



**Medical/Clinical Assistant, Classification of Instructional Program, (CIP) 51.0801  
Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
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<b>100 INTRODUCTION TO HEALTH CARE.</b>				
101 Identify the roles and educational/credentialing requirements of various health care practitioners. 102 Describe the Medical/Clinical Assistant's job description, personal characteristics, professionalism, job skills, and workplace environment. 103 RESERVED 104 RESERVED 105 Follow health care law and ethics including HIPAA and Act 13 of 2012. 106 RESERVED 107 RESERVED 108 RESERVED 109 RESERVED 110 RESERVED 111 Recognize issues of cultural diversity in the health care setting. 112 RESERVED 113 Identify issues of cost containment in health care. 114 Discuss methods of quality assurance. 115 Identify alternative/complementary health care. 116 Discuss how psychosocial and socioeconomic factors can impact a client's health.	<b>CAREER CLUSTER</b> <b>Health Science Career Cluster</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAY(S)</b> <b>A. Diagnostic Services Career Pathway</b> (Choose Standards) 1-2-3-4-5  <b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5  <b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4	<b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.  <b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b>	<b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.  <b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by	

	<p><b>NOTE:</b>  <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure...and  Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b></p>	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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		<p>Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>		
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<b>200 MEDICAL ASSISTANT ADMINISTRATIVE SKILLS.</b>				
<p>201 Complete administrative responsibilities of the medical assistant, including client scheduling.</p> <p>202 RESERVED</p> <p>203 Compose and format all forms of written correspondence. (emails, letters, memos, etc.)</p> <p>204 Establish and maintain patient records, both hard copy and electronic medical records (EMR).</p> <p>205 Complete a demographic form for a client.</p> <p>206 Perform basic office accounting procedures.</p> <p>207 RESERVED</p> <p>208 Complete appropriate medical office forms including NPP, medical release and others.</p> <p>209 Process incoming and outgoing mail.</p> <p>210 Demonstrate effective telephone techniques used in the healthcare facility.</p> <p>211 Perform basic computer applications including spreadsheets, PowerPoint, and publishing.</p>	<p><b>CAREER CLUSTER</b> <b>Health Science Career Cluster</b> (Choose Standards) 1-2-3-4-5-6</p> <p><b>PATHWAY(S)</b> <b>A. Diagnostic Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core</b></p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b></p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on</p>	<p><b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

	<p><b>Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 9-10 Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 11-12 Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J</b></p>	<p>addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10-11-12 Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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<b>300 PHARMACOLOGY.</b>				
301 RESERVED 302 Verbalize correct technique to administer medications using the prescribed route, including vaginal, rectal, transdermal and inhalation routes. 303 RESERVED 304 Describe the purpose, and major side effects of commonly prescribed drugs using a PDR and online resources. 305 RESERVED 306 RESERVED 307 Perform patient education about prescribed medications and document in patient record. 308 RESERVED 309 Correctly interpret and use written medication orders and abbreviations. 310 RESERVED 311 RESERVED 312 Identify the major drug classifications. 313 Utilize dosage forms, doses, and dosing calculations. 314 RESERVED 315 Utilize measurements and precautions to administer oral medications, liquid and solid. 316 Utilize measurements and precautions to administer eye medications. 317 Utilize measurements and precautions to administer ear medications. 318 Utilize measurements and precautions to administer intradermal injections. 319 Utilize measurements and precautions to administer subcutaneous injections. 320 Utilize measurements and precautions to administer intramuscular injections using ampules and vials. 321 Discuss the usage of an aerosol treatment.	<b>CAREER CLUSTER</b> <b>Health Science Career Cluster</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAY(S)</b> <b>A. Diagnostic Services Career Pathway</b> (Choose Standards) 1-2-3-4-5  <b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5  <b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4  <b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b>	<b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.  <b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.  <b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>	<b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.  <b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12.C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> 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. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update	<b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.

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400 INFECTION CONTROL.				

<p>401 Complete a unit of instruction on blood borne pathogens and list the standard precautions that meet the current requirements of the OSHA Blood borne Pathogens Standard.</p> <p>402 Identify the chain of infection.</p> <p>403 Perform a sterile dressing on a wound.</p> <p>404 Demonstrate medical asepsis and perform proper hand hygiene techniques.</p> <p>405 Demonstrate universal precautions.</p> <p>406 Demonstrate donning sterile gloves.</p> <p>407 Demonstrate the correct techniques in dealing with patients requiring isolation when donning PPE.</p> <p>408 RESERVED</p> <p>409 Demonstrate techniques in sanitizing, disinfecting and sterilizing instruments.</p> <p>410 Prepare instruments for the autoclave and operate appropriately.</p> <p>411 Prepare a sterile field.</p> <p>412 Describe the inflammation process and signs and symptoms of infection.</p>	<p><b>CAREER CLUSTER</b>  <b>Health Science Career Cluster</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAY(S)</b>  <b>A. Diagnostic Services Career Pathway</b>  (Choose Standards)  1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b>  (Choose Standards)  1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b>  Choose Standards  1-2-3-4</p> <p><b>NOTE:</b>  <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b></p>	<p><b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer</p>
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<b>500 LABORATORY PROCEDURES.</b>				
501 Apply the basic principles of quality assurance and laboratory safety in all aspects of laboratory testing. 502 RESERVED 503 RESERVED 504 Obtain a routine urine specimen perform a urinalysis using a reagent strip. 505 Obtain a clean catch urine and process for lab analysis. 506 Perform a capillary puncture for blood glucose analysis.	<b>CAREER CLUSTER</b> <b>Health Science Career Cluster</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAY(S)</b>	<b>KEY IDEAS/DETAILS  GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc.	<b>TEXT TYPES AND PURPOSE  GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b>	<b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b>

<p>507 Perform a capillary puncture for hemoglobin and/or hematocrit.</p> <p>508 Utilize and describe the standard blood collection tube order of draw and additives.</p> <p>509 Perform venipuncture using a straight needle and process.</p> <p>510 Perform venipuncture using a butterfly needle and process.</p> <p>511 Collect a throat culture using sterile supplies and process.</p> <p>512 Perform a fecal occult blood specimen, educate the client and process.</p> <p>513 Complete a laboratory requisition form.</p>	<p><b>A. Diagnostic Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p>	<p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> 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. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p>	<p>Use units as a way to understand problems and to guide the solution of multi-step problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
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		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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<b>600 RESERVED.</b>				
601 RESERVED 602 RESERVED 603 RESERVED 604 RESERVED 605 RESERVED 606 RESERVED 607 RESERVED 608 RESERVED 609 RESERVED 610 RESERVED 611 RESERVED	<p><b>CAREER CLUSTER</b>  <b>Health Science Career Cluster</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAY(S)</b>  <b>A. Diagnostic Services Career Pathway</b>  (Choose Standards)  1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b>  (Choose Standards)</p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b></p>	<p><b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10-11-12</b></p>	

	<p>1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words.</p> <p><b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b></p>	<p><b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> 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.</p> <p><b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b></p>	
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		<p>Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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<b>700 HEALTHCARE LAW AND ETHICS.</b>				
<p>701 Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession.</p> <p>702 RESERVED</p> <p>703 RESERVED</p> <p>704 Describe the implications of HIPAA and client confidentiality in various health settings.</p> <p>705 Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety, and welfare of others.</p> <p>706 Describe the relationship of legal and ethical behaviors of a health care worker to the health care environment.</p> <p>707 RESERVED</p> <p>708 Discuss major ethical principles that apply to health care situations.</p> <p>709 Describe legal and ethical responsibilities of the health care professional to patient/clients.</p> <p>710 Discuss client rights, including the patient's bill of rights, power of attorney, advance directives and a living will.</p> <p>711 Apply legal and ethical principles to the management of medical information.</p> <p>712 Discuss the appropriate scope of practice for a medical assistant.</p>	<p><b>CAREER CLUSTER</b> <b>Health Science Career Cluster</b> (Choose Standards) 1-2-3-4-5-6</p> <p><b>PATHWAY(S)</b> <b>A. Diagnostic Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc.</p> <p><b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc.</p> <p><b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words.</p> <p><b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b></p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by</p>	

	<p><b>NOTE:</b>  <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b></p>	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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		<p>Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>		
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<b>800 INTRODUCTION TO MEDICAL INSURANCE AND MANAGED CARE.</b>				
<p>801 Explain a third-party reimbursement system, including deductibles and copayments.</p> <p>802 RESERVED</p> <p>803 RESERVED</p> <p>804 Demonstrate awareness of state and federal mandates of insurance programs.</p> <p>805 Define basic and specific terminologies common to all insurance programs.</p> <p>806 RESERVED</p> <p>807 Identify various types of insurance plans.</p> <p>808 RESERVED</p> <p>809 Discuss workers' compensation.</p> <p>810 RESERVED</p> <p>811 Discuss utilization review principles as it pertains to insurance fraud.</p> <p>812 Discuss referral process for clients in a managed care program.</p> <p>813 Process an insurance claim.</p> <p>814 RESERVED</p> <p>815 RESERVED</p> <p>816 Use of the most recent medical codes (ICD/CPT).</p>	<p><b>CAREER CLUSTER Health Science Career Cluster</b> (Choose Standards) 1-2-3-4-5-6</p> <p><b>PATHWAY(S) A. Diagnostic Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4</p> <p><b>NOTE: Please refer to the Common Career Technical Core</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc.</p> <p><b>Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc.</p> <p><b>Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words.</p> <p><b>Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F</b></p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on</p>	<p><b>NUMBERS AND OPERATIONS Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p><b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

	<p><b>Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b></p>	<p>addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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		<b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.		
<b>900 CONCEPTS OF EFFECTIVE COMMUNICATION.</b>				
901 RESERVED 902 RESERVED 903 Use effective means of therapeutic communication. 904 Combine prefixes, suffixes, and word roots to form and define complex medical terms. 905 Identify global standard medical, diagnostic, and laboratory abbreviations. 906 RESERVED 907 Demonstrate education to a patient and/or their family for a specific condition or health concern. 908 Produce a patient education tool. 909 Discuss communication alternatives for patients with various communication barriers.	<b>CAREER CLUSTER</b> <b>Health Science Career Cluster</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAY(S)</b> <b>A. Diagnostic Services Career Pathway</b> (Choose Standards) 1-2-3-4-5  <b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5  <b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4  <b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b>	<b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.  <b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.	<b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.  <b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> 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. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish,	

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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<p><b>1000 INTRODUCTION TO BASIC ANATOMY AND PHYSIOLOGY.</b></p>				
<p>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 systems.  1006 Explain the anatomy and physiology of specific disorders of the body.  1007 RESERVED  1008 Describe how the aging process physically effects the client over their lifespan.  1009 Identify nutritional needs of patients with various diseases and conditions.</p>	<p><b>CAREER CLUSTER</b>  <b>Health Science Career Cluster</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAY(S)</b>  <b>A. Diagnostic Services Career Pathway</b>  (Choose Standards)  1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b>  (Choose Standards)  1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b>  Choose Standards  1-2-3-4</p> <p><b>NOTE:</b>  <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text</p>	<p><b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b></p>	

		<p>into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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<b>1100 RESERVED.</b>				
1101 RESERVED 1102 RESERVED 1103 RESERVED 1104 RESERVED 1105 RESERVED	<b>CAREER CLUSTER</b> <b>Health Science Career Cluster</b> (Choose Standards)	<b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc.	<b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b>	<b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to

	<p>1-2-3-4-5-6</p> <p><b>PATHWAY(S)</b></p> <p><b>A. Diagnostic Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b></p>	<p>Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> 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. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b></p>	<p>solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
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		<p>Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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<b>1200 MEDICAL ASSISTANT CLINICAL LABORATORY PROCEDURES.</b>				
1201 Follow procedures that prepare a client for examinations and or treatments. 1202 Perform electrocardiograms using an electrocardiograph (ECG/EKG) and abnormal tracing. 1203 Document a client's condition, along with the chief complaint and progress note. 1204 Perform a vision screening test using a Snellen chart. 1205 Obtain a client's medical history. 1206 RESERVED 1207 RESERVED 1208 Perform pulse oximeter readings on a client.	<b>CAREER CLUSTER</b> <b>Health Science Career Cluster</b> (Choose Standards) 1-2-3-4-5-6  <b>PATHWAY(S)</b> <b>A. Diagnostic Services Career Pathway</b> (Choose Standards)	<b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b>	<b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including	<b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to

<p>1209 RESERVED</p> <p>1210 Perform a peak flow measurement on a client.</p> <p>1211 RESERVED</p> <p>1212 RESERVED</p> <p>1213 RESERVED</p> <p>1214 RESERVED</p> <p>1215 RESERVED</p> <p>1216 RESERVED</p> <p>1217 RESERVED</p> <p>1218 Perform a vision screening test using Ishihara test.</p> <p>1219 Perform a vision screening test using a near vision screening.</p> <p>1220 Perform an auditory screening test.</p> <p>1221 Perform and record measurements on a client for height.</p> <p>1222 Perform and record measurements on a client for weight.</p> <p>1223 Perform and record measurements on a client for blood pressure.</p> <p>1224 Perform and record measurements on a client for pulse using radial pulse.</p> <p>1225 Perform and record measurements on a client for pulse using apical pulse.</p> <p>1226 Perform and record measurements on a client for respirations.</p> <p>1227 Perform and record measurements on a client for temperature using oral.</p> <p>1228 Perform and record measurements on a client for temperature using tympanic.</p> <p>1229 Perform and record measurements on a client for temperature using temporal.</p> <p>1230 Perform and record measurements on an infant for weight.</p> <p>1231 Perform and record measurements on an infant for length.</p> <p>1232 Perform and record measurements on an infant for head circumference.</p> <p>1233 Discuss eye irrigation.</p> <p>1234 Discuss ear irrigation.</p> <p>1235 Demonstrate correct positions and draping for medical examinations.</p> <p>1236 Demonstrate correct wheelchair transfer using proper body mechanics.</p> <p>1237 Discuss usage of assistive devices such as canes, crutches and walker.</p>	<p>1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 11-12</b></p>	<p>the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> 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. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b></p>	<p>guide the solution of multi-step problems.</p> <p><b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>ALGEBRA</b> <b>Standard 2.2.HS.C.2</b> Graph and analyze functions.</p>
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<p>1238 Perform suture and/or staple removal.</p>		<p><b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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<p><b>1300 SAFETY AND EMERGENCY PRACTICES.</b></p>				
<p>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 Evaluate the work environment and distinguish between safe versus unsafe working conditions.</p>	<p><b>CAREER CLUSTER</b> <b>Health Science Career Cluster</b> (Choose Standards) 1-2-3-4-5-6</p> <p><b>PATHWAY(S)</b> <b>A. Diagnostic Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b> (Choose Standards) 1-2-3-4-5</p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b></p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content. <b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b></p>	<p><b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems. <b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems. <b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b></p>

<p>1316 Develop a personal safety plan to follow in case of various emergencies.</p> <p>1317 RESERVED</p> <p>1318 RESERVED</p> <p>1319 Develop an evacuation plan for a physician's office.</p> <p>1320 Discuss methods of fire prevention in a health care setting, utilizing acronyms RACE and PASS.</p> <p>1321 Obtain and Maintain CPR and AED certification.</p> <p>1322 RESERVED</p> <p>1323 RESERVED</p> <p>1324 RESERVED</p> <p>1325 RESERVED</p> <p>1326 RESERVED</p> <p>1327 Recognize allergic reactions and signs and symptoms of anaphylaxis.</p>	<p><b>C. Therapeutic Services Career Pathway</b> Choose Standards 1-2-3-4</p> <p><b>NOTE:</b> <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p>Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc. <b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. <b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a</p>	<p>Produce clear and coherent writing...appropriate to task, purpose, and audience. <b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> 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. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem. <b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp;</b> <b>Standard CC.3.5.11-12.I.</b></p>	<p>Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
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		<p>technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING  GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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<b>1400 PSYCHOLOGY.</b>				
<p>1401 Discuss the physical and psychological growth and development of an individual.</p> <p>1402 Discuss effective strategies for dealing with stress in the workplace and emergency situations.</p> <p>1403 Respond to an emergency situation.</p> <p>1404 Discuss the dying process and stages of grief.</p> <p>1405 Use defense mechanisms and conflict resolution.</p>	<p><b>CAREER CLUSTER</b>  <b>Health Science Career Cluster</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAY(S)</b>  <b>A. Diagnostic Services Career Pathway</b>  (Choose Standards)  1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b>  (Choose Standards)  1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b>  Choose Standards  1-2-3-4</p> <p><b>NOTE:</b></p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b></p>	<p><b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	

	<p><b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 9-10</b></p> <p><b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b></p>	<p>approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10-11-12</b></p> <p><b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING GRADES 9-10-11-12</b></p> <p><b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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		<p><b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>          By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>		
<b>1500 MEDICAL ASSISTING EXTERNSHIP.</b>				
<p><b>NOTE: THIS UNIT OF INSTRUCTION MUST BE COMPLETED TO OBTAIN THE MEDICAL ASSISTANT CREDENTIAL.</b></p> <p>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.</p>	<p><b>CAREER CLUSTER</b>  <b>Health Science Career Cluster</b>          (Choose Standards)          1-2-3-4-5-6</p> <p><b>PATHWAY(S)</b>  <b>A. Diagnostic Services Career Pathway</b>          (Choose Standards)          1-2-3-4-5</p> <p><b>B. Support Services Career Pathway</b>          (Choose Standards)          1-2-3-4-5</p> <p><b>C. Therapeutic Services Career Pathway</b>          Choose Standards          1-2-3-4</p> <p><b>NOTE:</b>  <b>Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</b></p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>          Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>          Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>          Follow precisely a complex multistep procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>          Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>          Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>          Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>          Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>          Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>          Produce clear and coherent writing...appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>          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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>          Use technology, including the internet, to produce, publish, and update</p>	<p><b>TO BE DETERMINED, BASED ON INDIVIDUAL PROGRAMS.</b></p>

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