

# Medical/Clinical Assistant, Classification of Instructional Program (CIP) 51.0801

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

## 100 Introduction to Health Care

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
<p><b>101</b> Identify the roles and educational/credentialing requirements of various health care practitioners.</p> <p><b>102</b> Describe the Medical/Clinical Assistant's job description, personal characteristics, job skills, and workplace environment.</p> <p><b>103</b> Discuss the United States health care delivery system.</p> <p><b>104</b> Describe the relationship between the concepts of holistic health and wellness and the delivery of health care.</p> <p><b>105</b> Recognize the fundamental principles of health care law and ethics including HIPAA and Act 13 of 2012.</p> <p><b>106</b> Identify and define commonly used medical terms and abbreviations.</p> <p><b>107</b> Discuss the physical and psychological growth and development of the individual.</p> <p><b>108</b> Discuss effective strategies for dealing with stress in the workplace.</p> <p><b>109</b> Recall the principles that define professionalism in health care.</p> <p><b>110</b> Recognize the importance of continuing education.</p> <p><b>111</b> Recognize issues of cultural diversity in the health care setting.</p> <p><b>112</b> Use effective means of therapeutic communication.</p> <p><b>113</b> Identify issues of cost containment in</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</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</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></p>	

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<p>114 health care. Discuss methods of quality assurance.</p>	<p><b>you wish to add more Career Pathways for your local geographic area.</b></p>	<p>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 GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J Standard CC.3.5.11-12.J</b></p>	<p><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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		By the end of grades 9- 10, AND 11- 12, read and comprehend technical texts independently and proficiently.		

## 200 Medical Assistant Administrative Functions

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<p><b>201</b> Complete administrative responsibilities of the medical assistant, including client scheduling, admission, and discharge.</p> <p><b>202</b> Complete a client's admission checklist and flowchart.</p> <p><b>203</b> Receive, organize, prioritize, and transmit information through oral and written communication.</p> <p><b>204</b> Establish and maintain patient records, both hard copy and electronic medical records (EMR).</p> <p><b>205</b> Complete a medical history form for a client.</p> <p><b>206</b> Perform financial operations, including billing and insurance claim processing.</p> <p><b>207</b> Utilize medical management accounting software program to maintain patient accounts.</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</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 a question or solve a problem.</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>

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## 300 Pharmacology

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<p><b>301</b> Measure drug dosages using droppers, medicine cups, syringes, and other specialized devices.</p> <p><b>302</b> Utilize correct technique to administer medications using the prescribed route, including oral, topical, eye, ear, intramuscular, subcutaneous, and intradermal routes.</p> <p><b>303</b> Inventory, fill prescriptions for the physician, maintain narcotic drug records, and chart clients' records.</p> <p><b>304</b> Describe the purpose, and major side effects of commonly prescribed drugs.</p> <p><b>305</b> List the signs and symptoms of allergic reactions to medications.</p> <p><b>306</b> Communicate prescription information to a second party (pharmacist) by phone.</p> <p><b>307</b> Perform client teaching about medications following written guidelines.</p> <p><b>308</b> Use drug reference materials such as Physician's Desk Reference (PDR) and the Internet to research needed information.</p> <p><b>309</b> Correctly interpret and use written medication orders and abbreviations.</p> <p><b>310</b> Provide patient instruction and education for health promotion and disease prevention.</p> <p><b>311</b> Identify and define commonly used drug terminology written on a prescription.</p> <p><b>312</b> Identify the major drug classifications.</p> <p><b>313</b> Demonstrate dosage forms, doses, and dosing calculations.</p> <p><b>314</b> RESERVED</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. 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## 400 Infection Control

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<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 interrelationship between agent, host and environment in health and illness.</p> <p>403 Change dressing on a wound.</p> <p>404 Define medical asepsis and perform proper hand hygiene techniques.</p> <p>405 Demonstrate standard precautions and procedures.</p> <p>406 Demonstrate sterile technique in gowning and gloving.</p> <p>407 Describe the correct techniques in dealing with patients requiring isolation for specific infectious conditions.</p> <p>408 RESERVED</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</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 a question or solve a problem.</p>	



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		<p>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 GRADES 9-10-11-12</b>  <b>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>	<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.  <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>	

## 500 Introduction to Medical Laboratory Techniques

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
<p><b>501</b> Apply the basic principles of quality assurance and laboratory safety in all aspects of laboratory testing including patient preparation, specimen collection, reagent and instrument handling, testing procedures, and reporting of results.</p> <p><b>502</b> Explain and demonstrate through proper technique or patient instruction the collection and processing of biological specimens.</p> <p><b>503</b> Perform client specimen laboratory tests, related to urinalysis, chemistry, hematology, immunology, and microbiology, along with point-of-care testing procedures.</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</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 a question or solve a problem.</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>

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
		<p>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><b>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>	<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>	

## 600 Introduction to Human Wellness and Disease

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
<p><b>601</b> Explain the differences of medical treatment and holistic/alternative health care.</p> <p><b>602</b> Describe cellular injury and cellular death.</p> <p><b>603</b> Describe the factors that precipitate disease in the human body.</p> <p><b>604</b> Describe the cellular environment.</p> <p><b>605</b> Discuss analyzing disease risk.</p> <p><b>606</b> Describe environmental risk factors.</p> <p><b>607</b> Discuss combined effects and interaction among risk factors.</p> <p><b>608</b> Describe aging as a risk factor for disease.</p> <p><b>609</b> Discuss familial diseases and associated risk factors.</p> <p><b>610</b> Define the characteristics of the immune response.</p> <p><b>611</b> Describe the inflammation response.</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</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 a question or solve a problem.</p>	

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## 700 Healthcare Law and Ethics

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
<p><b>701</b> Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession.</p> <p><b>702</b> Describe the types of personal insurance necessary for the medical assistant.</p> <p><b>703</b> Discuss licensure and certification as it applies to health care providers.</p> <p><b>704</b> Describe the implications of HIPAA and client confidentiality in various health settings.</p> <p><b>705</b> Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety, and welfare of others.</p> <p><b>706</b> Describe the relationship of legal and ethical behaviors of a health care worker to the health care environment.</p> <p><b>707</b> List laws that have relevance to health care professionals.</p> <p><b>708</b> Discuss major ethical principles that apply to health care situations.</p> <p><b>709</b> Describe legal and ethical responsibilities of the health care professional to patient/clients.</p> <p><b>710</b> Discuss client rights, including the patient's bill of rights, power of attorney, advance directives and a living will.</p> <p><b>711</b> Apply legal and ethical principles to the management of medical information.</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</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 a question or solve a problem.</p>	

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## 800 Introduction to Medical Insurance and Managed Care

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
<p><b>801</b> Explain a third-party reimbursement system, including deductibles and copayments.</p> <p><b>802</b> Identify specific to broad categories of insurance programs.</p> <p><b>803</b> Identify available resources, current information and revisions in insurance law.</p> <p><b>804</b> Demonstrate awareness of state and federal mandates in both private and public insurance programs.</p> <p><b>805</b> Define basic and specific terminologies common to all insurance programs.</p> <p><b>806</b> Define HMOs and PPOs, and list differences of insurance coverage provided by each.</p> <p><b>807</b> Identify types of insurance plans.</p> <p><b>808</b> Identify models of managed health care.</p> <p><b>809</b> Discuss workers' compensation as it applies to a medical assistant.</p> <p><b>810</b> Implement procedures for managed care and insurance plans.</p> <p><b>811</b> Discuss utilization review principles.</p> <p><b>812</b> Discuss referral process for clients in a managed care program.</p> <p><b>813</b> Process an insurance claim.</p> <p><b>814</b> Compare processes for filing insurance claims both manually and electronically.</p> <p><b>815</b> Discuss types of physician fee schedules.</p> <p><b>816</b> Define Diagnosis Related Groups (DRGs), and the use of the most recent medical codes (ICD/CPT).</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</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 a question or solve a problem.</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>



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		<p>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><b>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>	<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>	

## 900 Concepts of Effective Communication

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
<p><b>901</b> Identify important self-management strategies.</p> <p><b>902</b> Demonstrate effective telephone techniques used in the healthcare facility.</p> <p><b>903</b> Use effective means of therapeutic communication.</p> <p><b>904</b> Combine prefixes, suffixes, and word roots to form and define complex medical terms.</p> <p><b>905</b> Identify global standard medical, diagnostic, and laboratory abbreviations.</p> <p><b>906</b> Discuss the inter-relationships between stress, coping, and illness.</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</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 a question or solve a problem.</p>	

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		<p>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><b>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>	<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>	

# 1000 Introduction to Human Body

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
<p><b>1001</b> Identify body planes cavities and directional terms of the human body.</p> <p><b>1002</b> Describe basic principles and concepts of human biology.</p> <p><b>1003</b> List the structural parts of, and describe the basic chemistry of the cell.</p> <p><b>1004</b> Describe how heredity and genetics influence a client's medical condition.</p> <p><b>1005</b> List the basic structure and functions of all body systems.</p> <p><b>1006</b> Explain the anatomy and physiology of specific disorders of the body.</p> <p><b>1007</b> RESERVED</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</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 a question or solve a problem.</p>	

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# 1100 Introduction to Computer Applications

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<p><b>1101</b> Identify and explain the purpose of the various components of a computer.</p> <p><b>1102</b> Perform fundamental operating skills on a computer.</p> <p><b>1103</b> Explain the main purpose of computer applications programs used by a medical assistant.</p> <p><b>1104</b> Complete a client's medical record electronically on a computer using a specific software package (EMR).</p> <p><b>1105</b> Become competent with computer software applications programs used by 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>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</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 a question or solve a problem.</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>

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		<p>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 GRADES 9-10-11-12</b>  <b>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>	<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.  <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>	

## 1200 Medical Assistant Clinical Laboratory Procedures

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
<p><b>1201</b> Demonstrate procedures that prepare a client for examinations and or treatments.</p> <p><b>1202</b> Perform electrocardiograms using an electrocardiograph (ECG/EKG) and interpret a normal tracing.</p> <p><b>1203</b> Document a client's condition, along with the chief complaint.</p> <p><b>1204</b> Perform a vision screening test using a Snellen chart, and auditory testing.</p> <p><b>1205</b> Obtain a client's medical history.</p> <p><b>1206</b> Perform and record measurements on a client, including height, weight, temperature, pulse, respiration, and blood pressure.</p> <p><b>1207</b> Swab a client's throat using a sterile cotton swab, and perform a manufacturer's strep rapid test, recording the result.</p> <p><b>1208</b> Perform pulse oximeter readings on a client and discuss implications of an abnormal result.</p> <p><b>1209</b> Perform procedures for infant measurements and graph the results.</p> <p><b>1210</b> Provide a peak flow aerosol treatment on a client.</p> <p><b>1211</b> List the steps in performing a finger stick on a client.</p> <p><b>1212</b> List the steps in performing a venipuncture on a client.</p> <p><b>1213</b> Name each type of blood collection tubes by color, and by the additive to prevent clotting.</p> <p><b>1214</b> Perform blood glucose measurement on a control sample using a glucometer.</p> <p><b>1215</b> Explain to a client the correct process to collect a clean-catch urine specimen.</p> <p><b>1216</b> Describe the procedure and/or perform lab tests including dipstick testing and pregnancy test on a urine specimen.</p> <p><b>1217</b> Describe the procedure and/or perform lab tests including hemoglobin and hematocrit testing on blood specimens.</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</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 a question or solve a problem.</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>ALGEBRA</b>  <b>Standard 2.2.HS.C.2</b> Graph and analyze functions.</p>



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
		<p>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 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.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>	

## 1300 Safety and Emergency Practices

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
<p><b>1301</b> In the specific order, don personal protective equipment (PPE), including gloves, gown, and mask.</p> <p><b>1302</b> Identify safety techniques that can be used to prevent accidents and maintain a safe work environment.</p> <p><b>1303</b> Read a safety data sheet (SDS) and list important items shown on the document.</p> <p><b>1304</b> Create safety signs, draw symbols and interpret chemical/safety information on a label.</p> <p><b>1305</b> Perform steps of professional and provider CPR and AED.</p> <p><b>1306</b> Describe the basic principles of basic first aid.</p> <p><b>1307</b> Describe the fundamental principles for evacuation of a health care center.</p> <p><b>1308</b> Discuss fire safety issues in a health care facility.</p> <p><b>1309</b> Discuss requirements for hazardous material disposal.</p> <p><b>1310</b> Demonstrate proper ergonomic technique when transferring, positioning, and draping a client for an examination.</p> <p><b>1311</b> Discuss critical elements of an emergency plan for response to a natural disaster or other emergency.</p> <p><b>1312</b> Identify emergency preparedness plans in your community.</p> <p><b>1313</b> Discuss potential roles of the medical assistant in emergency preparedness.</p> <p><b>1314</b> Comply with safety signs, symbols and labels seen in a health care facility.</p> <p><b>1315</b> Evaluate the work environment to identify safe versus unsafe working conditions.</p> <p><b>1316</b> Develop a personal safety and evacuation plan to follow in case of an emergency.</p> <p><b>1317</b> Demonstrate the proper use of the following equipment: eye wash, fire extinguishers, sharps disposal containers, and biohazard bags.</p> <p><b>1318</b> Participate in a mock environmental exposure event.</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</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 a question or solve a problem.</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>

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
<p><b>1319</b> Plan an evacuation plan for a physician's office.</p> <p><b>1320</b> Demonstrate methods of fire prevention in a health care setting, utilizing acronyms RACE and PASS.</p> <p><b>1321</b> Maintain CPR and AED certification.</p> <p><b>1322</b> Perform proper first aid procedures when given a simulated patient emergency situation.</p> <p><b>1323</b> Use proper body mechanics when lifting objects or clients.</p> <p><b>1324</b> Maintain a list of community resources for emergency preparedness.</p> <p><b>1325</b> Recognize the effects of stress on all persons involved in emergency situations.</p> <p><b>1326</b> Demonstrate self-awareness in responding to emergency situations.</p>		<p>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 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.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>	

**1400 Complete an Entire Medical Assisting Externship Prior to Taking and Passing the Examination to  
Receive a Medical Assistant Credential**

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
	<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></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</p>	<p>To be determined...based on individual programs.</p>

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
		<p>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>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>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 GRADES 9-10-11-12</b>  <b>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>	<p>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>	