

# Health Professions and Related Clinical Sciences, Other, Classification of Instructional Program (CIP) 51.9999

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

## 100 Orientation and Safety

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 school rules, regulations, and attendance requirements.</p> <p><b>102</b> Find the school layout, resources and evacuation procedures.</p> <p><b>103</b> Identify general course objectives.</p> <p><b>104</b> Identify clinical skill area rules and regulations.</p> <p><b>105</b> Identify class dress code and the essence of good grooming.</p> <p><b>106</b> Provide details of grading policies in this class.</p> <p><b>107</b> Differentiate between hospitals, long-term care agencies and home health agencies as to their history, purpose and what each expects of the health care professional.</p> <p><b>108</b> Identify clinical experience guidelines and procedures.</p> <p><b>109</b> Identify and describe OSHA standards and Centers for Disease Control (CDC) standard precautions.</p> <p><b>110</b> Explain the "Right to Know Law" and the importance of maintaining SDS for all chemicals.</p> <p><b>111</b> List both physical and psychological indicators of stress in self and others and identify stress reduction techniques.</p> <p><b>112</b> Demonstrate effective interpersonal conflict management skills.</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>	<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 multistep 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>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 Legal and Ethical Issues

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<p><b>201</b> Identify client's advanced directives.</p> <p><b>202</b> Maintain confidentiality of records and information as required by HIPAA.</p> <p><b>203</b> Promote the client's right to make personal choices to accommodate individual needs.</p> <p><b>204</b> Outline professional standards for health care professionals.</p> <p><b>205</b> Identify legal responsibilities of the health care professional.</p> <p><b>206</b> Discuss ethics as related to the health care professional.</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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## 300 Communication

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<p><b>301</b> Demonstrate effective, abuse-free verbal and non-verbal communication, in keeping with the health care provider's role, when communicating with the client and their families, including social networking.</p> <p><b>302</b> Observe by using the senses of sight, hearing, touch and smell to report client/client behavior to the licensed health care provider.</p> <p><b>303</b> Document both objective and subjective observations using appropriate terms.</p> <p><b>304</b> Explain the importance of maintaining the client record.</p> <p><b>305</b> Communicate in a respectful, adult manner, according to the client's stage of development and cultural background.</p> <p><b>306</b> Identify the "chain of command" in the organizational structure of the health care agency and scope of practice.</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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## 400 Infection Control

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<p><b>401</b> Identify diseases, their mode of transmission, and use of transmission-based precautions.</p> <p><b>402</b> Demonstrate proper hand hygiene techniques.</p> <p><b>403</b> Apply principles of standard precautions and infection control in the health care facility.</p> <p><b>404</b> Discuss the following: blood-borne pathogens, sharps disposal, and biohazards.</p> <p><b>405</b> Demonstrate correct isolation and safety techniques in care of infectious clients, including use of, proper personal protective equipment (PPE).</p> <p><b>406</b> Follow infection control measures to provide quality care.</p> <p><b>407</b> Perform basic cleaning and disinfecting of objects to prevent disease transmission.</p> <p><b>408</b> Explain how the immune system protects the body from infectious diseases.</p> <p><b>409</b> Demonstrate proper donning and removal of non-sterile gloves.</p> <p><b>410</b> Identify and discuss proper sterilizing of contaminated objects.</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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## 500 Safety and Body Mechanics

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<p><b>501</b> Follow safety and emergency procedures.</p> <p><b>502</b> Report emergencies accurately and immediately.</p> <p><b>503</b> Identify safety measures and devices that prevent accidents to clients, including the proper use of alternative measures to client restraints.</p> <p><b>504</b> Utilize proper body mechanics.</p> <p><b>505</b> Report nonfunctioning equipment.</p> <p><b>506</b> Provide care of sensory deprived clients such as blind or deaf clients.</p> <p><b>507</b> Discuss the significance of SDS and OSHA as they pertain to the health care environment.</p> <p><b>508</b> Provide for the client's safe, clean, and comfortable environment.</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>	

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).  <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>  <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 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>	

## 600 Emergency Care and Disaster Preparedness

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> Demonstrate the signs of a client choking or having an obstructed airway.</p> <p><b>602</b> Describe Basic Life Support with AED and Basic First Aid.</p> <p><b>603</b> Follow Emergency Response/Crisis Plan Procedures in the facility.</p> <p><b>604</b> Identify potential fire hazards and safety procedures, including PASS and RACE.</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 Human Needs and Human Development

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> Describe human growth and development through the lifespan.</p> <p><b>702</b> Identify and respect cultural diversity, along with accepting a client seeking holistic health practitioners for wellness.</p> <p><b>703</b> Provide examples of how age, illness and disability affect psychosocial changes in the client.</p> <p><b>704</b> Provide assistance for the clients to express their personal faith and religious beliefs.</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 Moving, Lifting, and Positioning

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> Assist the client with dangling, standing, and walking.</p> <p><b>802</b> Demonstrate proper technique of transferring client from bed to chair/wheelchair and from stretcher to bed.</p> <p><b>803</b> Demonstrate proper turning and/or positioning of a client both in bed and in a chair.</p> <p><b>804</b> Discuss safety hazards, including slips, trips, and the risks of falls, in addition to demonstrating the proper use of safety devices such as a gait belt.</p> <p><b>805</b> Discuss transfer and positioning of a client with special needs.</p> <p><b>806</b> Demonstrate the proper technique of transporting a bariatric client via wheelchair.</p> <p><b>807</b> Describe the procedural steps in utilizing the mechanical lift.</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 multistep 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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## 900 Personal Care Skills

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> Provide for the client's privacy when providing personal care.</p> <p><b>902</b> Assist the client to dress and undress.</p> <p><b>903</b> Assist the client with bathing and personal grooming to include the principles of hand and foot care.</p> <p><b>904</b> Observe and report condition of the skin to include skin discoloration, such as redness, black and blue areas, rash, itching, etc. (skin conditions)</p> <p><b>905</b> Administer special oral hygiene for the conscious/ unconscious client.</p> <p><b>906</b> Identify and discuss treatment of decubitus ulcers (bed or pressure sores) on a client.</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> <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.</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>	

# 1000 Urinary Elimination/Bowel Elimination

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<p><b>1001</b> Discuss how to assist the client in toileting and bladder training.</p> <p><b>1002</b> Provide catheter care.</p> <p><b>1003</b> Demonstrate perineal care on client.</p> <p><b>1004</b> Demonstrate application of briefs.</p> <p><b>1005</b> Demonstrate proper use of standard bedpan and fracture pan.</p> <p><b>1006</b> Document urinary output of fluid for a client.</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 Nutrition and Hydration

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>1101</b> List general principles of the basic nutrition/food pyramid.</p> <p><b>1102</b> Identify and plan therapeutic diets.</p> <p><b>1103</b> Demonstrate the procedures for assisting a client with eating meals, including thickened liquids.</p> <p><b>1104</b> Describe the appropriate care of a neurological and sensory deprived client feeding.</p> <p><b>1105</b> Accurately measure and record intake and output of a client's fluids.</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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## 1200 Basic Clinical Skills

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<p><b>1201</b> Apply a non-sterile dressing.</p> <p><b>1202</b> Discuss the purpose and procedure of applying a sterile dressing.</p> <p><b>1203</b> Accurately measure and record a client's temperature (oral, axillary, rectal, electronic).</p> <p><b>1204</b> Accurately measure and record a client's radial and apical pulse.</p> <p><b>1205</b> Accurately measure and record a client's respirations.</p> <p><b>1206</b> Accurately measure and record a client's blood pressure.</p> <p><b>1207</b> Accurately measures and records a client's pulse oximetry result.</p> <p><b>1208</b> Apply elastic stockings to a client.</p> <p><b>1209</b> Demonstrate unoccupied bed making.</p> <p><b>1210</b> Demonstrate occupied bed making.</p> <p><b>1211</b> Measure and record height and weight of a client.</p> <p><b>1212</b> Prepare soiled linen for laundry.</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 multistep 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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## 1300 Mental Health and Mental Illness

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<p><b>1301</b> Identify and discuss the various types of mental health disorders.</p> <p><b>1302</b> Demonstrate reality orientation techniques with the confused client.</p> <p><b>1303</b> Demonstrate appropriate communication skills/techniques with easily agitated or frightened clients.</p> <p><b>1304</b> Demonstrate appropriate skills/techniques with clients exhibiting repetitive behaviors.</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>	

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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## 1400 Rehabilitation and Restorative 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>1401</b> Assist the client with ambulatory and transfer devices (e.g., cane, quad cane, walker, crutches, and wheelchair).</p> <p><b>1402</b> Perform range of motion exercises as instructed by the therapist or the professional nurse.</p> <p><b>1403</b> Demonstrate the proper use of assistive devices when assisting the client.</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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## 1500 Death and Dying

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>1501</b> Discuss own feelings and attitude about death (verbal and/or written).</p> <p><b>1502</b> Explain how culture and religion influence a person's attitude toward death and the bereavement process.</p> <p><b>1503</b> Discuss the goals of hospice care.</p> <p><b>1504</b> List the stages of dying.</p> <p><b>1505</b> Report the common signs of a client's approaching death.</p> <p><b>1506</b> Explain the postmortem care of a client while maintaining the client's right to dignity and respect.</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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## 1600 Medical Terminology

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<p><b>1601</b> Differentiate roots/prefixes/suffixes in medical terms.</p> <p><b>1602</b> Define abbreviations used in medical documents.</p> <p><b>1603</b> Differentiate medical specialties.</p> <p><b>1604</b> Demonstrate and interpret proper use of medical language.</p> <p><b>1605</b> Identify anatomical medical terms when discussing health and illness of the body.</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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## 1700 Allied Health Skills

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>1701</b> Prepare a medical file for a new client.  <b>1702</b> Maintain client records accurately.  <b>1703</b> Complete manual filing skills and discuss use of electronic medical records (EMR).  <b>1704</b> Position client for specific examinations as indicated by physician.  <b>1705</b> Perform visual acuity test.  <b>1706</b> Demonstrate methods of collection, special handling and labeling of specimens.  <b>1707</b> Discuss the principles of an EKG.  <b>1708</b> Discuss or perform a blood glucose measurement using a glucometer, proper strips, and manufacturer glucose controls or standards.</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 multistep 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 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 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>	

# 1800 Anatomy, Physiology, and Pathophysiology

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>1801</b> Identify the basic structure of the human body.</p> <p><b>1802</b> Label body plains, directions and cavities.</p> <p><b>1803</b> Identify the organs, and explain the function of the respiratory system.</p> <p><b>1804</b> RESERVED</p> <p><b>1805</b> Identify disease processes - respiratory system.</p> <p><b>1806</b> Identify the organs, and explain the function of the circulatory system.</p> <p><b>1807</b> RESERVED</p> <p><b>1808</b> Identify disease processes of the circulatory system.</p> <p><b>1809</b> Identify the organs, and explain the function of the integumentary system.</p> <p><b>1810</b> RESERVED</p> <p><b>1811</b> Identify disease processes of the integumentary system.</p> <p><b>1812</b> Identify the organs, and explain the function of the musculoskeletal system.</p> <p><b>1813</b> RESERVED</p> <p><b>1814</b> Identify disease processes of the musculoskeletal system.</p> <p><b>1815</b> Identify the organs (including sensory organs), and explain the function of the nervous system.</p> <p><b>1816</b> RESERVED</p> <p><b>1817</b> Identify disease processes of the nervous system.</p> <p><b>1818</b> Identify the organs, and explain the function of the digestive system.</p> <p><b>1819</b> RESERVED</p> <p><b>1820</b> Identify disease processes of the digestive system.</p> <p><b>1821</b> Identify the organs, and explain the function of the urinary system.</p> <p><b>1822</b> RESERVED</p> <p><b>1823</b> Identify disease processes of the urinary system.</p> <p><b>1824</b> Identify the organs, and explain the function of the reproductive system.</p> <p><b>1825</b> RESERVED</p> <p><b>1826</b> Identify the disease processes of the reproductive system.</p> <p><b>1827</b> Identify the organs, and explain the function of the lymphatic system.</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><b>1828</b> RESERVED</p> <p><b>1829</b> Identify disease processes of the lymphatic system.</p> <p><b>1830</b> Identify the organs, and explain the function of the endocrine system.</p> <p><b>1831</b> RESERVED</p> <p><b>1832</b> Identify the disease processes of the endocrine system.</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. <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.</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>	

## 1900 Mathematics in Allied Health

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>1901</b> Student utilizes mathematics applications in healthcare.</p> <p><b>1902</b> Identify systems of measurements used in a clinical setting.</p> <p><b>1903</b> Identify and convert between measurement systems including metric system.</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 multistep 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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