. Therapeutic Services

1-2-3-4-5

1-2-3-4

NOTE:

Please refer to the Standard CC.3.5.11-12.F approach, focusing on Common Career Analyze the author's purpose in addressing what is most significant for a specific **Technical Core** providing an explanation, Standards booklet if you describing a procedure...and purpose and audience. wish to add more Career Analyze the structure of the Standard CC.3.6.9-10.E Pathways for your local relationships among concepts in a Standard CC.3.6.11-12.E. geographic area. Use technology, including the internet, to produce, publish, and update INTEGRATE KNOWLEDGE individual or shared writing & IDEAS products. **GRADES 9-10 Standard CC.3.5.9-10.G** RESEARCH Translate quantitative or technical **GRADES 9-10-11-12** information expressed in a text Standard CC.3.6.9-10.F into visual form (e.g. a table or Standard CC.3.6.11-12.F chart). Conduct short and more Standard CC.3.5.9-10. H sustained research to answer a question or solve a Assess the reasoning in a text to problem. support the author's claim for **Standard CC.3.6.9-10.G.** solving a technical problem. Standard CC.3.6.11-12.G Standard CC.3.5.9-10. I Gather relevant information Compare and contrast findings from multiple authoritative presented in a text to those from print and digital sources, other sources, etc. following a standard format for citation. INTEGRATE KNOWLEDGE Standard CC.3.6.9-10.H. & IDEAS Standard CC.3.6.11-12.H. Draw evidence from **GRADES 11-12** Standard CC.3.5.11-12. G informational texts to support analysis, reflection, and Integrate and evaluate multiple sources of information presented research. in diverse formats...to solve a RANGE OF WRITING problem. Standard CC.3.5.11-12. H **GRADES 9-10-11-12** Standard CC.3.5.9-10.I & Evaluate the hypotheses, data, analysis, and conclusions in a Standard CC.3.5.11-12.I. technical text, verifying the data Write routinely over when possible. extended time frames and Standard CC.3.5.11-12. I shorter time frames for a Synthesize information from a range of tasks, purposes and range of sources into a coherent audiences...etc. understanding. RANGE OF READING

GRADES 9-10-11-12

1400 REHABILITATION AND RESTORATIVE CARE.		Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.		
1401 Assist the client with ambulatory and transfer devices (e.g., cane, quad cane, walker, crutches, and wheelchair). 1402 Perform range of motion exercises. 1403 Recognize various assistive devices when assisting the client.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4 NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.9-10. A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedureand Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE & IDEAS	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update	

	Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc. INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12 Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem. Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend	RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.9-10.G. Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
1500 DEATH AND DYING.	technical texts independently and proficiently.		

KEY IDEAS/DETAILS TEXT TYPES AND 1501 Discuss own feelings and attitude about death. CAREER CLUSTER **PURPOSE** 1502 Explain how culture and religion influence a person's **GRADES 9-10-11-12 Health Science Career** Standard CC.3.5.9-10. A **GRADES 9-10-11-12** attitude toward death and the bereavement process. Cluster **Standard CC.3.6.9-10.A** Standard CC.3.5.11-12 A 1503 Discuss the goals of hospice care. (Choose Standards) Standard CC.3.6.11-12.A Cite specific textual evidence, etc. 1504 Discuss the stages of dying. 1-2-3-4-5-6 Standard CC.3.5.9-10 B Write arguments focused on 1505 Report the common signs of a client's approaching discipline specific content. Standard CC.3.5.11-12. B **Standard CC.3.6.9-10.B** Determine the central ideas or PATHWAY(S) 1506 Discuss the postmortem care of a client while Standard CC.3.6.11-12.B conclusions of a text; etc. maintaining the client's right to dignity and respect. A. Diagnostic Services **Standard CC.3.5.9-10.C** Write informative or **Career Pathway** Standard CC.3.5.11-12.C explanatory texts, including (Choose Standards) Follow precisely a complex the narration of technical 1-2-3-4-5 multistep procedure, etc. processes, etc. PRODUCTION & **B.** Support Services **CRAFT & STRUCTURE** DISTRIBUTION OF **Career Pathway** GRADES 9-10-11-12 WRITING (Choose Standards) Standard CC.3.5.9-10. D GRADES 9-10-11-12 1-2-3-4-5 Standard CC.3.5.11-12.D Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Determine the meaning of C. Therapeutic Services symbols, key terms, and other Produce clear and coherent domain specific words. writing...appropriate to task, **Career Pathway** purpose, and audience. **Standard CC.3.5.9-10.E** Choose Standards Standard CC.3.6.9-10 D Standard CC.3.5.11-12.E 1-2-3-4 Standard CC.3.6.11-12.D Analyze the structure of the Develop and strengthen relationships among concepts in a NOTE: writing as needed by text. etc. planning, revising, editing, Please refer to the **Standard CC.3.5.9-10.F** rewriting, or trying a new Common Career Standard CC.3.5.11-12.F approach, focusing on **Technical Core** Analyze the author's purpose in addressing what is most Standards booklet if you providing an explanation, significant for a specific wish to add more Career describing a procedure...and purpose and audience. Pathways for your local Analyze the structure of the geographic area. **Standard CC.3.6.9-10.E** relationships among concepts in a Standard CC.3.6.11-12.E. text. Use technology, including the internet, to produce, INTEGRATE KNOWLEDGE publish, and update & IDEAS individual or shared writing **GRADES 9-10** products. **Standard CC.3.5.9-10.G** Translate quantitative or technical RESEARCH information expressed in a text GRADES 9-10-11-12 **Standard CC.3.6.9-10.F** into visual form (e.g. a table or Standard CC.3.6.11-12.F chart). Conduct short and more Standard CC.3.5.9-10. H sustained research to answer

	Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc. INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12 Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem. Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.9-10.J Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	a question or solve a problem. Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
1600 MEDICAL TERMINOLOGY.			

1601 Differentiate roots/prefixes/suffixes in medical terms.	CAREER CLUSTER	KEY IDEAS/DETAILS	TEXT TYPES AND	
1602 Define abbreviations used in medical documents.	Health Science Career	GRADES 9-10-11-12	PURPOSE	
1603 Differentiate medical specialties.	Cluster	Standard CC.3.5.9-10. A	GRADES 9-10-11-12	
1604 Use of medical language.		Standard CC.3.5.11-12 A	Standard CC.3.6.9-10.A	
1605 Use anatomical medical terms when discussing health	(Choose Standards)	Cite specific textual evidence, etc.	Standard CC.3.6.11-12.A	
and illness of the body.	1-2-3-4-5-6	Standard CC.3.5.9-10 B	Write arguments focused on	
and inness of the body.		Standard CC.3.5.11-12. B	discipline specific content.	
	PATHWAY(S)	Determine the central ideas or	Standard CC.3.6.9-10.B	
	111111111111111111111111111111111111111	conclusions of a text; etc.	Standard CC.3.6.11-12.B	
	•			

A. Diagnostic Services Career Pathway

(Choose Standards) 1-2-3-4-5

B. Support Services Career Pathway

(Choose Standards) 1-2-3-4-5

C. Therapeutic Services Career Pathway

Choose Standards 1-2-3-4

NOTE:

Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D

Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E

Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I

Compare and contrast findings presented in a text to those from other sources, etc.

Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new

rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information

from multiple authoritative print and digital sources, following a standard format for citation.

INTEGRATE KNOWLEDGE	Standard CC.3.6.9-10.H.
& IDEAS	Standard CC.3.6.17-10.11. Standard CC.3.6.11-12.H.
GRADES 11-12	Draw evidence from
Standard CC.3.5.11-12. G	informational texts to support
Integrate and evaluate multiple	analysis, reflection, and
sources of information presented	research.
in diverse formatsto solve a	
problem.	RANGE OF WRITING
Standard CC.3.5.11-12. H	GRADES 9-10-11-12
Evaluate the hypotheses, data,	Standard CC.3.5.9-10.I &
analysis, and conclusions in a	Standard CC.3.5.11-12.I.
technical text, verifying the data	Write routinely over
when possible.	extended time frames and
Standard CC.3.5.11-12. I	shorter time frames for a
Synthesize information from a	range of tasks, purposes and
range of sources into a coherent	audiencesetc.
understanding.	tudionocootc.
understanding.	
RANGE OF READING	
GRADES 9-10-11-12	
Standard CC.3.5.9-10.J	
Standard CC.3.5.11-12.J	
By the end of grades 9- 10, AND	
11-12, read and comprehend	
technical texts independently and	
proficiently.	

1700	ALLIED HEALTH SKILLS.				
1701 1702 1703 1704 1705 1706 1707 1708	RESERVED Maintain client records. Complete manual filing skills and discuss use of electronic medical records (EMR). Position client for specific examinations as indicated by physician. Perform visual acuity test. Discuss methods of collection, special handling and labeling of specimens. Discuss the principles of an EKG. Discuss blood glucose measurement using a glucometer, proper strips and manufacturer glucose controls or standards. Explain the importance of maintaining the client record. Discuss the principles of admitting, discharging, and transferring of a client.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards)	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12	NUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on

1-2-3-4-5 Standard CC.3.5.11-12.D Standard CC.3.6.9-10.C measurement when reporting Standard CC.3.6.11-12 C quantities. Determine the meaning of Produce clear and coherent symbols, key terms, and other Standard 2.1.HS.F.6 C. Therapeutic Services writing...appropriate to task, domain specific words. **Career Pathway** Extend the knowledge of purpose, and audience. **Standard CC.3.5.9-10.E** arithmetic operations and Choose Standards Standard CC.3.6.9-10 D Standard CC.3.5.11-12.E apply to complex numbers. 1-2-3-4 Standard CC.3.6.11-12.D Analyze the structure of the Develop and strengthen relationships among concepts in a writing as needed by NOTE: text, etc. planning, revising, editing, Please refer to the **Standard CC.3.5.9-10.F** rewriting, or trying a new **Common Career** Standard CC.3.5.11-12.F approach, focusing on **Technical Core** Analyze the author's purpose in addressing what is most Standards booklet if you providing an explanation, significant for a specific wish to add more Career describing a procedure...and purpose and audience. Pathways for your local Analyze the structure of the **Standard CC.3.6.9-10.E** geographic area. relationships among concepts in a Standard CC.3.6.11-12.E. text. Use technology, including the internet, to produce, INTEGRATE KNOWLEDGE publish, and update & IDEAS individual or shared writing **GRADES 9-10** products. Standard CC.3.5.9-10.G RESEARCH Translate quantitative or technical GRADES 9-10-11-12 information expressed in a text Standard CC.3.6.9-10.F into visual form (e.g. a table or Standard CC.3.6.11-12.F chart). Conduct short and more Standard CC.3.5.9-10. H sustained research to answer Assess the reasoning in a text to a question or solve a support the author's claim for problem. solving a technical problem. Standard CC.3.6.9-10.G. Standard CC.3.5.9-10. I Standard CC.3.6.11-12.G Compare and contrast findings Gather relevant information from multiple authoritative presented in a text to those from print and digital sources, other sources, etc. following a standard format for citation. INTEGRATE KNOWLEDGE Standard CC.3.6.9-10.H. & IDEAS Standard CC.3.6.11-12.H. **GRADES 11-12** Draw evidence from Standard CC.3.5.11-12. G informational texts to support Integrate and evaluate multiple analysis, reflection, and sources of information presented research. in diverse formats...to solve a problem. RANGE OF WRITING Standard CC.3.5.11-12. H GRADES 9-10-11-12

			Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
		T		T	
1800	ANATOMY, PHYSIOLOGY, AND PATHOPHYSIOLOGY.				
	Identify the basic structure of the human body.	CAREER CLUSTER	KEY IDEAS/DETAILS	TEXT TYPES AND	
	Label body plains, directions, and cavities.	Health Science Career	GRADES 9-10-11-12	PURPOSE CDADEGO 10 11 12	
1803	Identify the organs and explain the function of the	Cluster	Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A	GRADES 9-10-11-12 Standard CC.3.6.9-10.A	
1904	respiratory system. RESERVED	(Choose Standards)	Cite specific textual evidence, etc.	Standard CC.3.6.11-12.A	
	Identify disease processes - respiratory system.	1-2-3-4-5-6	Standard CC.3.5.9-10 B	Write arguments focused on	
	Identify the organs and explain the function of the		Standard CC.3.5.11-12. B	discipline specific content.	
1000	circulatory system.	PATHWAY(S)	Determine the central ideas or	Standard CC.3.6.9-10.B	
1807	RESERVED	A. Diagnostic Services	conclusions of a text; etc. Standard CC.3.5.9-10.C	Standard CC.3.6.11-12.B Write informative or	
	Identify disease processes of the circulatory system.	Career Pathway	Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C	explanatory texts, including	
1809	Identify the organs and explain the function of the	(Choose Standards)	Follow precisely a complex	the narration of technical	
1010	integumentary system.	1-2-3-4-5	multistep procedure, etc.	processes, etc.	
	RESERVED			DD ODY/GWYOY O	
	Identify disease processes of the integumentary system. Identify the organs and explain the function of the	B. Support Services	CRAFT & STRUCTURE	PRODUCTION & DISTRIBUTION OF	
1012	Muscular system.	Career Pathway	GRADES 9-10-11-12	WRITING	
1813	RESERVED	(Choose Standards)	Standard CC.3.5.9-10. D	GRADES 9-10-11-12	
1814	Identify disease processes of the Muscular system.	1-2-3-4-5	Standard CC.3.5.11-12.D	Standard CC.3.6.9-10.C	
1815	Identify the organs and explain the function of the		Determine the meaning of	Standard CC.3.6.11-12 C	
1016	nervous system.	C. Therapeutic Services	symbols, key terms, and other domain specific words.	Produce clear and coherent writingappropriate to task,	
	RESERVED	Career Pathway Choose Standards	Standard CC.3.5.9-10.E	purpose, and audience.	
	Identify disease processes of the nervous system. Identify the organs and explain the function of the		Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E	Standard CC.3.6.9-10 D	
1010	1:titi	1-2-3-4		Standard CC.3.6.11-12.D	

Standard CC.3.6.11-12.D

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digestive system.
1819 RESERVED

1820	Idei	ıtify	disease	processes	of	the	digest	ive s	ystem.

- 1821 Identify the organs and explain the function of the urinary system.
- 1822 RESERVED
- 1823 Identify disease processes of the urinary system.
- 1824 Identify the organs and explain the function of the reproductive system.
- 1825 RESERVED
- 1826 Identify the disease processes of the reproductive
- 1827 Identify the organs and explain the function of the lymphatic system.
- 1828 RESERVED
- 1829 Identify disease processes of the lymphatic system.
- 1830 Identify the organs and explain the function of the endocrine system.
- 1831 RESERVED
- 1832 Identify the disease processes of the endocrine system.
- 1833 Identify the organs and explain the function of the Special Senses.
- 1834 Identify the disease processes of the Special Senses.
- 1835 Identify the organs and explain the function of the Skeletal System.
- 1836 Identify the disease processes of the Skeletal System.

NOTE:

Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a

INTEGRATE KNOWLEDGE & IDEAS **GRADES 9-10**

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I

Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS **GRADES 11-12**

Standard CC.3.5.11-12. G

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12 **Standard CC.3.6.9-10.F** Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H.

Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

		range of sources into a coherent understanding. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.		
1900 MATHEMATICS IN ALLIED HEALTH.				
 1901 Use mathematics applications in healthcare. 1902 Identify systems of measurements used in a clinical setting. 1903 Identify and convert between measurement systems including metric system. 	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4 NOTE: Please refer to the Common Career Technical Core	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.9-10. A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation,	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on	NUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

Synthesize information from a

wish to add more Career Analyze the structure of the significant for a specific Pathways for your local relationships among concepts in a purpose and audience. **Standard CC.3.6.9-10.E** geographic area. Standard CC.3.6.11-12.E. Use technology, including INTEGRATE KNOWLEDGE the internet, to produce, & IDEAS publish, and update **GRADES 9-10** individual or shared writing **Standard CC.3.5.9-10.G** products. Translate quantitative or technical information expressed in a text RESEARCH into visual form (e.g. a table or GRADES 9-10-11-12 chart). Standard CC.3.6.9-10.F Standard CC.3.5.9-10. H Standard CC.3.6.11-12.F Conduct short and more Assess the reasoning in a text to sustained research to answer support the author's claim for a question or solve a solving a technical problem. problem. Standard CC.3.5.9-10. I Standard CC.3.6.9-10.G. Compare and contrast findings Standard CC.3.6.11-12.G presented in a text to those from Gather relevant information other sources, etc. from multiple authoritative print and digital sources, following a standard format INTEGRATE KNOWLEDGE for citation. & IDEAS **GRADES 11-12** Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Standard CC.3.5.11-12. G Draw evidence from Integrate and evaluate multiple sources of information presented informational texts to support analysis, reflection, and in diverse formats...to solve a problem. research. Standard CC.3.5.11-12. H RANGE OF WRITING Evaluate the hypotheses, data, analysis, and conclusions in a GRADES 9-10-11-12 Standard CC.3.5.9-10.I & technical text, verifying the data when possible. Standard CC.3.5.11-12.I. Standard CC.3.5.11-12. I Write routinely over extended time frames and Synthesize information from a range of sources into a coherent shorter time frames for a range of tasks, purposes and understanding. audiences...etc. RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11-12, read and comprehend

			tookai ool tooto in doman dout! 1		
			technical texts independently and proficiently.		
			proficiently.		
2000	21ST CENTURY INTERPERSONAL SKILLS.				
2003 2004 2005 2006 2007	Employ productive relationships with a range of stakeholders (clients, co-workers, external counterparts) who may represent a wide variety of cultural diversities. Demonstrates and practice active listening skills to obtain and clarify information. Identifies and demonstrates ethical characteristics and behaviors. Differentiates between productive and questionable ethical practices which might arise Describes and recognizes discrimination and harassment. (Bullying) Exercises positive leadership by encouraging, persuading, or otherwise motivating individual co-workers or groups. Display affective communication skills including eye contact, handshake, professional attire, and positive professional body language. List both physical and psychological indicators of stress in self and others and identify stress reduction techniques.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4 NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.9-10. A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedureand Analyze the structure of the relationships among concepts in a text. INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10 Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products. RESEARCH GRADES 9-10-11-12	

into visual form (e.g. a table or **Standard CC.3.6.9-10.F** Standard CC.3.6.11-12.F chart). Conduct short and more **Standard CC.3.5.9-10. H** sustained research to answer Assess the reasoning in a text to a question or solve a support the author's claim for problem. solving a technical problem. **Standard CC.3.6.9-10.G**. Standard CC.3.5.9-10. I Standard CC.3.6.11-12.G Compare and contrast findings Gather relevant information presented in a text to those from from multiple authoritative other sources, etc. print and digital sources, following a standard format for citation. INTEGRATE KNOWLEDGE **Standard CC.3.6.9-10.H.** & IDEAS Standard CC.3.6.11-12.H. **GRADES 11-12** Draw evidence from Standard CC.3.5.11-12. G informational texts to support Integrate and evaluate multiple analysis, reflection, and sources of information presented research. in diverse formats...to solve a problem. RANGE OF WRITING Standard CC.3.5.11-12. H **GRADES 9-10-11-12** Evaluate the hypotheses, data, Standard CC.3.5.9-10.I & analysis, and conclusions in a Standard CC.3.5.11-12.I. technical text, verifying the data Write routinely over when possible. extended time frames and Standard CC.3.5.11-12. I shorter time frames for a Synthesize information from a range of tasks, purposes and range of sources into a coherent audiences...etc. understanding. RANGE OF READING GRADES 9-10-11-12 **Standard CC.3.5.9-10.J** Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.