Pennsylvania DEPARTMENT OF EDUCATION

Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899
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
100 SAFETY.				
101 Identify safety measures that prevent accidents. 102 RESERVED 103 Follow OSHA standards which promote a safe work environment for employees. 104 Follow the "Right to Know" Law and the information provided on a SDS form. 105 Use body mechanics used by a health care worker when moving or lifting objects or clients. 106 Transfer client from bed to chair, chair to bed, bed to stretcher, and stretcher to bed. 107 Assist client with dangling, standing and walking. 108 Turn and/or position in bed, in a chair, and/or exam table. 109 Assist with client ambulation and use of ambulation devices, such as a gait/transfer belt. 110 Describe the proper use of a mechanical lift adhering to the current governmental regulations.	**CLUSTER:** **Health Sciences Careers** (Choose Standards) 1-2-3-4-5-6 **PATHWAYS INCLUDE** **Support Services Career Pathway** (Select Standards) 1-2-3-4-5	**KEY IDEAS/DETAILS** **GRADES 9-10** **Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc.... **Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS** **GRADES 11-12** **Standard CC.3.5.11-12A** Cite specific textual evidence, etc.... **Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc...	**TEXT TYPES AND PURPOSE** **GRADES 9-10** **Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content. **Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc. **TEXT TYPES AND PURPOSE** **GRADES 11-12** **Standard CC.3.6.11-12.A** Write arguments focused on discipline specific content. **Standard CC.3.6.11-12.B** Write informative or explanatory texts, including	

		CRAFT & STRUCTURE GRADES 9-10	the narration of technical processes, etc.	
		CRAFT & STRUCTURE GRADES 9-10	the narration of technical processes, etc.	
		Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...	**PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10**	
		Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.	**Standard CC.3.6.9-10.C** Produce clear and coherent writing...appropriate to task, purpose, and audience.	
		Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure...	**Standard CC.3.6.9-10 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.	
		CRAFT & STRUCTURE GRADES 11-12 **Standard CC.3.5.11-12.D.** Determine the meaning of symbols, key terms, and other domain specific words...	**Standard CC.3.6.9-10.E** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	
		Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.	**PRODUCTION & DISTRIBUTION OF WRITING GRADES 11-12**	
		Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...	**Standard CC.3.6.11-12 C** Produce clear and coherent writing...appropriate to task, purpose, and audience.	
		INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10	**Standard CC.3.6.9-10 D**	
		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.3.6.11-12.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	
		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 and 11-12
Standard CC.3.5.9-10.J AND 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 specific purpose and audience.
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
Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
RESEARCH
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Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.
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Standard CC.3.6.11-12.H. Draw evidence from informational texts to | |

			support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12** **Standard CC.3.5.9-10.I AND 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.	
200	**PROFESSIONALISM, LEGAL, AND ETHICAL ISSUES.**			
201	Define the role and functions of the health care worker.	**CLUSTER:** **Health Sciences Careers** (Choose Standards) 1-2-3-4-5-6	**KEY IDEAS/DETAILS GRADES 9-10** **Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc....	**TEXT TYPES AND PURPOSE** **GRADES 9-10** **Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content.	
202	Demonstrate the ability to follow the chain of command within the scope of practice and when identifying, reporting, and documenting possible abuse and/or neglect.		**Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc...	**Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc.
203	Describe the responsibilities of the various members of the health care team.	**PATHWAYS INCLUDE** **Support Services Career Pathway** (Select Standards) 1-2-3-4-5	**Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS GRADES 11-12**	**TEXT TYPES AND PURPOSE** **GRADES 11-12**
204	RESERVED			
205	Maintain acceptable personal hygiene and exhibit appropriate dress practices.		**Standard CC.3.5.11-12A** Cite specific textual evidence, etc....	**Standard CC.3.6.11-12.A** Write arguments focused on discipline specific content.
206	Identify the legal responsibilities and ethical behaviors of a health care provider.		**Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc...	
207	RESERVED			**Standard CC.3.6.11-12.B** Write informative or explanatory texts, including the narration of technical processes, etc.
208	RESERVED		**Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc...	
209	Practice leadership/citizenship skills through participation in Career and Technical Student Organizations, (CTSOs).		**CRAFT & STRUCTURE GRADES 9-10** **Standard CC.3.5.9-10.D.**	
210	Modify your own behavior in response to the client's attitude and their behaviors.			
211	Follow accurate documentation procedures, including charting client's information.			
212	Apply standards of confidentiality as required by HIPAA.			

		Determine the meaning of symbols, key terms, and other domain specific words...	**PRODUCTION & DISTRIBUTION OF WRITING**
		Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.	**GRADES 9-10** **Standard CC.3.6.9-10.C** Produce clear and coherent writing...appropriate to task, purpose, and audience.
		Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure...	**Standard CC.3.6.9-10 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.
		CRAFT & STRUCTURE **GRADES 11-12** **Standard CC.3.5.11-12.D.** Determine the meaning of symbols, key terms, and other domain specific words...	**Standard CC.3.6.9-10.E** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
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		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.3.6.11-12.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.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem.	
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			INTEGRATE KNOWLEDGE/ IDEAS	**Standard CC.3.6.11-12.E.**Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	
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			Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.	**RESEARCH**
				GRADES 9-10
				Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.
			Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.	**Standard CC.3.6.9-10.G**.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
			RANGE OF READING GRADES 9-10 and 11-12	
			Standard CC.3.5.9-10.J AND 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.** Draw evidence from informational texts to support analysis, reflection, and research.
				RESEARCH
				GRADES 11-12
				Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.
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			RANGE OF WRITING FOR ALL GRADES 9-12 **Standard CC.3.5.9-10.I AND 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.	
300	**COMMUNICATION.**			
301	Use abuse-free verbal and non-verbal communication with other staff and clients.	**CLUSTER:** **Health Sciences Careers** (Choose Standards) 1-2-3-4-5-6 **PATHWAYS INCLUDE** **Support Services Career Pathway** (Select Standards) 1-2-3-4-5	**KEY IDEAS/DETAILS GRADES 9-10** **Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc.... **Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS GRADES 11-12** **Standard CC.3.5.11-12A** Cite specific textual evidence, etc.... **Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc... **CRAFT & STRUCTURE GRADES 9-10** **Standard CC.3.5.9-10.D.** Determine the meaning of symbols, key terms, and other domain specific words...	**TEXT TYPES AND PURPOSE** **GRADES 9-10** **Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content. **Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc. **TEXT TYPES AND PURPOSE** **GRADES 11-12** **Standard CC.3.6.11-12.A** Write arguments focused on discipline specific content. **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** **Standard CC.3.6.9-10.C**
302	RESERVED			
303	Communicate in a respectful, professional manner, according to the client's stage of development and cultural background.			
304	Recognize and use both physical and psychological indicators of stress in self and others and identify stress reduction techniques.			
305	Identify and use effective interpersonal conflict management skills, describe various types of abuse, and ways to prevent abuse.			
306	RESERVED			
307	RESERVED			
308	RESERVED			

		Standard CC.3.5.9-10.E	Produce clear and coherent
		Analyze the structure of the relationships among concepts in a text, etc.	writing...appropriate to task, purpose, and audience.
		Standard CC.3.5.9-10.F	**Standard CC.3.6.9-10 D**
		Analyze the author's purpose in providing an explanation, describing a procedure...	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.
		CRAFT & STRUCTURE GRADES 11-12	
		Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...	**Standard CC.3.6.9-10.E** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
		Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.	**PRODUCTION & DISTRIBUTION OF WRITING GRADES 11-12**
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		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).	
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		Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...	**Standard CC.3.6.11-12.E.**Use technology, including the Internet, to produce, publish, and
		INTEGRATE KNOWLEDGE/ IDEAS	
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		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 and 11-12 Standard CC.3.5.9-10.J AND 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.	update individual or shared writing products. **RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F**. Conduct short and more sustained research to answer a question or solve a problem. **Standard CC.3.6.9-10.G**.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F**. Conduct short and more sustained research to answer a question or solve a problem. **Standard CC.3.6.11-12.G**.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12**	

			Standard CC.3.5.9-10.I AND 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.	
400	**INFECTION CONTROL.**			
401 Identify and explain the chain of infection of various microorganisms. 402 Use proper hygiene techniques. 403 Implement the practice of standard precautions and transmission-based precautions with correct use of Personal Protective Equipment (PPE), including donning/removing a disposable gown, mask/goggles/face shield, and sterile/non-sterile gloves. 404 Follows OSHA's blood borne pathogens standards as it pertains to the health care industry. 405 Differentiate between medical and surgical asepsis, including disinfection and sterilization procedures. 406 RESERVED	**CLUSTER: Health Sciences Careers** (Choose Standards) 1-2-3-4-5-6 **PATHWAYS INCLUDE** **Support Services Career Pathway** (Select Standards) 1-2-3-4-5	**KEY IDEAS/DETAILS GRADES 9-10** **Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc.... **Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS GRADES 11-12** **Standard CC.3.5.11-12A** Cite specific textual evidence, etc.... **Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc... **CRAFT & STRUCTURE GRADES 9-10** **Standard CC.3.5.9-10.D.** Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.9-10.E**	**TEXT TYPES AND PURPOSE GRADES 9-10** **Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content. **Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc. **TEXT TYPES AND PURPOSE GRADES 11-12** **Standard CC.3.6.11-12.A** Write arguments focused on discipline specific content. **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** **Standard CC.3.6.9-10.C**	**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.

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

Standard CC.3.5.9-10.F

Analyze the author's purpose in providing an explanation, describing a procedure...

CRAFT & STRUCTURE
GRADES 11-12

Standard CC.3.5.11-12.D.
Determine the meaning of symbols, key terms, and other domain specific words...

Standard CC.3.5.11-12.E.
Analyze the structure of the relationships among concepts in a text.

Standard CC.3.5.11-12.F
Analyze the author's purpose in providing an explanation, describing a procedure...

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.

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

Standard CC.3.6.9-10 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

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

PRODUCTION & DISTRIBUTION OF WRITING
GRADES 11-12

Standard CC.3.6.11-12 C

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

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		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 and 11-12** **Standard CC.3.5.9-10.J AND 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.	update individual or shared writing products. **RESEARCH** **GRADES 9-10** **Standard CC.3.6.9-10.F**. Conduct short and more sustained research to answer a question or solve a problem. **Standard CC.3.6.9-10.G**.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RESEARCH** **GRADES 11-12** **Standard CC.3.6.11-12.F**. Conduct short and more sustained research to answer a question or solve a problem. **Standard CC.3.6.11-12.G**.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12**

			Standard CC.3.5.9-10.I AND 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.	
500	**EMERGENCY CARE AND DISASTER PREPAREDNESS.**				
501	Demonstrate CPR skills and the proper use of an AED, including choking victim.	**CLUSTER:** **Health Sciences Careers** (Choose Standards) 1-2-3-4-5-6 **PATHWAYS INCLUDE** **Support Services Career Pathway** (Select Standards) 1-2-3-4-5	**KEY IDEAS/DETAILS GRADES 9-10** **Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc.... **Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS GRADES 11-12** **Standard CC.3.5.11-12A** Cite specific textual evidence, etc.... **Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc... **CRAFT & STRUCTURE GRADES 9-10** **Standard CC.3.5.9-10.D.** Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.9-10.E**	**TEXT TYPES AND PURPOSE GRADES 9-10** **Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content. **Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc. **TEXT TYPES AND PURPOSE GRADES 11-12** **Standard CC.3.6.11-12.A** Write arguments focused on discipline specific content. **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** **Standard CC.3.6.9-10.C**	
502	Perform basic first aid skills including sterile and non-sterile dressings.21				
503	Describe Emergency Response/Crisis Plan Procedures when life threatening situations occur.				
504	Identify potential fire hazards and appropriate procedures to use in a fire emergency.				
505	Recognize and report emergencies immediately.				

		Analyze the structure of the relationships among concepts in a text, etc.	Produce clear and coherent writing...appropriate to task, purpose, and audience.	
		Standard CC.3.5.9-10.F	**Standard CC.3.6.9-10 D**	
		Analyze the author's purpose in providing an explanation, describing a procedure...	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.	
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		Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...	**Standard CC.3.6.11-12 C** Produce clear and coherent writing...appropriate to task, purpose, and audience.	
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		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.3.6.11-12.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.	
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| | | | Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.
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Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.
RANGE OF READING GRADES 9-10 and 11-12
Standard CC.3.5.9-10.J AND 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**
Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
RESEARCH GRADES 11-12
Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.11-12.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
RANGE OF WRITING FOR ALL GRADES 9-12
Standard CC.3.5.9-10.I AND 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.	
600	**HUMAN NEEDS AND HUMAN DEVELOPMENT.**				
601	Identify growth and developmental stages across the human life span.	**CLUSTER:**	**KEY IDEAS/DETAILS GRADES 9-10**	**TEXT TYPES AND PURPOSE GRADES 9-10**	**Standard 2.1.HS.F.1**
602	Describe how illness and disability affects a person's life.	**Health Sciences Careers** (Choose Standards) 1-2-3-4-5-6	**Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc.... **Standard CC.3.5.9-10B &**	**Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content.	Apply and extend the properties of exponents to solve problems with rational exponents. **Standard 2.1.HS.F.2**
603	Select and implement appropriate techniques to deal with the cognitively impaired (i.e. validation, reminiscence, music therapy, etc.).	**PATHWAYS INCLUDE**	Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.9-10.C**	**Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc.	Apply properties of rational and irrational numbers to solve real world or mathematical problems. **Standard 2.1.HS.F.4**
		Support Services Career Pathway (Select Standards) 1-2-3-4-5	Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS GRADES 11-12** **Standard CC.3.5.11-12A**	**TEXT TYPES AND PURPOSE GRADES 11-12** **Standard CC.3.6.11-12.A**	Use units as a way to understand problems and to guide the solution of multistep problems. **Standard 2.1.HS.F.5**
			Cite specific textual evidence, etc.... **Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc...	Write arguments focused on discipline specific content. **Standard CC.3.6.11-12.B** Write informative or explanatory texts, including the narration of technical processes, etc.	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. **Standard 2.1.HS.F.6**
			Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc... **CRAFT & STRUCTURE GRADES 9-10**	**PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10**	Extend the knowledge of arithmetic operations and apply to complex numbers.
			Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...	**Standard CC.3.6.9-10.C** Produce clear and coherent writing...appropriate to task, purpose, and audience.	
			Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.	**Standard CC.3.6.9-10 D**	

		Standard CC.3.5.9-10.F	Develop and strengthen

		Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure... **CRAFT & STRUCTURE** **GRADES 11-12** **Standard CC.3.5.11-12.D.** Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.11-12.E.** Analyze the structure of the relationships among concepts in a text. **Standard CC.3.5.11-12.F** Analyze the author's purpose in providing an explanation, describing a procedure... **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.	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** Use technology, including the Internet, to produce, publish, and update individual or shared writing products. **PRODUCTION & DISTRIBUTION OF WRITING** **GRADES 11-12** **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.3.6.11-12.E**.Use technology, including the Internet, to produce, publish, and update individual or shared writing products. **RESEARCH** **GRADES 9-10** **Standard CC.3.6.9-10.F**. Conduct short and more	

		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 and 11-12 Standard CC.3.5.9-10.J AND 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.	sustained research to answer a question or solve a problem. **Standard CC.3.6.9-10.G.**Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F**. Conduct short and more sustained research to answer a question or solve a problem. **Standard CC.3.6.11-12.G**.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND 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.	

700	RESERVED.			
701 702 703 704 705	RESERVED RESERVED RESERVED RESERVED RESERVED	**CLUSTER:** **Health Sciences** **Careers** (Choose Standards) 1-2-3-4-5-6 **PATHWAYS** **INCLUDE** **Support Services** **Career Pathway** (Select Standards) 1-2-3-4-5	**KEY IDEAS/DETAILS** **GRADES 9-10** **Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc.... **Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS** **GRADES 11-12** **Standard CC.3.5.11-12A** Cite specific textual evidence, etc.... **Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc... **CRAFT & STRUCTURE** **GRADES 9-10** **Standard CC.3.5.9-10.D.** Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.9-10.E** Analyze the structure of the relationships among concepts in a text, etc. **Standard CC.3.5.9-10.F** Analyze the author's purpose in providing an explanation, describing a procedure... **CRAFT & STRUCTURE** **GRADES 11-12**	**TEXT TYPES AND** **PURPOSE** **GRADES 9-10** **Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content. **Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc. **TEXT TYPES AND** **PURPOSE** **GRADES 11-12** **Standard CC.3.6.11-12.A** Write arguments focused on discipline specific content. **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** **Standard CC.3.6.9-10.C** Produce clear and coherent writing...appropriate to task, purpose, and audience. **Standard CC.3.6.9-10 D** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	

		Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...	significant for a specific purpose and audience.	
		Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.	**Standard CC.3.6.9-10.E** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	
		Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...	**PRODUCTION & DISTRIBUTION OF WRITING** **GRADES 11-12**	
		INTEGRATE KNOWLEDGE/ IDEAS **GRADES 9-10**	**Standard CC.3.6.11-12 C** Produce clear and coherent writing...appropriate to task, purpose, and audience.	
		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.3.6.9-10 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.3.5.9-10.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...	**Standard CC.3.6.11-12.E**.Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	
		INTEGRATE KNOWLEDGE/ IDEAS **GRADES 11-12**	**RESEARCH** **GRADES 9-10**	
		Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.	**Standard CC.3.6.9-10.F**. Conduct short and more sustained research to answer a question or 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.3.6.9-10.G**.Gather relevant information from multiple	
		Standard CC.3.5.11-12.I.		

		Synthesize information from a range of sources into a coherent understanding. **RANGE OF READING GRADES 9-10 and 11-12** **Standard CC.3.5.9-10.J AND 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.	authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RESEARCH** **GRADES 11-12** **Standard CC.3.6.11-12.F**. Conduct short and more sustained research to answer a question or solve a problem. **Standard CC.3.6.11-12.G.**Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12** **Standard CC.3.5.9-10.I AND 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	**HEALTH CARE PROVIDER SKILLS.**				
801 802	Provide the client with personal privacy, both auditory and visual consistently. RESERVED	**CLUSTER:** **Health Sciences Careers** (Choose Standards)	**KEY IDEAS/DETAILS** **GRADES 9-10** **Standard CC.3.5.9-10.A.**	**TEXT TYPES AND PURPOSE** **GRADES 9-10** **Standard CC.3.6.9-10.A**	**Standard 2.1.HS.F.2** Apply properties of rational and irrational numbers to solve real

803	Demonstrate unoccupied bed making techniques according to setting.	1-2-3-4-5-6	Cite specific textual evidence, etc....	Write arguments focused on discipline specific content.	world or mathematical problems.
804	Demonstrate occupied bed making techniques.		**Standard CC.3.5.9-10B &**	**Standard CC.3.6.9-10.B**	**Standard 2.1.HS.F.4**
805	Measure and record height and weight.	**PATHWAYS INCLUDE**	Determine the central ideas or conclusions of a text; etc...	Write informative or explanatory texts, including the narration of technical processes, etc.	Use units as a way to understand problems and to guide the solution of multistep problems.
806	RESERVED	**Support Services Career Pathway**	**Standard CC.3.5.9-10.C**		**Standard 2.1.HS.F.5**
807	Assist with client bathing, peri-care and personal grooming while encouraging independence with ADLs.	(Select Standards) 1-2-3-4-5	Follow precisely a complex multistep procedure, etc...	**TEXT TYPES AND PURPOSE**	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
808	RESERVED		**KEY IDEAS/DETAILS GRADES 11-12**	**GRADES 11-12**	**Standard 2.1.HS.F.6**
809	Assist with dressing and undressing.		**Standard CC.3.5.11-12A**	**Standard CC.3.6.11-12.A**	Extend the knowledge of arithmetic operations and apply to complex numbers.
810	Observe and report condition of the skin including measures to prevent decubitus ulcer/pressure sores/pressure ulcers/bed sores.		Cite specific textual evidence, etc....	Write arguments focused on discipline specific content.	
811	RESERVED		**Standard CC.3.5.11-12.B.**	**Standard CC.3.6.11-12.B**	
812	Assist and/or administer denture and oral care for conscious and unconscious client.		Determine the central ideas or conclusions of a text; etc...	Write informative or explanatory texts, including the narration of technical processes, etc.	
813	RESERVED		**Standard CC.3.5.11-12.C.**	**PRODUCTION & DISTRIBUTION OF WRITING**	
814	RESERVED		Follow precisely a complex multistep procedure, etc...	**GRADES 9-10**	
815	Assist client with use of the bathroom, bedside commode (BSC), bedpan and urinal.		**CRAFT & STRUCTURE GRADES 9-10**	**Standard CC.3.6.9-10.C**	
816	Provide catheter care and emptying of urinary drainage bag.		**Standard CC.3.5.9-10.D.**	Produce clear and coherent writing...appropriate to task, purpose, and audience.	
817	Apply hot and/or cold dry/moist therapy.		Determine the meaning of symbols, key terms, and other domain specific words...	**Standard CC.3.6.9-10 D**	
818	Measure and record body temperature using various thermometers placed on specific body sites.		**Standard CC.3.5.9-10.E**	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.	
819	Measure and record various pulses.		Analyze the structure of the relationships among concepts in a text, etc.		
820	Measure and record respirations.		**Standard CC.3.5.9-10.F**		
821	Measure and record blood pressure.		Analyze the author's purpose in providing an explanation, describing a procedure...	**Standard CC.3.6.9-10.E**	
822	Recognize parameters of blood glucose monitoring related to usage of a glucometer and report results.		**CRAFT & STRUCTURE GRADES 11-12**	Use technology, including the Internet, to produce, publish, and update	
823	Describe type, degree and manage client's pain.		**Standard CC.3.5.11-12.D.**		
824	RESERVED		Determine the meaning of symbols, key terms, and other domain specific words...		
825	Apply therapeutic compression devices (i.e. anti-embolism stockings).		**Standard CC.3.5.11-12.E.**		
826	Perform range of motion exercises with a client.				
827	RESERVED				
828	Recognize basic medical coding, billing, insurance, filing and appointment scheduling procedures in a medical office.				

829	RESERVED
830	RESERVED
831	RESERVED
832	RESERVED
833	Perform methods of collection, special handling and labeling of specimens.
834	Describe medication administration to a client utilizing proper medical math.
835	Describe how an EKG/ECG is performed and how it is used diagnostically.
836	Identify proper oxygen delivery methods, hazards involved with oxygen; and proper use of a pulse oximeter.
837	RESERVED

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

Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...

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 and 11-12

individual or shared writing products.

PRODUCTION & DISTRIBUTION OF WRITING

GRADES 11-12

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.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

RESEARCH

GRADES 9-10

Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.

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

Standard CC.3.6.9-10.H. Draw evidence from informational texts to

		Standard CC.3.5.9-10.J AND 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.	support analysis, reflection, and research. **RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F.** Conduct short and more sustained research to answer a question or solve a problem. **Standard CC.3.6.11-12.G.** Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND 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	**NUTRITION AND HYDRATION.**			
901	List general principles of basic nutrition.	**CLUSTER:** **Health Sciences Careers** Choose Standards) 1-2-3-4-5-6 **PATHWAYS INCLUDE**	**KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc.... **Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc...	**TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content. **Standard CC.3.6.9-10.B**	**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
902	Identify therapeutic diets including cultural variations.				
903	Prepare and serve meal trays to clients, including fluids.				
904	Provide assistance with safe positioning and feeding techniques for the dependent and sensory deprived clients.				
905	Measure and record intake and output (I & O).				

906	Measure and record meal percentages.	**Support Services Career Pathway** (Select Standards) 1-2-3-4-5	**Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS GRADES 11-12** **Standard CC.3.5.11-12A** Cite specific textual evidence, etc.... **Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc... **CRAFT & STRUCTURE GRADES 9-10** **Standard CC.3.5.9-10.D.** Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.9-10.E** Analyze the structure of the relationships among concepts in a text, etc. **Standard CC.3.5.9-10.F** Analyze the author's purpose in providing an explanation, describing a procedure... **CRAFT & STRUCTURE GRADES 11-12** **Standard CC.3.5.11-12.D.** Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.11-12.E.** Analyze the structure of the relationships among concepts in a text. **Standard CC.3.5.11-12.F**	Write informative or explanatory texts, including the narration of technical processes, etc. **TEXT TYPES AND PURPOSE GRADES 11-12** **Standard CC.3.6.11-12.A** Write arguments focused on discipline specific content. **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** **Standard CC.3.6.9-10.C** Produce clear and coherent writing...appropriate to task, purpose, and audience. **Standard CC.3.6.9-10 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** Use technology, including the Internet, to produce, publish, and update individual or shared writing products. **PRODUCTION & DISTRIBUTION OF WRITING**	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.

		Analyze the author's purpose in providing an explanation, describing a procedure...	**GRADES 11-12**	
		INTEGRATE KNOWLEDGE/ IDEAS	**Standard CC.3.6.11-12 C**	
		GRADES 9-10	Produce clear and coherent writing...appropriate to task, purpose, and audience.	
		Standard CC.3.5.9-10.G.	**Standard CC.3.6.9-10 D**	
		Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).	**Standard CC.3.6.11-12.D**	
		Standard CC.3.5.9-10.H.	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.	
		Assess the reasoning in a text to support the author's claim for solving a technical problem.	**Standard CC.3.6.11-12.E.**Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	
		Standard CC.3.5.9-10.I.	**RESEARCH**	
		Compare and contrast findings presented in a text to those from other sources, etc...	**GRADES 9-10**	
		INTEGRATE KNOWLEDGE/ IDEAS	**Standard CC.3.6.9-10.F**. Conduct short and more sustained research to answer a question or solve a problem.	
		GRADES 11-12	**Standard CC.3.6.9-10.G**.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.	
		Standard CC.3.5.11-12.G.		
		Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.	**Standard CC.3.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research.	
		Standard CC.3.5.11-12.H.	**RESEARCH**	
		Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.	**GRADES 11-12**	
		Standard CC.3.5.11-12.I.		
		Synthesize information from a range of sources into a coherent understanding.		
		RANGE OF READING		
		GRADES 9-10 and 11-12		
		Standard CC.3.5.9-10.J AND 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.3.6.11-12.F**. Conduct short and more sustained research to answer a question or solve a problem. **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.3.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND 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.	
1000	**BASIC STRUCTURES AND FUNCTIONS OF THE HUMAN BODYAND RELATED DISEASES WITH ASSOCIATED TERMINOLOGY.**				
1001	Identify the basic structure and explain the function and disease processes for the Integumentary system.	**CLUSTER: Health Sciences Careers** (Choose Standards) 1-2-3-4-5-6	**KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc....	**TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content.	
1002	Identify the basic structure and explain the function and disease processes for the Respiratory system.				
1003	Identify the basic structure and explain the function and disease processes for the Cardiovascular system.		**Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc...		
1004	Identify the basic structure and explain the function and disease processes for the Lymphatic/immune system.	**PATHWAYS INCLUDE Support Services Career Pathway** (Select Standards)		**Standard CC.3.6.9-10.B** Write informative or explanatory texts, including	
1005	Identify the basic structure and explain the function and disease processes for the Muscular system.		**Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc...		

1006	Identify the basic structure and explain the function and disease processes for the Skeletal system.	1-2-3-4-5	**KEY IDEAS/DETAILS GRADES 11-12** **Standard CC.3.5.11-12A** Cite specific textual evidence, etc....	the narration of technical processes, etc. **TEXT TYPES AND PURPOSE GRADES 11-12**	
1007	Identify the basic structure and explain the function and disease processes for the Nervous system, including the Sensory Organs.		**Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc...	**Standard CC.3.6.11-12.A** Write arguments focused on discipline specific content.	
1008	Identify the basic structure and explain the function and disease processes for the Digestive system.		**Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc...	**Standard CC.3.6.11-12.B** Write informative or explanatory texts, including the narration of technical processes, etc.	
1009	Identify the basic structure and explain the function and disease processes for the Urinary system.		**CRAFT & STRUCTURE GRADES 9-10** **Standard CC.3.5.9-10.D.**	**PRODUCTION & DISTRIBUTION OF WRITING**	
1010	Identify the basic structure and explain the function and disease processes for the Reproductive system.		Determine the meaning of symbols, key terms, and other domain specific words...	**GRADES 9-10** **Standard CC.3.6.9-10.C** Produce clear and coherent	
1011	Identify the basic structure and explain the function and disease processes for the Endocrine system.		**Standard CC.3.5.9-10.E** Analyze the structure of the relationships among concepts in a text, etc.	writing...appropriate to task, purpose, and audience. **Standard CC.3.6.9-10 D**	
1012	RESERVED		**Standard CC.3.5.9-10.F** Analyze the author's purpose in	Develop and strengthen writing as needed by	
1013	Distinguish the various directional terms, planes and regions of the human body.		providing an explanation, describing a procedure... **CRAFT & STRUCTURE GRADES 11-12** **Standard CC.3.5.11-12.D.** Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.11-12.E.** Analyze the structure of the relationships among concepts in a text. **Standard CC.3.5.11-12.F** Analyze the author's purpose in providing an explanation, describing a procedure...	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** Use technology, including the Internet, to produce, publish, and update individual or shared writing products. **PRODUCTION & DISTRIBUTION OF WRITING GRADES 11-12**	

		INTEGRATE KNOWLEDGE/ IDEAS	**Standard CC.3.6.11-12 C**

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 and 11-12

Standard CC.3.5.9-10.J AND 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.3.6.11-12 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.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

RESEARCH

GRADES 9-10

Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.

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

Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

RESEARCH

GRADES 11-12

Standard CC.3.6.11-12.F. Conduct short and more

			sustained research to answer a question or solve a problem. **Standard CC.3.6.11-12.G.**Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND 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.	
1100 DEATH AND DYING.				
1101 Discuss your own feelings and attitudes concerning death. 1102 Research how culture and religion influence attitudes toward death. 1103 Identify the stages of grief. 1104 Recognize and report the common signs of a client approaching death. 1105 Identify goals of hospice care. 1106 Discuss various methods of postmortem care.	**CLUSTER:** **Health Sciences Careers** (Choose Standards) 1-2-3-4-5-6 **PATHWAYS INCLUDE** **Support Services Career Pathway** (Select Standards) 1-2-3-4-5	**KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc.... **Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A**	**TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content. **Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc. **TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A**	

		Cite specific textual evidence, etc....	Write arguments focused on discipline specific content.
		Standard CC.3.5.11-12.B.	**Standard CC.3.6.11-12.B**
		Determine the central ideas or conclusions of a text; etc...	Write informative or explanatory texts, including the narration of technical processes, etc.
		Standard CC.3.5.11-12.C.	**PRODUCTION & DISTRIBUTION OF WRITING**
		Follow precisely a complex multistep procedure, etc...	**GRADES 9-10**
		CRAFT & STRUCTURE GRADES 9-10	**Standard CC.3.6.9-10.C**
		Standard CC.3.5.9-10.D.	Produce clear and coherent writing...appropriate to task, purpose, and audience.
		Determine the meaning of symbols, key terms, and other domain specific words...	**Standard CC.3.6.9-10 D**
		Standard CC.3.5.9-10.E	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.
		Analyze the structure of the relationships among concepts in a text, etc.	
		Standard CC.3.5.9-10.F	**Standard CC.3.6.9-10.E**
		Analyze the author's purpose in providing an explanation, describing a procedure...	Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
		CRAFT & STRUCTURE GRADES 11-12	**PRODUCTION & DISTRIBUTION OF WRITING**
		Standard CC.3.5.11-12.D.	**GRADES 11-12**
		Determine the meaning of symbols, key terms, and other domain specific words...	**Standard CC.3.6.11-12 C**
		Standard CC.3.5.11-12.E.	Produce clear and coherent writing...appropriate to task, purpose, and audience.
		Analyze the structure of the relationships among concepts in a text.	**Standard CC.3.6.9-10 D**
		Standard CC.3.5.11-12.F	**Standard CC.3.6.11-12.D**
		Analyze the author's purpose in providing an explanation, describing a procedure...	Develop and strengthen
		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).	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.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem.	**Standard CC.3.6.11-12.E.**Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	
			Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...	**RESEARCH** **GRADES 9-10**	
			INTEGRATE KNOWLEDGE/ IDEAS **GRADES 11-12**	**Standard CC.3.6.9-10.F**. Conduct short and more sustained research to answer a question or solve a problem.	
			Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.	**Standard CC.3.6.9-10.G**.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.	
			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.3.6.9-10.H.** Draw evidence from informational texts to support analysis, reflection, and research.	
			Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.	**RESEARCH** **GRADES 11-12**	
			RANGE OF READING **GRADES 9-10 and 11-12** **Standard CC.3.5.9-10.J AND 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.3.6.11-12.F**. Conduct short and more sustained research to answer a question or solve a problem.	
				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.3.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND 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.	
1200	**MEDICAL TERMINOLOGY.**			
1201 Define and differentiate between roots/prefixes/suffixes. 1202 Identify the meaning of medical abbreviations. 1203 Differentiate the various medical specialties seen in health care settings. 1204 Communicate both orally, and in writing, using proper medical terms and approved abbreviations.	**CLUSTER: Health Sciences Careers** (Choose Standards) 1-2-3-4-5-6 **PATHWAYS INCLUDE Support Services Career Pathway** (Select Standards) 1-2-3-4-5	**KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A.** Cite specific textual evidence, etc.... **Standard CC.3.5.9-10B &** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc... **KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A** Cite specific textual evidence, etc.... **Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc... **Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc...	**TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A** Write arguments focused on discipline specific content. **Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc. **TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A** Write arguments focused on discipline specific content. **Standard CC.3.6.11-12.B** Write informative or explanatory texts, including	

		CRAFT & STRUCTURE **GRADES 9-10** **Standard CC.3.5.9-10.D.** Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.9-10.E** Analyze the structure of the relationships among concepts in a text, etc. **Standard CC.3.5.9-10.F** Analyze the author's purpose in providing an explanation, describing a procedure... **CRAFT & STRUCTURE** **GRADES 11-12** **Standard CC.3.5.11-12.D.** Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.11-12.E.** Analyze the structure of the relationships among concepts in a text. **Standard CC.3.5.11-12.F** Analyze the author's purpose in providing an explanation, describing a procedure... **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.**	the narration of technical processes, etc. **PRODUCTION & DISTRIBUTION OF WRITING** **GRADES 9-10** **Standard CC.3.6.9-10.C** Produce clear and coherent writing...appropriate to task, purpose, and audience. **Standard CC.3.6.9-10 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** Use technology, including the Internet, to produce, publish, and update individual or shared writing products. **PRODUCTION & DISTRIBUTION OF WRITING** **GRADES 11-12** **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	

| | | 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
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Standard CC.3.5.9-10.J AND 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. | significant for a specific purpose and audience.
Standard CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
RESEARCH
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Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.
Standard CC.3.6.9-10.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
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Standard CC.3.6.11-12.H. Draw evidence from informational texts to | |

			support analysis, reflection, and research. **RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I And 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.	