## Health/Medical Assisting Services

### Classification of Instructional Program (CIP) 51.0899

**Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

### 100 Safety

<table>
<thead>
<tr>
<th>Secondary Competency Task Grid with Unit and Task Numbers</th>
<th>Common Career Technical Core Standards</th>
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<td>101</td>
<td>Identify safety measures that prevent accidents.</td>
<td>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</td>
<td>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</td>
<td>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</td>
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<td>102</td>
<td>Identify and adhere to professional dress code per industry.</td>
<td>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</td>
<td>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</td>
<td>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</td>
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<td>103</td>
<td>Identify and describe OSHA standards and standard precautions.</td>
<td>Standard CC.3.5.11-12B. Determine the central ideas or conclusions of a text; etc...</td>
<td>Standard CC.3.5.11-12.B. Write informative or explanatory texts, including the narration of technical processes, etc.</td>
<td>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</td>
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<td>104</td>
<td>Explain and discuss the &quot;Right to Know&quot; Law and MSDS.</td>
<td>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</td>
<td>Standard CC.3.6.9-10.D. CRAFT &amp; STRUCTURE GRADES 9-10 Produce clear and coherent writing...appropriate to task, purpose, and audience.</td>
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<td>105</td>
<td>Demonstrate correct body mechanics as a health care provider.</td>
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<td><strong>Standard CC.3.5.9-10.E</strong></td>
<td>Analyze the structure of the relationships among concepts in a text, etc.</td>
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<td><strong>CRAFT &amp; STRUCTURE</strong></td>
<td><strong>GRADES 11-12</strong></td>
<td><strong>PRODUCTION &amp; DISTRIBUTION OF WRITING</strong> <strong>GRADES 11-12</strong></td>
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<td><strong>Standard CC.3.5.11-12.D.</strong></td>
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<td><strong>Standard CC.3.5.9-10.G.</strong></td>
<td>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</td>
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<td><strong>Standard CC.3.5.9-10.I.</strong></td>
<td>Compare and contrast findings presented in a text to those from other sources, etc...</td>
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<td><strong>Standard CC.3.5.11-12.G.</strong></td>
<td>Integrate and evaluate multiple sources of information presented in</td>
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**Revised June 2017**
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<td>201 Define the role and functions of the health care worker.</td>
<td>KEY IDEAS/DETAILS</td>
<td>TEXT TYPES AND PURPOSE</td>
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<td>202 Demonstrate an awareness of the legal limitations of role and scope of practice.</td>
<td>GRADES 9-10</td>
<td>GRAD...multistep procedure, etc...</td>
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<td>203 Describes the responsibilities of members of the health care team.</td>
<td>STANDARD CC.3.5.9-10.A. Cite specific textual evidence, etc...</td>
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<td>204 Describes the chain of command in the organizational structure of the health care agency and scope of practice.</td>
<td>STANDARD CC.3.5.9-10B &amp; Determine the central ideas or conclusions of a text, etc...</td>
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<td>205 Maintain acceptable personal hygiene and exhibit appropriate dress practices.</td>
<td>STANDARD CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</td>
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<td>206 Identifies legal responsibilities and ethical behavior of a health care provider.</td>
<td>KEY IDEAS/DETAILS</td>
<td>CRAFT &amp; STRUCTURE</td>
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<td>207 Advocate the rights of a health care recipient.</td>
<td>GRADES 11-12</td>
<td>GRADES 9-10</td>
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<td>208 Differentiate between health care facilities and their purpose.</td>
<td>STANDARD CC.3.5.11-12A Cite specific textual evidence, etc...</td>
<td>STANDARD CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etc...</td>
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<td>209 Demonstrates leadership/citizenship skills through participation in Career and Technical Student Organizations.</td>
<td>STANDARD CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</td>
<td>STANDARD CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</td>
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**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
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<td>DISTRIBUTION OF WRITING GRADES 11-12 Standard CC.3.6.11-12.C</td>
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# 300 Communication

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| 301 Demonstrate effective, abuse free, verbal and non-verbal communication. | **KEY IDEAS/DETAILS**<br>**GRADES 9-10**<br>Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.<br>**Standard CC.3.5.9-10B** & Determine the central ideas or conclusions of a text; etc.<br>**Standard CC.3.5.9-10.C** Follow precisely a complex multistep procedure, etc.<br>**KEY IDEAS/DETAILS**<br>**GRADES 11-12**<br>Standard CC.3.5.11-12A Cite specific textual evidence, etc.<br>**Standard CC.3.5.11-12.B.** Determine the central ideas or conclusions of a text; etc.<br>**Standard CC.3.5.11-12.C.** Follow precisely a complex multistep procedure, etc.<br>**CRAFT & STRUCTURE**<br>**GRADES 9-10**<br>Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words.<br>**Standard CC.3.5.9-10.E** Analyze the structure of the relationships among concepts in a text, etc.<br>**Standard CC.3.5.9-10.F** Analyze the author’s purpose in providing an explanation, describing a procedure.<br>**CRAFT & STRUCTURE**<br>**GRADES 11-12**<br>Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words.<br>**Standard CC.3.5.11-12.E** Analyze the structure of the relationships among concepts in a text, etc.<br>**Standard CC.3.5.11-12.F** Analyze the author’s purpose in providing an explanation, describing a procedure. | **TEXT TYPES AND PURPOSE**<br>**GRADES 9-10**<br>Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.<br>**Standard CC.3.6.9-10.B** Write informative or explanatory texts, including the narration of technical processes, etc.<br>**TEXT TYPES AND PURPOSE**<br>**GRADES 11-12**<br>Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.<br>**Standard CC.3.6.11-12.B** Write informative or explanatory texts, including the narration of technical processes, etc.<br>**PRODUCTION & DISTRIBUTION OF WRITING**<br>**GRADES 9-10**<br>Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.<br>**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.<br>**Standard CC.3.6.9-10.E** Use technology, including the Internet, to produce, publish, and update individual or shared writing products. | **PRODUCTION &**
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<td>401 Identify the mode of transmission of various microorganisms.</td>
<td><strong>CLUSTER:</strong> Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</td>
<td><strong>KEY IDEAS/DETAILS</strong> GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.... Standard CC.3.5.9-10B &amp; Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc... <strong>KEY IDEAS/DETAILS</strong> 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... <strong>CRAFT &amp; STRUCTURE</strong> 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... <strong>CRAFT &amp; STRUCTURE</strong> GRADES 11-12 Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, etc...</td>
<td><strong>TEXT TYPES AND PURPOSE</strong> 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. <strong>TEXT TYPES AND PURPOSE</strong> 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. <strong>PRODUCTION &amp; DISTRIBUTION OF WRITING</strong> 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. <strong>PRODUCTION &amp;</strong></td>
<td>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.</td>
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<td>402 Demonstrate proper hand washing technique.</td>
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<td><strong>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</strong></td>
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<td>403 Implements practice of standard precautions and transmission based precautions with correct use of Personal Protective Equipment (PPE). Follows OSHA’s blood borne pathogens standards as it pertains to the health care industry.</td>
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<td>404 Differentiate between medical and surgical asepsis.</td>
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<td>405 Demonstrate terminal cleaning of the examination room.</td>
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**Revised June 2017**
<table>
<thead>
<tr>
<th>Secondary Competency Task Grid with Unit and Task Numbers</th>
<th>Common Career Technical Core Standards</th>
<th>Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5</th>
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<td>and other domain specific words...</td>
<td><strong>Standard CC.3.5.11-12.E.</strong> Analyze the structure of the relationships among concepts in a text.</td>
<td><strong>Standard CC.3.5.11-12.F.</strong> Analyze the author’s purpose in providing an explanation, describing a procedure...</td>
<td><strong>DISTRIBUTION OF WRITING GRADES 11-12</strong></td>
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<td><strong>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</strong></td>
<td><strong>Standard CC.3.5.9-10.G.</strong> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</td>
<td><strong>Standard CC.3.5.9-10.H.</strong> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</td>
<td><strong>Standard CC.3.6.11-12.C</strong> Produce clear and coherent writing...appropriate to task, purpose, and audience.</td>
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<td><strong>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</strong></td>
<td><strong>Standard CC.3.5.11-12.G.</strong> Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</td>
<td><strong>Standard CC.3.5.11-12.H.</strong> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</td>
<td><strong>Standard CC.3.6.9-10.D</strong> 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.</td>
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<td><strong>RANGE OF READING GRADES 9-10 and 11-12</strong></td>
<td><strong>Standard CC.3.5.11-12.I.</strong> Synthesize information from a range of sources into a coherent understanding.</td>
<td><strong>Standard CC.3.5.11-12.L.</strong> Draw evidence from informational texts to support analysis, reflection, and research.</td>
<td><strong>Standard CC.3.6.11-12.F</strong> Conduct short and more sustained research to answer a question or solve a problem.</td>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>501 502 Demonstrate CPR skills with AED. Perform basic first aid skills including choking victims.</td>
<td>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</td>
<td>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc... Standard CC.3.5.9-10B &amp; Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</td>
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<td>503 Follow Emergency Response/Crisis Plan Procedures and complete appropriate documentation.</td>
<td>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</td>
<td>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 &amp; 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 &amp; STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms,</td>
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<td>504 Identify potential fire hazards and appropriate actions.</td>
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<td>505 Recognize and report emergencies immediately.</td>
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<td>and other domain specific words...</td>
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<td>Analyze the structure of the</td>
<td>Distribution of Writing</td>
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<td>relationships among concepts in a</td>
<td>Grades 11-12</td>
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<td>text.</td>
<td>Standard CC.3.6.11-12 C</td>
<td>Produce clear and coherent</td>
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<td><strong>Standard CC.3.5.11-12.F</strong></td>
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<td>writing...appropriate to task,</td>
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<td><strong>Analyze the author’s purpose in</strong></td>
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<td>purpose, and audience.</td>
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<td><strong>Providing an explanation,</strong></td>
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<td><strong>Standard CC.3.6.9-10 D</strong></td>
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<td><strong>Describing a procedure...</strong></td>
<td><strong>Develop and strengthen writing</strong></td>
<td><strong>Standard CC.3.6.11-12.D</strong></td>
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<td><strong>INTEGRATE KNOWLEDGE/ IDEAS</strong></td>
<td><strong>as needed by planning, revising,</strong></td>
<td><strong>Develop and strengthen writing</strong></td>
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<td><strong>GRADES 9-10</strong></td>
<td><strong>editing, rewriting,</strong></td>
<td><strong>as needed by planning, revising,</strong></td>
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<td><strong>Standard CC.3.5.9-10.G.</strong></td>
<td><strong>or trying a new approach,</strong></td>
<td><strong>editing, rewriting,</strong></td>
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<td><strong>Translate quantitative or technical</strong></td>
<td>**focusing on addressing what is most **</td>
<td><strong>or trying a new approach,</strong></td>
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<td><strong>information expressed in a text into</strong></td>
<td><strong>significant for a specific purpose</strong></td>
<td>**focusing on addressing what is most **</td>
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<td><strong>visual form (e.g. a table or chart).</strong></td>
<td><strong>significant for a specific purpose</strong></td>
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<td><strong>Standard CC.3.5.9-10.H.</strong></td>
<td><strong>and audience.</strong></td>
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<td><strong>Assess the reasoning in a text to</strong></td>
<td><strong>Standard CC.3.6.11-12.E. Use</strong></td>
<td><strong>Standard CC.3.6.11-12.E. Use</strong></td>
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<td><strong>support the author’s claim for solving</strong></td>
<td><strong>technology, including the Internet, to</strong></td>
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<td><strong>a technical problem.</strong></td>
<td><strong>produce, publish, and update individual or</strong></td>
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<td><strong>Standard CC.3.5.9-10.I.</strong></td>
<td><strong>shared writing products.</strong></td>
<td><strong>shared writing products.</strong></td>
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<td><strong>Compare and contrast findings presented in</strong></td>
<td><strong>RESEARCH</strong></td>
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<td><strong>a text to those from other</strong></td>
<td><strong>GRADES 9-10</strong></td>
<td><strong>GRADES 9-10</strong></td>
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<td><strong>sources, etc...</strong></td>
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<td><strong>INTEGRATE KNOWLEDGE/ IDEAS</strong></td>
<td><strong>Conduct short and more</strong></td>
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<td><strong>GRADES 11-12</strong></td>
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<td><strong>Standard CC.3.5.11-12.G.</strong></td>
<td><strong>solve a problem.</strong></td>
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<td><strong>Integrate and evaluate multiple</strong></td>
<td><strong>Standard CC.3.6.9-10.G. Gather</strong></td>
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<td><strong>sources of information presented in</strong></td>
<td><strong>relevant information from multiple</strong></td>
<td><strong>relevant information from multiple</strong></td>
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<td><strong>diverse formats... to solve a problem.</strong></td>
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<td><strong>Standard CC.3.5.11-12.H.</strong></td>
<td><strong>digital sources, following a</strong></td>
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<td><strong>Evaluate the hypotheses, data,</strong></td>
<td><strong>standard format for citation.</strong></td>
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<td><strong>analysis, and conclusions in a</strong></td>
<td><strong>Standard CC.3.6.9-10.H. Draw</strong></td>
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<td><strong>technical text, verifying the data when</strong></td>
<td><strong>evidence from informational texts</strong></td>
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<td><strong>possible.</strong></td>
<td><strong>to support analysis, reflection,</strong></td>
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<td><strong>Standard CC.3.5.11-12.I.</strong></td>
<td><strong>and research.</strong></td>
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<td><strong>Synthesize information from a range</strong></td>
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<tr>
<td>601</td>
<td>Identify growth and developmental stages across the life span.</td>
<td><strong>KEY IDEAS/DETAILS</strong>&lt;br&gt;GRADES 9-10&lt;br&gt;Standard CC.3.5.9-10.A.&lt;br&gt;Cite specific textual evidence, etc....&lt;br&gt;Standard CC.3.5.9-10B &amp;&lt;br&gt;Determine the central ideas or conclusions of a text; etc...&lt;br&gt;Standard CC.3.5.9-10.C&lt;br&gt;Follow precisely a complex multistep procedure, etc...&lt;br&gt;<strong>KEY IDEAS/DETAILS</strong>&lt;br&gt;GRADES 11-12&lt;br&gt;Standard CC.3.5.11-12A&lt;br&gt;Cite specific textual evidence, etc....&lt;br&gt;Standard CC.3.5.11-12.B.&lt;br&gt;Determine the central ideas or conclusions of a text; etc...&lt;br&gt;Standard CC.3.5.11-12.C.&lt;br&gt;Follow precisely a complex multistep procedure, etc...&lt;br&gt;<strong>CRAFT &amp; STRUCTURE</strong>&lt;br&gt;GRADES 9-10&lt;br&gt;Standard CC.3.5.9-10.D.&lt;br&gt;Determine the meaning of symbols, key terms, and other domain specific words....&lt;br&gt;Standard CC.3.5.9-10.E&lt;br&gt;Analyze the structure of the relationships among concepts in a text, etc.&lt;br&gt;Standard CC.3.5.9-10.F&lt;br&gt;Analyze the author’s purpose in providing an explanation, describing a procedure...&lt;br&gt;<strong>CRAFT &amp; STRUCTURE</strong>&lt;br&gt;GRADES 11-12&lt;br&gt;Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms,</td>
<td><strong>TEXT TYPES AND PURPOSE</strong>&lt;br&gt;GRADES 9-10&lt;br&gt;Standard CC.3.6.9-10.A&lt;br&gt;Write arguments focused on discipline specific content.&lt;br&gt;Standard CC.3.6.9-10.B&lt;br&gt;Write informative or explanatory texts, including the narration of technical processes, etc.&lt;br&gt;<strong>TEXT TYPES AND PURPOSE</strong>&lt;br&gt;GRADES 11-12&lt;br&gt;Standard CC.3.6.11-12.A&lt;br&gt;Write arguments focused on discipline specific content.&lt;br&gt;Standard CC.3.6.11-12.B&lt;br&gt;Write informative or explanatory texts, including the narration of technical processes, etc.&lt;br&gt;<strong>PRODUCTION &amp; DISTRIBUTION OF WRITING</strong>&lt;br&gt;GRADES 9-10&lt;br&gt;Standard CC.3.6.9-10.C&lt;br&gt;Produce clear and coherent writing...appropriate to task, purpose, and audience.&lt;br&gt;Standard CC.3.6.9-10 D&lt;br&gt;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.&lt;br&gt;Standard CC.3.6.9-10.E&lt;br&gt;Use technology, including the Internet, to produce, publish, and update individual or shared writing products.&lt;br&gt;<strong>PRODUCTION &amp;</strong></td>
<td>Standard 2.1.HS.F.1&lt;br&gt;Apply and extend the properties of exponents to solve problems with rational exponents.&lt;br&gt;Standard 2.1.HS.F.2&lt;br&gt;Apply properties of rational and irrational numbers to solve real world or mathematical problems.&lt;br&gt;Standard 2.1.HS.F.4&lt;br&gt;Use units as a way to understand problems and to guide the solution of multistep problems.&lt;br&gt;Standard 2.1.HS.F.5&lt;br&gt;Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.&lt;br&gt;Standard 2.1.HS.F.6&lt;br&gt;Extend the knowledge of arithmetic operations and apply to complex numbers.</td>
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<td>602</td>
<td>Describe how illness and disability affects life cycle.</td>
<td>PATHWAYS INCLUDE&lt;br&gt;Support Services Career Pathway&lt;br&gt;(Select Standards)&lt;br&gt;1-2-3-4-5</td>
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<td>603</td>
<td>Demonstrate ways to modify your own behavior in response to the client's attitude and their behaviors.</td>
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<td>and other domain specific words...</td>
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<td>text.</td>
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<td><strong>Standard CC.3.5.11-12.F.</strong></td>
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<td>providing an explanation, describing</td>
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<td>a procedure...</td>
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<td>**INTEGRATE KNOWLEDGE/ IDEAS</td>
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<td>GRADES 9-10</td>
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<td><strong>Standard CC.3.5.9-10.G.</strong></td>
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<td>Translate quantitative or technical</td>
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<td>information expressed in a text into</td>
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<td>visual form (e.g. a table or chart).</td>
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<td>a technical problem.</td>
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<td><strong>Standard CC.3.5.9-10.I.</strong></td>
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<td>Compare and contrast findings</td>
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<td>presented in a text to those from</td>
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<td>other sources, etc...</td>
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<td><strong>Standard CC.3.5.11-12.G.</strong></td>
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<td>Integrate and evaluate multiple</td>
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<td>sources of information presented in</td>
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<td>diverse formats... to solve a problem.</td>
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<td>Evaluate the hypotheses, data,</td>
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<td>analysis, and conclusions in a</td>
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<td>technical text, verifying the data</td>
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<td>when possible.</td>
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<td><strong>Standard CC.3.5.11-12.I.</strong></td>
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<td>Synthesize information from a range</td>
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<td>of sources into a coherent</td>
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<td>understanding.</td>
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<td>11-12</td>
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<td>By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</td>
<td>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.</td>
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</table>
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<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>701</td>
<td>Demonstrate technique of transferring client from bed to chair, chair to bed, bed to stretcher, and stretcher to bed.</td>
</tr>
<tr>
<td>702</td>
<td>Assist with dangling, standing, and walking.</td>
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<tr>
<td>703</td>
<td>Demonstrate patient turning and/or positioning both in bed and in a chair and/or exam table.</td>
</tr>
<tr>
<td>704</td>
<td>Assist with ambulation devices.</td>
</tr>
<tr>
<td>705</td>
<td>Demonstrate the proper use of a mechanical lift adhering to the current governmental regulations.</td>
</tr>
</tbody>
</table>

### Common Career Technical Core Standards

- **PATHWAYS INCLUDE** Support Services Career Pathway (Select Standards)
- **CLUSTER:** Health Sciences Careers (Choose 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**

### Key Ideas/Details

- **GRADES 9-10**
  - Standard CC.3.5.9-10.A
  - Cite specific textual evidence, etc....

- **GRADES 11-12**
  - Standard CC.3.5.11-12A
  - Cite specific textual evidence, 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....

- **GRADES 11-12**
  - Standard CC.3.5.11-12.D
  - Determine the meaning of symbols, key terms, and other domain specific words....

### 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.

- **GRADES 11-12**
  - 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.

### Text Types and Purpose

- **GRADES 9-10**
  - Standard CC.3.6.9-10.A
  - Write arguments focused on discipline specific content.

- **GRADES 11-12**
  - Standard CC.3.6.11-12.A
  - Write arguments focused on discipline specific content.

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<td><strong>Standard CC.3.6.11-12 C</strong></td>
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<td><strong>Analyze the structure of the relationships among concepts in a text.</strong></td>
<td><strong>Standard CC.3.5.11-12.F</strong></td>
<td><strong>Produce clear and coherent writing...appropriate to task, purpose, and audience.</strong></td>
<td><strong>Standard CC.3.6.9-10 D</strong></td>
<td><strong>Synthesize information from a range of sources into a coherent understanding.</strong></td>
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<td><strong>Analyze the author’s purpose in providing an explanation, describing a procedure...</strong></td>
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<td><strong>RESEARCH GRADES 9-10</strong></td>
<td><strong>Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.</strong></td>
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<td><strong>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</strong></td>
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<td>801 Provide the client with personal privacy, both auditory and visual when appropriate.</td>
<td>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</td>
<td>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc. Determine the central ideas or conclusions of a text 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 &amp; 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 &amp; STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D. Determine</td>
<td>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 &amp; 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.</td>
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<p>| 802 Prepare soiled linen for laundry. | PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5 | Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6 | Pennsylvania Core Standards for Mathematics Standard 2.1 |
| 803 Demonstrate unoccupied bed making techniques according to setting. | | | 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. |
| 804 Demonstrate occupied bed making techniques. | | | |
| 805 Measure and record height and weight. | | | |
| 806 Assist the professional staff with a physical examination. | | | |
| 807 Assist with bathing and personal grooming. | | | |
| 808 Promote independence with ADLs. | | | |
| 809 Assist with dressing and undressing. | | | |
| 810 Observe and report condition of the skin. | | | |
| 811 Administer oral hygiene for the unconscious. | | | |
| 812 Assist with oral and denture hygiene. | | | |
| 813 Demonstrate measures to prevent decubitus ulcers (pressure sores). | | | |
| 814 Provide hand and foot care. | | | |
| 815 Assist with bathroom, bedside commode (BSC), bedpan and urinal. | | | |
| 816 Demonstrate catheter care. | | | |
| 817 Apply hot and/or cold dry/moist therapy. | | | |
| 818 Measure and record body temperature. | | | |
| 819 Measure and record radial pulse. | | | |
| 820 Measure and record respirations. | | | |
| 821 Measure and record blood pressure. | | | |
| 822 Measure blood glucose using a glucometer, proper strips, and manufacturer or made blood glucose standards. | | | |
| 823 Describe type, degree and manage client's pain. | | | |
| 824 Provide comfort measures (such as back rub). | | | |
| 825 Apply therapeutic compression devices (i.e. antiembolism stockings). | | | |
| 826 Perform range of motion exercise. | | | |
| 827 Define diagnostic related groups (DRGs). | | | |
| 828 Identifies basic principles of medical Identifies basic principles of medical treatment. | | | |</p>
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<td>829 coding.</td>
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<td><strong>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 11-12</strong></td>
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<td>830 Prepare a medical file.</td>
<td><strong>Standard CC.3.5.11-12.F</strong> Analyze the author’s purpose in providing an explanation, describing a procedure...</td>
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<td><strong>Standard CC.3.6.9-10 D</strong> 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.</td>
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<td>831 Perform filing skills.</td>
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<td>832 Demonstrate visual acuity test.</td>
<td><strong>Standard CC.3.5.9-10.H.</strong> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</td>
<td><strong>Standard CC.3.5.11-12.G.</strong> Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</td>
<td><strong>RESEARCH GRADES 9-10</strong></td>
<td><strong>Standard CC.3.6.9-10.F.</strong> Conduct short and more sustained research to answer a question or solve a problem.</td>
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<td>833 Demonstrate methods of collection, special handling and labeling of specimens.</td>
<td><strong>Standard CC.3.5.9-10.I.</strong> Compare and contrast findings presented in a text to those from other sources, etc...</td>
<td><strong>Standard CC.3.5.11-12.H.</strong> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</td>
<td><strong>Standard CC.3.6.9-10.G.</strong> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</td>
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<td>834 Demonstrate medication administration to a client ensuring the use of placebos.</td>
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<td><strong>Standard CC.3.5.11-12.I.</strong> Synthesize information from a range of sources into a coherent understanding.</td>
<td><strong>Standard CC.3.5.11-12.H.</strong> Draw evidence from informational texts to support analysis, reflection, and research.</td>
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<td>835 Describe how an EKG/ECG is performed and discuss one clinical condition diagnosed when an abnormal EKG/ECG is seen from a client.</td>
<td><strong>RANGE OF READING GRADES 9-10)</strong></td>
<td><strong>RESEARCH GRADES 11-12</strong></td>
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<td>901 List general principles of basic nutrition.</td>
<td><strong>KEY IDEAS/DETAILS</strong></td>
<td>TEXT TYPES AND PURPOSE</td>
<td>Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</td>
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<td>902 Identify therapeutic diets including cultural variations.</td>
<td><strong>GRADES 9-10</strong> Standard CC.3.5.9-10.A.</td>
<td><strong>GRADES 9-10</strong> Standard CC.3.6.9-10.A.</td>
<td><strong>Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.</strong></td>
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<td>903 Prepares and serves meal tray, including fluids.</td>
<td>Cite specific textual evidence, etc....</td>
<td><strong>GRADE 9-10</strong> Standard CC.3.6.9-10.B. Write arguments focused on discipline specific content.</td>
<td><strong>Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</strong></td>
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<td>904 Provides assistance with feeding, including the sensory deprived client.</td>
<td><strong>Standard CC.3.5.9-10B &amp;</strong> Determine the central ideas or conclusions of a text; etc...</td>
<td><strong>Grade 11-12</strong> Standard CC.3.6.11-12.B. Write informative or explanatory texts, including the narration of technical processes, etc.</td>
<td><strong>Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</strong></td>
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<td>905 Measure and record intake and output.</td>
<td><strong>Standard CC.3.5.9-10.C</strong> Follow precisely a complex multistep procedure, etc...</td>
<td><strong>TEXT TYPES AND PURPOSE</strong></td>
<td><strong>GRADE 9-10</strong> Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</td>
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<tr>
<td>906 Measure and record meal percentages.</td>
<td><strong>KEY IDEAS/DETAILS</strong></td>
<td><strong>GRADE 9-10</strong> 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.</td>
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<td><strong>GRADES 11-12</strong> Standard CC.3.5.11-12.A Cite specific textual evidence, etc....</td>
<td><strong>GRADE 9-10</strong> Standard CC.3.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</td>
<td><strong>Standard 2.1.HS.F.7</strong> Use technology to produce and publish writing.</td>
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<td><strong>CHOOSE SUPPORT SERVICES CAREER PATHWAY (SELECT STANDARDS)</strong></td>
<td><strong>TEXT TYPES AND PURPOSE</strong></td>
<td><strong>GRADE 9-10</strong> Standard CC.3.6.9-10.F 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.</td>
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<td><strong>KEY IDEAS/DETAILS</strong></td>
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<td><strong>GRADES 9-10</strong> Standard CC.3.5.11-12B. Determine the central ideas or conclusions of a text; etc...</td>
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<td>**Standard 2.1.HS.F.12 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.</td>
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<td>**Standard 2.1.HS.F.14 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.</td>
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**CLUSTER:** Health Sciences Careers

**PATHWAYS INCLUDE:** Support Services Career Pathway

**TEXT TYPES AND PURPOSE:**

**GRADE 9-10** Standard CC.3.5.11-12A Cite specific textual evidence, etc....

**CRAFT & STRUCTURE:**

**GRADE 9-10** Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...
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<td>Standard CC.3.5.11-12.F</td>
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<td>Standard CC.3.6.11-12.D</td>
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<td>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</td>
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<td>Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.</td>
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<td>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</td>
<td>Standard CC.3.5.11-12.G.</td>
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<td>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</td>
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<td>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.</td>
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1000 Basic Structures and Functions of the Human Body and Related Diseases with Associated Terminology

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<td>1001 Identify the basic structure and explain the function and disease processes for the Integumentary system.</td>
<td>CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6</td>
<td>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.... Standard CC.3.5.9-10B &amp; Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</td>
<td>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 &amp; 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 content.</td>
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<td>1002 Identify the basic structure and explain the function and disease processes for the Respiratory system.</td>
<td>PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5</td>
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<td>1003 Identify the basic structure and explain the function and disease processes for the Cardiovascular system.</td>
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<td>1004 Identify the basic structure and explain the function and disease processes for the Lymphatic system.</td>
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<td>1005 Identify the basic structure and explain the function and disease processes for the Muscular system.</td>
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<td>1006 Identify the basic structure and explain the function and disease processes for the Skeletal system.</td>
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<td>1007 Identify the basic structure and explain the function and disease processes for the Nervous system.</td>
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<td>1008 Identify the basic structure and explain the function and disease processes for the Digestive system.</td>
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<td>1009 Identify the basic structure and explain the function and disease processes for the Urinary system.</td>
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<td>1010 Identify the basic structure and explain the function and disease processes for the Reproductive system.</td>
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<td>1011 Identify the basic structure and explain the function and disease processes for the Endocrine system.</td>
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<td>1012 Identify the basic structure and explain the function and disease processes for the immune system.</td>
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Identify the basic structure and explain the function and disease processes for the Integumentary system.

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**Revised June 2017**
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### 1100 Death and Dying

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<td>1101</td>
<td>Discusses own feelings and attitudes concerning death.</td>
<td>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</td>
<td>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.</td>
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<td>Research how culture and religion influence attitudes toward death. Identify the stages of grief.</td>
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<td>1103</td>
<td>Identify the stages of grief.</td>
<td>CRAFT &amp; 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...</td>
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<td>1104</td>
<td>Recognize and report the common signs of approaching death.</td>
<td>CRAFT &amp; STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</td>
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<td>1105</td>
<td>Identify goals of hospice care. Provide postmortem care while maintaining dignity and respect.</td>
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<td>1106</td>
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<td>DISTRIBUTION OF WRITING GRAD 11-12</td>
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<td>Analyze the structure of the relationships among concepts in a text.</td>
<td>Standard CC.3.5.11-12.F</td>
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<td>Standard CC.3.6.11-12 C</td>
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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. | 12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  
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<td>1201 Define and differentiate between roots/prefixes/suffixes.</td>
<td>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc... Standard CC.3.5.9-10B &amp; Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</td>
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<td>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.</td>
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<td>KEY IDEAS/DETAILS GRADES 11-12 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.3.5.11-12.C Follow precisely a complex multistep procedure, etc...</td>
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<td>1203 Differentiate medical specialties.</td>
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<td>1204 Demonstrate and interpret proper use of medical language.</td>
<td>CRAFT &amp; STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words.</td>
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1201 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
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