NOTE:
Please refer to the

		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

Standards booklet if you wish to add more Career Pathways for your local geographic area.	Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the

		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

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
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.

individual or shared writing products.

RESEAJ(t)-4(a)-6[R)4(E)5()/I

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

507	Perform a capillary puncture for hemoglobin and/or hematocrit.
508	Utilize and describe the standard blood collection tube order of draw and additives.
509	Perform venipuncture using a straight needle and process.
510	Perform venipuncture using a butterfly needle and process.
511	Collect a throat culture using sterile supplies and process.
512	Perform a fecal occult blood specimen, educate the client and process.
513	Complete a laboratory requisition form.

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

1-2-3-4-5

C. Therapeutic Services
Career Pathway

		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 audiences...etc.	

700

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

1000	**INTRODUCTION TO BASIC ANATOMY AND PHYSIOLOGY.**				
1001	Identify body planes cavities and directional terms of the human body.				
1002	RESERVED				
1003	Describe the structural parts and the basic chemistry of the cell.				
1004	Describe how heredity and genetics influence a client's medical condition.				
1005	List the basic structure and functions of the body				

into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H

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.

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
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

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

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

INTEGRATE KNOWLEDGE

1209 RESERVED
1210 Perform a peak flow measurement on a client.
1211 RESERVED
1212 RESERVED
1213 RESERVED
1214 RESERVED
1215 RESERVED
1216 RESERVED
1217 RESERVED
1218 Perform a vision screening test using Ishihara test.
1219 Perform a vision screening test using a near vision screening.
1220 Perform an auditory screening test.
1221 Perform and record measurements on a client for height.
1222 Perform and record measurements on a client for weight.
1223 Perform and record measurements on a client for blood pressure.
1224 Perform and record measurements on a client for pulse using radial pulse.
1225 Perform and record measurements on a client for pulse using apical pulse.
1226 Perform and record measurements on a client for respirations.
1227 Perform and record measurements on a client for temperature using oral.
1228 Perform and record measurements on a client for temperature using tympanic.
1229 Perform and record measurements on a client for temperature using temporal.
1230 Perform and record measurements on an infant for weight.
1231 Perform and record measurements on an infant for length.
1232 Perform and record measurements on an infant for head circumference.
1233 Discuss eye irrigation.
1234 Discuss ear irrigation.
1235 Demonstrate correct positions and draping for medical examinations.
1236 Demonstrate correct wheelchair transfer using proper body mechanics.
1237 Discuss usage of assistive devices such as canes, crutches and walker.

1-2-3-4-5

B. Support Services Career Pathway

(Choose Standards)

1-2-3-4-5

C. Therapeutic Services Career Pathway

Choose Standards 386.11

1-2-3-4

NOTE:

Please refer to the Common Career Technical Core Standards b1237

1238	Perform suture and/or staple removal.		**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** **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.	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.	

1300	**SAFETY AND EMERGENCY PRACTICES.**				
1301	RESERVED				
1302	Identify safety techniques that can be used to prevent accidents and maintain a safe work environment.				
1303	RESERVED				
1304	Interpret chemical/safety information on a label.				
1305	RESERVED				
1306	Obtain basic principles of basic first aid.				
1307	Simulate evacuation of a health care center.				
1308	Discuss fire safety issues in a health care facility.				
1309	Discuss disposal requirements for hazardous material.				
1310	RESERVED				
1311	RESERVED				
1312	Identify emergency preparedness plans in your community and research available resources.				
1313	RESERVED				
1314	Comply with safety signs, symbols and labels seen in a health care facility.				
1315					

1316 Develop a personal safety plan to follow in case of various emergencies.
1317 RESERVED
1318 RESERVED
1319 Develop an evacuation plan for a physician's office.
1320 Discuss methods of fire prevention in a health care setting, utilizing acronyms RACE and PASS.
1321

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

1400 PSYCHOLOGY. 1401 Discuss the physical and psychological growth and development of an individual. 1402 Discuss effective strategies for dealing with stress in the workplace and emergency situations. 1403 Respond to an emergency situation. 1404 Discuss the dying process and stages of grief. 1405 Use defense mechanisms and conflict resolution.	**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:**	**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		

	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 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** Synthesize information from a range of sources into a coherent understanding. **RANGE OF READING** **GRADES 9-10-11-12**	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.	

		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.		
1500 MEDICAL ASSISTING EXTERNSHIP.				
NOTE: THIS UNIT OF INSTRUCTION MUST BE COMPLETED TO OBTAIN THE MEDICAL ASSISTANT CREDENTIAL. Tasks in this Unit of Instruction may be determined by individual secondary institutions of learning as they work with partners in the medical field in each geographic area.	**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.3.5.11-12 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** 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.	**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	**TO BE DETERMINED, BASED ON INDIVIDUAL PROGRAMS.**