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

Units of Instruction and Task Grid Linked to Pennsylvania Core Standards

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

Revised June 2018
NOTE:
Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

<table>
<thead>
<tr>
<th>STANDARD CC.3.5.9-10.F</th>
<th>Analyze the structure of the relationships among concepts in a text, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CC.3.5.11-12.F</td>
<td>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</td>
</tr>
</tbody>
</table>

INTEGRATE KNOWLEDGE & IDEAS
GRADES 9-10
Standard CC.3.5.9-10.G
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H
Assess the reasoning in a text to support the author’s claim for solving a technical problem.

Standard CC.3.5.9-10. I
Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS
GRADES 11-12
Standard CC.3.5.11-12. G
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H
Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I
planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E
Standard CC.3.6.11-12.E
Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH
GRADES 9-10-11-12
Standard CC.3.6.9-10.F
Standard CC.3.6.11-12.F
Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G
Standard CC.3.6.11-12.G
Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H
Standard CC.3.6.11-12.H
Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING
GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.
Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING**

**GRADES 9-10-11-12**

- Standard CC.3.5.9-10.A
- Standard CC.3.5.11-12.A
- Cite specific textual evidence, etc.

- Standard CC.3.5.9-10.B
- Standard CC.3.5.11-12.B
- Determine the central ideas or conclusions of a text; etc.

- Standard CC.3.5.9-10.C
- Standard CC.3.5.11-12.C
- Follow precisely a complex multistep procedure, etc.

200 **MEDICAL ASSISTANT ADMINISTRATIVE SKILLS.**

201 Complete administrative responsibilities of the medical assistant, including client scheduling.

202 RESERVED

203 Compose and format all forms of written correspondence. (emails, letters, memos, etc.)

204 Establish and maintain patient records, both hard copy and electronic medical records (EMR).

205 Complete a demographic form for a client.

206 Perform basic office accounting procedures.

207 RESERVED

208 Complete appropriate medical office forms including NPP, medical release and others.

209 Process incoming and outgoing mail.

210 Demonstrate effective telephone techniques used in the healthcare facility.

211 Perform basic computer applications including spreadsheets, PowerPoint, and publishing.

**CAREER CLUSTER**

Health Science Career Cluster

(Choose Standards)

1-2-3-4-5

**PATHWAY(S)**

A. Diagnostic Services Career Pathway

(Choose Standards)

1-2-3-4-5

B. Support Services Career Pathway

(Choose Standards)

1-2-3-4-5

C. Therapeutic Services Career Pathway

Choose Standards

1-2-3-4

**NOTE:**

Please refer to the Common Career Technical Core

**KEY IDEAS/DETAILS**

**GRADES 9-10-11-12**

- Standard CC.3.5.9-10.A
- Standard CC.3.5.11-12.A
- Cite specific textual evidence, etc.

- Standard CC.3.5.9-10.B
- Standard CC.3.5.11-12.B
- Determine the central ideas or conclusions of a text; etc.

- Standard CC.3.5.9-10.C
- Standard CC.3.5.11-12.C
- Follow precisely a complex multistep procedure, etc.

**CRAFT & STRUCTURE**

**GRADES 9-10-11-12**

- Standard CC.3.5.9-10.D
- Standard CC.3.5.11-12.D
- Determine the meaning of symbols, key terms, and other domain specific words.

- Standard CC.3.5.9-10.E
- Standard CC.3.5.11-12.E
- Analyze the structure of the relationships among concepts in a text, etc.

- Standard CC.3.5.9-10.F
- Standard CC.3.5.11-12.F

**TEXT TYPES AND PURPOSE**

**GRADES 9-10-11-12**

- Standard CC.3.6.9-10.A
- Standard CC.3.6.11-12.A
- Write arguments focused on discipline specific content.

- Standard CC.3.6.9-10.B
- Standard CC.3.6.11-12.B
- Write informative or explanatory texts, including the narration of technical processes, etc.

**PRODUCTION & DISTRIBUTION OF WRITING**

**GRADES 9-10-11-12**

- Standard CC.3.6.9-10.C
- Standard CC.3.6.11-12.C
- Produce clear and coherent writing...appropriate to task, purpose, and audience.

- Standard CC.3.6.9-10.D
- Standard CC.3.6.11-12.D
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on

**NUMBERS AND OPERATIONS**

- Standard 2.1.HS.F.2
  - Apply properties of rational and irrational numbers to solve real world or mathematical problems.

- Standard 2.1.HS.F.4
  - Use units as a way to understand problems and to guide the solution of multistep problems.

- Standard 2.1.HS.F.5
  - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

- Standard 2.1.HS.F.6
  - Extend the knowledge of arithmetic operations and apply to complex numbers.
Standards booklet if you wish to add more Career Pathways for your local geographic area.

<table>
<thead>
<tr>
<th>Standards booklet if you wish to add more Career Pathways for your local geographic area.</th>
<th>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</th>
<th>addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
</tr>
<tr>
<td>GRADES 9-10</td>
<td>GRADES 11-12</td>
<td>GRADES 9-10-11-12</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</td>
<td>Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author’s claim for solving a technical problem.</td>
<td>Standard CC.3.6.9-10.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.</td>
<td><strong>RANGE OF WRITING</strong></td>
<td><strong>RANGE OF WRITING</strong></td>
</tr>
<tr>
<td>GRADES 9-10-11-12</td>
<td>GRADES 9-10-11-12</td>
<td>GRADES 9-10-11-12</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</td>
<td>Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</td>
<td>Standard CC.3.5.9-10. I &amp; Standard CC.3.5.11-12. I Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.J Synthesize information from a range of sources into a coherent understanding.</td>
<td><strong>RANGE OF READING</strong></td>
<td><strong>RANGE OF READING</strong></td>
</tr>
<tr>
<td>GRADES 9-10-11-12</td>
<td>GRADES 9-10-11-12</td>
<td>GRADES 9-10-11-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Discuss the usage of an aerosol treatment.

Utilize measurements and precautions to administer subcutaneous injections.

Utilize measurements and precautions to administer intradermal injections.

Utilize measurements and precautions to administer medications.

Utilize measurements and precautions to administer eye medications.

Correctly interpret and use written medication orders and abbreviations.

Identify the major drug classifications.

Utilize dosage forms, doses, and dosing calculations.

Utilize measurements and precautions to administer oral medications, liquid and solid.

Utilize measurements and precautions to administer eye medications.

Utilize measurements and precautions to administer intradermal injections.

Utilize measurements and precautions to administer subcutaneous injections.

Utilize measurements and precautions to administer intramuscular injections using ampules and vials.

Discuss the usage of an aerosol treatment.

CAREER CLUSTER
Health Science Career Cluster
(Choose Standards)
1-2-3-4-5-6

PATHWAY(S)
A. Diagnostic Services
Career Pathway
(Choose Standards)
1-2-3-4-5
B. Support Services
Career Pathway
(Choose Standards)
1-2-3-4-5
C. Therapeutic Services
Career Pathway
Choose Standards
1-2-3-4

NOTE:
Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

KEY IDEAS/DETAILS
GRADES 9-10-11-12
Standard CC.3.5.9-10. A
Standard CC.3.5.11-12 A
Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B
Standard CC.3.5.11-12. B
Determine the central ideas or conclusions of a text, etc.
Standard CC.3.5.9-10.C
Standard CC.3.5.11-12.C
Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE
GRADES 9-10-11-12
Standard CC.3.5.9-10. D
Standard CC.3.5.11-12.D
Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E
Standard CC.3.5.11-12.E
Analyze the structure of the relationships among concepts in a text, etc.

TEXT TYPES AND PURPOSE
GRADES 9-10-11-12
Standard CC.3.6.9-10.A
Standard CC.3.6.11-12.A
Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B
Standard CC.3.6.11-12.B
Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING
GRADES 9-10-11-12
Standard CC.3.6.9-10.C
Standard CC.3.6.11-12.C
Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10.D
Standard CC.3.6.11-12.D
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INTEGRATE KNOWLEDGE & IDEAS

NUMBERS AND PURPOSE
Standard 2.1.HS.F.2
Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4
Use units as a way to understand problems and to guide the solution of multi-step problems.
Standard 2.1.HS.F.5
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Standard 2.1.HS.F.6
Extend the knowledge of arithmetic operations and apply to complex numbers.
<table>
<thead>
<tr>
<th>GRADES 9-10</th>
<th>Standard CC.3.5.9-10.G</th>
<th>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CC.3.5.9-10. H</td>
<td>Assess the reasoning in a text to support the author’s claim for solving a technical problem.</td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.5.9-10. I</td>
<td>Compare and contrast findings presented in a text to those from other sources, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**INTEGRATE KNOWLEDGE & IDEAS**

<table>
<thead>
<tr>
<th>GRADES 11-12</th>
<th>Standard CC.3.5.11-12. G</th>
<th>Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CC.3.5.11-12. H</td>
<td>Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.5.11-12. I</td>
<td>Synthesize information from a range of sources into a coherent understanding.</td>
<td></td>
</tr>
</tbody>
</table>

**RESEARCH**

<table>
<thead>
<tr>
<th>GRADES 9-10-11-12</th>
<th>Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F</th>
<th>Conduct short and more sustained research to answer a question or solve a problem.</th>
</tr>
</thead>
</table>

**RANGE OF WRITING**

| GRADES 9-10-11-12 | Standard CC.3.5.9-10.J & Standard CC.3.5.11-12.J | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc. |

**RANGE OF READING**

| GRADES 9-10 | Standard CC.3.5.9-10.J | By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently. |

**RANGE OF WRITING**

| GRADES 9-10-11-12 | Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc. |

---

**400 INFECTION CONTROL.**
| 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. |
| 402 | Identify the chain of infection. |
| 403 | Perform a sterile dressing on a wound. |
| 404 | Demonstrate medical asepsis and perform proper hand hygiene techniques. |
| 405 | Demonstrate universal precautions. |
| 406 | Demonstrate donning sterile gloves. |
| 407 | Demonstrate the correct techniques in dealing with patients requiring isolation when donning PPE. |
| 408 | Demonstrate techniques in sanitizing, disinfecting and sterilizing instruments. |
| 409 | Prepare instruments for the autoclave and operate appropriately. |
| 410 | Prepare a sterile field. |
| 411 | Describe the inflammation process and signs and symptoms of infection. |

**CAREER CLUSTER**

Health Science Career Cluster

(Choose Standards)

- 1-2-3-4-5-6

**PATHWAY(S)**

A. Diagnostic Services

Career Pathway

(Choose Standards)

- 1-2-3-4-5

B. Support Services

Career Pathway

(Choose Standards)

- 1-2-3-4-5

C. Therapeutic Services

Career Pathway

Choose Standards

- 1-2-3-4

**NOTE:**

Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

**KEY IDEAS/DETAILS**

**GRADES 9-10-11-12**

- Standard CC.3.5.9-10. A
- Standard CC.3.5.11-12 A
- Cite specific textual evidence, etc.
- Standard CC.3.5.9-10 B
- Standard CC.3.5.11-12. B
- Determine the central ideas or conclusions of a text; etc.
- Standard CC.3.5.9-10 C
- Standard CC.3.5.11-12.C
- Follow precisely a complex multistep procedure, etc.

**CRAFT & STRUCTURE**

**GRADES 9-10-11-12**

- Standard CC.3.5.9-10. D
- Standard CC.3.5.11-12.D
- Determine the meaning of symbols, key terms, and other domain specific words.
- Standard CC.3.5.9-10.E
- Standard CC.3.5.11-12.E
- Analyze the structure of the relationships among concepts in a text, etc.
- Standard CC.3.5.9-10.F
- Standard CC.3.5.11-12.F
- Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

**INTEGRATE KNOWLEDGE & IDEAS**

**GRADES 9-10**

- Standard CC.3.5.9-10.G
- Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
- Standard CC.3.5.9-10. H

**TEXT TYPES AND PURPOSE**

**GRADES 9-10-11-12**

- Standard CC.3.6.9-10.A
- Standard CC.3.6.11-12.A
- Write arguments focused on discipline specific content.
- Standard CC.3.6.9-10.B
- Standard CC.3.6.11-12.B
- Write informative or explanatory texts, including the narration of technical processes, etc.

**PRODUCTION & DISTRIBUTION OF WRITING**

**GRADES 9-10-11-12**

- Standard CC.3.6.9-10.C
- Standard CC.3.6.11-12.C
- Produce clear and coherent writing...appropriate to task, purpose, and audience.
- Standard CC.3.6.9-10.D
- Standard CC.3.6.11-12.D
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**RESEARCH**

**GRADES 9-10-11-12**

- Standard CC.3.6.9-10.E
- Standard CC.3.6.11-12.E
- Use technology, including the internet, to produce, publish, and update individual or shared writing products.
<table>
<thead>
<tr>
<th>500 LABORATORY PROCEDURES.</th>
<th>CAREER CLUSTER</th>
<th>KEY IDEAS/DETAILS</th>
<th>TEXT TYPES AND PURPOSE</th>
<th>NUMBERS AND OPERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>501 Apply the basic principles of quality assurance and laboratory safety in all aspects of laboratory testing.</td>
<td>Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6</td>
<td>Cite specific textual evidence, etc. Standard CC.3.5.9-10.A Standard CC.3.5.11-12.A</td>
<td>Write arguments focused on discipline specific content. Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A</td>
<td>Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.2</td>
</tr>
<tr>
<td>502 RESERVED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>503 RESERVED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>504 Obtain a routine urine specimen perform a urinalysis using a reagent strip.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>505 Obtain a clean catch urine and process for lab analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>506 Perform a capillary puncture for blood glucose analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Task Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>507</td>
<td>Perform a capillary puncture for hemoglobin and/or hematocrit.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>508</td>
<td>Utilize and describe the standard blood collection tube order of draw and additives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>509</td>
<td>Perform venipuncture using a straight needle and process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>Perform venipuncture using a butterfly needle and process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>511</td>
<td>Collect a throat culture using sterile supplies and process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>512</td>
<td>Perform a fecal occult blood specimen, educate the client and process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>513</td>
<td>Complete a laboratory requisition form.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A. Diagnostic Services Career Pathway**
(Choose Standards)

- 1-2-3-4-5

**B. Support Services Career Pathway**
(Choose Standards)

- 1-2-3-4-5

**C. Therapeutic Services Career Pathway**
(Choose Standards)

- 1-2-3-4

**NOTE:**
Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

For more details, please refer to the Common Career Technical Core Standards booklet.
### INTEGRATE KNOWLEDGE & IDEAS
#### GRADES 11-12
- **Standard CC.3.5.11-12.G**
  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
- **Standard CC.3.5.11-12.H**
  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
- **Standard CC.3.5.11-12.I**
  Synthesize information from a range of sources into a coherent understanding.

#### RANGE OF READING
- **GRADES 9-10-11-12**
- **Standard CC.3.5.9-10.A**
  Cite specific textual evidence, etc.
- **Standard CC.3.5.11-12.A**
- **Standard CC.3.5.11-12.B**
  Determine the central ideas or conclusions of a text; etc.
- **Standard CC.3.5.9-10.C**
- **Standard CC.3.5.11-12.C**
  Follow precisely a complex multistep procedure, etc.

#### RANGE OF WRITING
- **GRADES 9-10-11-12**
- **Standard CC.3.6.9-10.H**
  Draw evidence from informational texts to support analysis, reflection, and research.
- **Standard CC.3.6.11-12.H**

### RANGE OF WRITING
- **GRADES 9-10-11-12**
- **Standard CC.3.6.9-10.I**
- **Standard CC.3.6.11-12.I**
- **Standard CC.3.6.9-10.B**
- **Standard CC.3.6.11-12.B**

### CRAFT & STRUCTURE
- **GRADES 9-10-11-12**
- **Standard CC.3.5.9-10.D**

### TEXT TYPES AND PURPOSE
- **GRADES 9-10-11-12**
- **Standard CC.3.6.9-10.A**
  Write arguments focused on discipline specific content.
- **Standard CC.3.6.11-12.A**
- **Standard CC.3.6.9-10.B**
- **Standard CC.3.6.11-12.B**
  Write informative or explanatory texts, including the narration of technical processes, etc.

### PRODUCTION & DISTRIBUTION OF WRITING
- **GRADES 9-10-11-12**

---

| 600 | RESERVED |
| 601 | RESERVED |
| 602 | RESERVED |
| 603 | RESERVED |
| 604 | RESERVED |
| 605 | RESERVED |
| 606 | RESERVED |
| 607 | RESERVED |
| 608 | RESERVED |
| 609 | RESERVED |
| 610 | RESERVED |
| 611 | RESERVED |

### CAREER CLUSTER
- **Health Science Career Cluster**
  - **PATHWAY(S)**
    - **A. Diagnostic Services Career Pathway**
      - (Choose Standards) 1-2-3-4-5-6
    - **B. Support Services Career Pathway**
      - (Choose Standards) 1-2-3-4-5

### KEY IDEAS/DETAILS
- **GRADES 9-10-11-12**
- **Standard CC.3.5.9-10.A**
- **Standard CC.3.5.11-12.A**
- **Standard CC.3.5.9-10.B**
- **Standard CC.3.5.11-12.B**
- **Standard CC.3.5.9-10.C**
- **Standard CC.3.5.11-12.C**
  - **CRAFT & STRUCTURE**
    - **GRADES 9-10-11-12**
      - **Standard CC.3.5.9-10.D**
C. Therapeutic Services

Career Pathway

Choose Standards

1-2-3-4

NOTE:

Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

<table>
<thead>
<tr>
<th>Standard CC.3.5.11-12.D</th>
<th>Determine the meaning of symbols, key terms, and other domain specific words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CC.3.5.9-10.E</td>
<td>Analyze the structure of the relationships among concepts in a text, etc.</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.E</td>
<td>Analyze the author’s purpose in providing an explanation, describing a procedure...and</td>
</tr>
<tr>
<td></td>
<td>Analyze the structure of the relationships among concepts in a text.</td>
</tr>
</tbody>
</table>

INTEGRATE KNOWLEDGE & IDEAS

GRADES 9-10

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H

Assess the reasoning in a text to support the author’s claim for solving a technical problem.

Standard CC.3.5.9-10.I

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

INTEGRATE KNOWLEDGE & IDEAS

GRADES 11-12

Standard CC.3.5.11-12.G

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H

Standard CC.3.6.9-10.C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10.D

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INTEGRATE KNOWLEDGE & IDEAS

GRADE 11-12

Standard CC.3.5.11-12.G

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.5.11-12.H

Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING

GRADES 9-10-11-12
<table>
<thead>
<tr>
<th>700</th>
<th>HEALTHCARE LAW AND ETHICS.</th>
<th>701</th>
<th>Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession.</th>
</tr>
</thead>
<tbody>
<tr>
<td>702</td>
<td>RESERVED</td>
<td>703</td>
<td>RESERVED</td>
</tr>
<tr>
<td>704</td>
<td>Describe the implications of HIPAA and client confidentiality in various health settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>705</td>
<td>Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety, and welfare of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>706</td>
<td>Describe the relationship of legal and ethical behaviors of a health care worker to the health care environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>707</td>
<td>RESERVED</td>
<td>708</td>
<td>Discuss major ethical principles that apply to health care situations.</td>
</tr>
<tr>
<td>709</td>
<td>Describe legal and ethical responsibilities of the health care professional to patient/clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>710</td>
<td>Discuss client rights, including the patient's bill of rights, power of attorney, advance directives and a living will.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>711</td>
<td>Apply legal and ethical principles to the management of medical information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>712</td>
<td>Discuss the appropriate scope of practice for a medical assistant.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**CAREER CLUSTER**
Health Science Career Cluster
(Choose Standards)
1-2-3-4-5-6

**PATHWAY(S)**
A. Diagnostic Services Career Pathway
(Choose Standards)
1-2-3-4-5

B. Support Services Career Pathway
(Choose Standards)
1-2-3-4-5

C. Therapeutic Services Career Pathway
Choose Standards 1-2-3-4

**NOTE:**
Please refer to the Common Career Technical Core

**KEY IDEAS/DETAILS**
GRADE 9-10
Standard CC.3.5.9-10.
Follow precisely a complex multistep procedure, etc.

**CRAFT & STRUCTURE**
GRADE 9-10
Standard CC.3.5.9-10.D
Determine the central ideas or conclusions of a text; etc.

**TEXT TYPES AND PURPOSE**
GRADE 9-10
Standard CC.3.6.9-10.A
Write informative or explanatory texts, including the narration of technical processes, etc.

**NUMBERS AND OPERATIONS**
Standard 2.1.HS.F.2
Apply properties of rational and irrational numbers to solve real-world or mathematical problems.
Standard 2.1.HS.F.4
Use units as a way to understand problems and to guide the solution of multi-step problems.

**PRODUCTION & DISTRIBUTION OF WRITING**
GRADE 9-10
Standard CC.3.6.9-10.C
Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.11-12.C
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on

---

Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING**
GRADE 9-10
Standard CC.3.5.9-10.J
GRADE 9-11-12
Standard CC.3.5.11-12.J

By the end of grades 9–10, AND 11–12, read and comprehend technical texts independently and proficiently.
| Standards booklet if you wish to add more Career Pathways for your local geographic area. | Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text. **INTEGRATE KNOWLEDGE & IDEAS** **GRADES 9-10** **Standard CC.3.5.9-10.G** Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). **Standard CC.3.5.9-10. H** Assess the reasoning in a text to support the author’s claim for solving a technical problem. **Standard CC.3.5.9-10. I** Compare and contrast findings presented in a text to those from other sources, etc. **INTEGRATE KNOWLEDGE & IDEAS** **GRADES 11-12** **Standard CC.3.5.11-12. G** Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. **Standard CC.3.5.11-12. H** Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. **Standard CC.3.5.11-12. I** Synthesize information from a range of sources into a coherent understanding. **RANGE OF READING** **GRADES 9-10-11-12** **Standard CC.3.5.9-10.J** addressing what is most significant for a specific purpose and audience. **Standard CC.3.6.9-10.E** **Standard CC.3.6.11-12.E.** Use technology, including the internet, to produce, publish, and update individual or shared writing products. **RESEARCH** **GRADES 9-10-11-12** **Standard CC.3.6.9-10.F** **Standard CC.3.6.11-12.F** Conduct short and more sustained research to answer a question or solve a problem. **Standard CC.3.6.9-10.G.** **Standard CC.3.6.11-12.G** Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. **Standard CC.3.6.9-10.H.** **Standard CC.3.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research. **RANGE OF WRITING** **GRADES 9-10-11-12** **Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc. |
By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

CAREER CLUSTER
Health Science Career Cluster
(Choose Standards)
1-2-3-4-5-6

PATHWAY(S)
A. Diagnostic Services Career Pathway
(Choose Standards)
1-2-3-4-5

B. Support Services Career Pathway
(Choose Standards)
1-2-3-4-5

C. Therapeutic Services Career Pathway
Choose Standards
1-2-3-4

NOTE:
Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

KEY IDEAS/DETAILS
GRADES 9-10-11-12
Standard CC.3.5.9-10. A
Standard CC.3.5.11-12 A
Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B
Standard CC.3.5.11-12. B
Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C
Standard CC.3.5.11-12.C
Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE
GRADES 9-10-11-12
Standard CC.3.5.9-10. D
Standard CC.3.5.11-12.D
Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F
Standard CC.3.5.11-12.F
Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

TEXT TYPES AND PURPOSE
GRADES 9-10-11-12
Standard CC.3.6.9-10.A
Standard CC.3.6.11-12.A
Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B
Standard CC.3.6.11-12.B
Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING
GRADES 9-10-11-12
Standard CC.3.6.9-10.C
Standard CC.3.6..11-12 C
Produce clear and coherent writing...appropriate to task, purpose, and audience.
Standard CC.3.6.9-10.D
Standard CC.3.6.11-12.D
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Standard CC.3.6.9-10.E
Standard CC.3.6.11-12.E
Use technology, including the internet, to produce, publish,
| **INTEGRATE KNOWLEDGE & IDEAS** |
| **GRADES 9-10** |
| **Standard CC.3.5.9-10.G** |
| Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). |
| **Standard CC.3.5.9-10. H** |
| Assess the reasoning in a text to support the author’s claim for solving a technical problem. |
| **Standard CC.3.5.9-10. I** |
| Compare and contrast findings presented in a text to those from other sources, etc. |
| **INTEGRATE KNOWLEDGE & IDEAS** |
| **GRADES 11-12** |
| **Standard CC.3.5.11-12. G** |
| Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. |
| **Standard CC.3.5.11-12. H** |
| Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. |
| **Standard CC.3.5.11-12. I** |
| Synthesize information from a range of sources into a coherent understanding. |

| **RANGE OF READING** |
| **GRADES 9-10-11-12** |
| **Standard CC.3.5.9-10.J** |
| By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently. |

| **RESEARCH** |
| **GRADES 9-10-11-12** |
| **Standard CC.3.6.9-10.F** |
| Conduct short and more sustained research to answer a question or solve a problem. |
| **Standard CC.3.6.11-12.F** |
| Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. |
| **Standard CC.3.6.9-10.H.** |
| **Standard CC.3.6.11-12.H.** |
| Draw evidence from informational texts to support analysis, reflection, and research. |

| **RANGE OF WRITING** |
| **GRADES 9-10-11-12** |
| **Standard CC.3.5.9-10.1 & Standard CC.3.5.11-12.1.** |
| Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences...etc. |
### INTRODUCTION TO BASIC ANATOMY AND PHYSIOLOGY

- **1001** Identify body planes cavities and directional terms of the human body.
- **1002** RESERVED
- **1003** Describe the structural parts and the basic chemistry of the cell.
- **1004** Describe how heredity and genetics influence a client's medical condition.
- **1005** List the basic structure and functions of the body systems.
- **1006** Explain the anatomy and physiology of specific disorders of the body.
- **1007** RESERVED
- **1008** Describe how the aging process physically effects the client over their lifespan.
- **1009** Identify nutritional needs of patients with various diseases and conditions.

#### CAREER CLUSTER

**Health Science Career Cluster**

(Choose Standards)

| 1-2-3-4-5-6 |

#### PATHWAY(S)

**A. Diagnostic Services Career Pathway**

(Choose Standards)

| 1-2-3-4-5 |

**B. Support Services Career Pathway**

(Choose Standards)

| 1-2-3-4-5 |

**C. Therapeutic Services Career Pathway**

Choose Standards

| 1-2-3-4 |

#### NOTE:

Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

#### KEY IDEAS/DETAILS

- **GRADES 9-10-11-12**
  - Standard CC.3.5.9-10. A
  - Standard CC.3.5.11-12 A
  - Cite specific textual evidence, etc.
  - Standard CC.3.5.9-10 B
  - Standard CC.3.5.11-12. B
  - Determine the central ideas or conclusions of a text; etc.
  - Standard CC.3.5.9-10.C
  - Standard CC.3.5.11-12.C
  - Follow precisely a complex multistep procedure, etc.

#### CRAFT & STRUCTURE

- **GRADES 9-10-11-12**
  - Standard CC.3.5.9-10. D
  - Standard CC.3.5.11-12.D
  - Determine the meaning of symbols, key terms, and other domain specific words.
  - Standard CC.3.5.9-10.E
  - Standard CC.3.5.11-12.E
  - Analyze the structure of the relationships among concepts in a text, etc.
  - Standard CC.3.5.9-10.F
  - Standard CC.3.5.11-12.F
  - Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

#### INTEGRATE KNOWLEDGE & IDEAS

- **GRADES 9-10**
  - Standard CC.3.5.9-10.G
  - Translate quantitative or technical information expressed in a text.

#### TEXT TYPES AND PURPOSE

- **GRADES 9-10-11-12**
  - Standard CC.3.5.9-10.A
  - Standard CC.3.6.9-10.A
  - Write arguments focused on discipline specific content.
  - Standard CC.3.5.9-10.B
  - Standard CC.3.6.9-10.B
  - Standard CC.3.6.9-10.C
  - Standard CC.3.6.9-10.C
  - Standard CC.3.6.9-10.D
  - Standard CC.3.6.9-10.D
  - Write informative or explanatory texts, including the narration of technical processes, etc.

#### PRODUCTION & DISTRIBUTION OF WRITING

- **GRADES 9-10-11-12**
  - Standard CC.3.6.9-10.C
  - Standard CC.3.6.9-10.C
  - Standard CC.3.6.11-12.C
  - Produce clear and coherent writing...appropriate to task, purpose, and audience.
  - Standard CC.3.6.9-10.D
  - Standard CC.3.6.9-10.D
  - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - Standard CC.3.6.9-10.E
  - Standard CC.3.6.9-10.E
  - Standard CC.3.6.11-12.E
  - Use technology, including the internet, to produce, publish, and update individual or shared writing products.

#### RESEARCH

- **GRADES 9-10-11-12**

---

**Revised June 2018**
<table>
<thead>
<tr>
<th>1100</th>
<th>RESERVED.</th>
<th>1101</th>
<th>RESERVED</th>
<th>1102</th>
<th>RESERVED</th>
<th>1103</th>
<th>RESERVED</th>
<th>1104</th>
<th>RESERVED</th>
<th>1105</th>
<th>RESERVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAREER CLUSTER</td>
<td>KEY IDEAS/DETAILS</td>
<td>TEXT TYPES AND PURPOSE</td>
<td>NUMBERS AND OPERATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Science Career Cluster</td>
<td>GRADES 9-10-11-12</td>
<td>GRADES 9-10-11-12</td>
<td>Standard 2.1.HS.F.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Choose Standards)</td>
<td>Standard CC.3.5.9-10. A</td>
<td>Standard CC.3.6.9-10.A</td>
<td>Apply properties of rational irrational numbers to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key Ideas/Details</td>
<td>Key Ideas/Details</td>
<td>supports the author’s claim for solving a technical problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text Types and Purpose</td>
<td>Text Types and Purpose</td>
<td>supports the author’s claim for solving a technical problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numbers and Operations</td>
<td>Numbers and Operations</td>
<td>supports the author’s claim for solving a technical problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Standard CC.3.5.9-10. H**: Assess the reasoning in a text to support the author’s claim for solving a technical problem.
- **Standard CC.3.5.9-10. I**: Compare and contrast findings presented in a text to those from other sources, etc.
- **INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12**: Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.
- **Standard CC.3.5.11-12. G**: Integrate and evaluate multiple sources of information presented in diverse formats to solve a problem.
- **Standard CC.3.5.11-12. H**: Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
- **Standard CC.3.5.11-12. I**: Synthesize information from a range of sources into a coherent understanding.
- **RANGE OF READING GRADES 9-10-11-12**: By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.
- **RANGE OF WRITING GRADES 9-10-11-12**: By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

- **Key Ideas/Details**: Cite specific textual evidence, etc.
- **Text Types and Purpose**: Conduct short and more sustained research to answer a question or solve a problem.
- **Numbers and Operations**: Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

---

**CAREER CLUSTER**

Health Science Career Cluster

(Choose Standards)

---

**KEY IDEAS/DETAILS**

Grades 9-10-11-12

- Standard CC.3.5.9-10. A
- Standard CC.3.5.11-12 A

Cite specific textual evidence, etc.

**TEXT TYPES AND PURPOSE**

Grades 9-10-11-12

- Standard CC.3.6.9-10.A
- Standard CC.3.6.11-12.A

Apply properties of rational irrational numbers to supports the author’s claim for solving a technical problem.
<table>
<thead>
<tr>
<th>PATHWAY(S)</th>
<th>A. Diagnostic Services Career Pathway</th>
<th>B. Support Services Career Pathway</th>
<th>C. Therapeutic Services Career Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Choose Standards)</td>
<td></td>
<td></td>
<td>Choose Standards</td>
</tr>
<tr>
<td>1-2-3-4-5-6</td>
<td></td>
<td></td>
<td>1-2-3-4-5</td>
</tr>
</tbody>
</table>

**NOTE:**
Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

### CRAFT & STRUCTURE

**GRADES 9-10-11-12**

- **Standard CC.3.5.9-10.B**
  - Determine the central ideas or conclusions of a text; etc.
- **Standard CC.3.5.9-10.C**
  - Follow precisely a complex multistep procedure, etc.

### INTEGRATE KNOWLEDGE & IDEAS

**GRADES 9-10**

- **Standard CC.3.5.9-10.G**
  - Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

**Standard CC.3.5.9-10.H**

- Assess the reasoning in a text to support the author’s claim for solving a technical problem.

- **Standard CC.3.5.9-10.I**

- **Standard CC.3.5.9-10.B**
  - Determine the central ideas or conclusions of a text; etc.
- **Standard CC.3.5.9-10.C**
  - Follow precisely a complex multistep procedure, etc.

### PRODUCTION & DISTRIBUTION OF WRITING

**GRADES 9-10-11-12**

- **Standard CC.3.6.9-10.D**
  - Determine the meaning of symbols, key terms, and other domain specific words.
- **Standard CC.3.6.9-10.E**
  - Analyze the structure of the relationships among concepts in a text, etc.
- **Standard CC.3.6.9-10.F**
  - Analyze the structure of the relationships among concepts in a text.

### RESEARCH

**GRADES 9-10-11-12**

- **Standard CC.3.6.9-10.F**
  - Assess the reasoning in a text to support the author’s claim for solving a technical problem.
- **Standard CC.3.6.9-10.G**
  - Use technology, including the internet, to produce, publish, and update individual or shared writing products.

- **Standard CC.3.6.9-10.H**
  - Conduct short and more sustained research to answer a question or solve a problem.

- **Standard CC.3.6.9-10.I**

- **Standard CC.3.6.11-12.B**
  - Write informative or explanatory texts, including the narration of technical processes, etc.

- **Standard CC.3.6.11-12.D**
  - Write arguments focused on discipline specific content.

- **Standard CC.3.6.11-12.F**
  - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **Standard CC.3.6.11-12.H**
  - Conduct short and more sustained research to answer a question or solve a problem.

- **Standard CC.3.6.11-12.G**
  - Solve real world or mathematical problems.

**Standard 2.1.HS.F.4**

- Use units as a way to understand problems and to guide the solution of multi-step problems.

**Standard 2.1.HS.F.5**

- Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**Standard 2.1.HS.F.6**

- Extend the knowledge of arithmetic operations and apply to complex numbers.
### 1200 MEDICAL ASSISTANT CLINICAL LABORATORY PROCEDURES.

<table>
<thead>
<tr>
<th>1201</th>
<th>Follow procedures that prepare a client for examinations and or treatments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1202</td>
<td>Perform electrocardiograms using an electrocardiograph (ECG/EKG) and abnormal tracing.</td>
</tr>
<tr>
<td>1203</td>
<td>Document a client's condition, along with the chief complaint and progress note.</td>
</tr>
<tr>
<td>1204</td>
<td>Perform a vision screening test using a Snellen chart.</td>
</tr>
<tr>
<td>1205</td>
<td>Obtain a client's medical history.</td>
</tr>
<tr>
<td>1206</td>
<td>RESERVED</td>
</tr>
<tr>
<td>1207</td>
<td>RESERVED</td>
</tr>
<tr>
<td>1208</td>
<td>Perform pulse oximeter readings on a client.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAREER CLUSTER</th>
<th>Health Science Career Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHWAY(S)</td>
<td>A. Diagnostic Services Career Pathway</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY IDEAS/DETAILS</th>
<th>GRADES 9-10-11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standard CC.3.5.9-10.A</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.5.9-10.B</td>
</tr>
<tr>
<td></td>
<td>Cite specific textual evidence, etc.</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.5.9-10.C</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.5.11-12.C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEXT TYPES AND PURPOSE</th>
<th>GRADES 9-10-11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standard CC.3.6.9-10.A</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.6.11-12.A</td>
</tr>
<tr>
<td></td>
<td>Write arguments focused on discipline specific content.</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.6.9-10.B</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.6.11-12.B</td>
</tr>
<tr>
<td></td>
<td>Write informative or explanatory texts, including</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBERS AND OPERATIONS</th>
<th>Standard 2.1.HS.F.2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apply properties of rational and irrational numbers to solve real world or mathematical problems.</td>
</tr>
<tr>
<td></td>
<td>Standard 2.1.HS.F.4</td>
</tr>
<tr>
<td></td>
<td>Use units as a way to understand problems and to</td>
</tr>
</tbody>
</table>
1209 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5

1210 Perform a peak flow measurement on a client.

1211 Perform a vision screening test using a near vision screening.

1212 Perform an auditory screening test.

1213 Perform a vision screening test using Ishihara test.

1214 Perform a vision screening test using a near vision screening.

1215 Perform auditory screening test.

1216 Perform and record measurements on a client for height.

1217 Perform and record measurements on a client for weight.

1218 Perform and record measurements on a child for blood pressure.

1219 Perform and record measurements on a client for pulse using radial pulse.

1220 Perform and record measurements on a client for pulse using apical pulse.

1221 Perform and record measurements on a client for respiration.

1222 Perform and record measurements on a client for temperature using oral.

1223 Perform and record measurements on a client for temperature using tympanic.

1224 Perform and record measurements on a client for temperature using temporal.

1225 Perform and record measurements on an infant for weight.

1226 Perform and record measurements on an infant for length.

1227 Perform and record measurements on an infant for head circumference.

1228 Discuss eye irrigation.

1229 Discuss ear irrigation.

1230 Demonstrate correct positions and draping for medical examinations.

1231 Demonstrate correct wheelchair transfer using proper body mechanics.

1232 Discuss usage of assistive devices such as canes, crutches and walker.

1233 Discuss usage of assistive devices such as canes, crutches and walker.

1234 Discuss usage of assistive devices such as canes, crutches and walker.

1235 Discuss usage of assistive devices such as canes, crutches and walker.

1236 Discuss usage of assistive devices such as canes, crutches and walker.

1237 Discuss usage of assistive devices such as canes, crutches and walker.

1236 C. Therapeutic Services Career Pathway 1-2-3-4

1237 NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

1238 Perform precisely a complex multistep procedure, etc.

1239 Follow precisely a complex multistep procedure, etc.

1240 Demonstrate correct wheelchair transfer using proper body mechanics.

1241 Discuss ear irrigation.

1242 Discuss eye irrigation.

1243 Demonstrate correct positions and draping for medical examinations.

1244 Demonstrate correct wheelchair transfer using proper body mechanics.

1245 Discuss usage of assistive devices such as canes, crutches and walker.

1246 Discuss usage of assistive devices such as canes, crutches and walker.

1247 Discuss usage of assistive devices such as canes, crutches and walker.

1248 Discuss usage of assistive devices such as canes, crutches and walker.

1249 Discuss usage of assistive devices such as canes, crutches and walker.

1247 RESERVED

1248 RESERVED

1249 RESERVED

1250 RESERVED

1251 RESERVED

1252 RESERVED

1253 RESERVED

1254 RESERVED

1255 RESERVED

1256 RESERVED

1257 RESERVED

1258 RESERVED

1259 RESERVED
| 1238 | Perform suture and/or staple removal. | Standard CC.3.5.11-12. G
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.
Standard CC.3.5.11-12. H
Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.
Standard CC.3.5.11-12. I
Synthesize information from a range of sources into a coherent understanding. | Draw evidence from informational texts to support analysis, reflection, and research. | RANGE OF READING
GRADES 9-10-11-12
Standard CC.3.5.9-10.J &
Standard CC.3.5.11-12.J
By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

### 1300 SAFETY AND EMERGENCY PRACTICES

| 1301 | RESERVED | KEY IDEAS/DETAILS
GRADES 9-10-11-12
Standard CC.3.5.9-10. A
Standard CC.3.5.11-12 A
Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B
Standard CC.3.5.11-12. B
Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C
Standard CC.3.5.11-12.C
Follow precisely a complex multistep procedure, etc. | TEXT TYPES AND PURPOSE
GRADES 9-10-11-12
Standard CC.3.6.9-10.A
Standard CC.3.6.11-12.A
Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B
Standard CC.3.6.11-12.B
Write informative or explanatory texts, including the narration of technical processes, etc. | NUMBERS AND PURPOSE
Standard 2.1.HS.F.2
Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4
Use units as a way to understand problems and to guide the solution of multi-step problems.
Standard 2.1.HS.F.5
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. |

| 1302 | Identify safety techniques that can be used to prevent accidents and maintain a safe work environment. | CAREER CLUSTER
Health Science Career Cluster
(Choose Standards)
1-2-3-4-5-6 | PATHWAY(S)
A. Diagnostic Services Career Pathway
(Choose Standards)
1-2-3-4-5 | CRAFT & STRUCTURE
GRADES 9-10-11-12
Standard CC.3.5.9-10. D
Standard CC.3.5.11-12.D |

| 1303 | RESERVED |

| 1304 | Interpret chemical/safety information on a label. |

| 1305 | RESERVED |

| 1306 | Obtain basic principles of basic first aid. |

| 1307 | Discuss evacuation of a health care center. |

| 1308 | Discuss fire safety issues in a health care facility. |

| 1309 | Discuss disposal requirements for hazardous material. |

| 1310 | RESERVED |

| 1311 | RESERVED |

| 1312 | Identify emergency preparedness plans in your community and research available resources. |

| 1313 | RESERVED |

| 1314 | Comply with safety signs, symbols and labels seen in a health care facility. |

| 1315 | Evaluate the work environment and distinguish between safe versus unsafe working conditions. |

### CAREER CLUSTER
Health Science Career Cluster
(Choose Standards)
1-2-3-4-5-6

### PATHWAY(S)
A. Diagnostic Services Career Pathway
(Choose Standards)
1-2-3-4-5

### KEY IDEAS/DETAILS
GRADES 9-10-11-12
Standard CC.3.5.9-10. A
Standard CC.3.5.11-12 A
Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B
Standard CC.3.5.11-12. B
Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C
Standard CC.3.5.11-12.C
Follow precisely a complex multistep procedure, etc.

### CRAFT & STRUCTURE
GRADES 9-10-11-12
Standard CC.3.5.9-10. D
Standard CC.3.5.11-12.D

### TEXT TYPES AND PURPOSE
GRADES 9-10-11-12
Standard CC.3.6.9-10.A
Standard CC.3.6.11-12.A
Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B
Standard CC.3.6.11-12.B
Write informative or explanatory texts, including the narration of technical processes, etc.

### NUMBERS AND PURPOSE
Standard 2.1.HS.F.2
Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4
Use units as a way to understand problems and to guide the solution of multi-step problems.
Standard 2.1.HS.F.5
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

### CAREER CLUSTER
Health Science Career Cluster
(Choose Standards)
1-2-3-4-5-6

### PATHWAY(S)
A. Diagnostic Services Career Pathway
(Choose Standards)
1-2-3-4-5

### KEY IDEAS/DETAILS
GRADES 9-10-11-12
Standard CC.3.5.9-10. A
Standard CC.3.5.11-12 A
Cite specific textual evidence, etc.
Standard CC.3.5.9-10 B
Standard CC.3.5.11-12. B
Determine the central ideas or conclusions of a text; etc.
Standard CC.3.5.9-10.C
Standard CC.3.5.11-12.C
Follow precisely a complex multistep procedure, etc.

### CRAFT & STRUCTURE
GRADES 9-10-11-12
Standard CC.3.5.9-10. D
Standard CC.3.5.11-12.D

### TEXT TYPES AND PURPOSE
GRADES 9-10-11-12
Standard CC.3.6.9-10.A
Standard CC.3.6.11-12.A
Write arguments focused on discipline specific content.
Standard CC.3.6.9-10.B
Standard CC.3.6.11-12.B
Write informative or explanatory texts, including the narration of technical processes, etc.

### NUMBERS AND PURPOSE
Standard 2.1.HS.F.2
Apply properties of rational and irrational numbers to solve real world or mathematical problems.
Standard 2.1.HS.F.4
Use units as a way to understand problems and to guide the solution of multi-step problems.
Standard 2.1.HS.F.5
Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
Develop a personal safety plan to follow in case of various emergencies.

Develop an evacuation plan for a physician’s office.

Discuss methods of fire prevention in a health care setting, utilizing acronyms RACE and PASS.

Obtain and Maintain CPR and AED certification.

Recognize allergic reactions and signs and symptoms of anaphylaxis.

C. Therapeutic Services Career Pathway
Choose Standards 1-2-3-4

NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

Determine the meaning of symbols, key terms, and other domain specific words.
Standard CC.3.5.9-10.E
Standard CC.3.5.11-12.E

Analyze the structure of the relationships among concepts in a text, etc.
Standard CC.3.5.9-10.F
Standard CC.3.5.11-12.F

ANALYZE

Analyze the author’s purpose in providing an explanation, describing a procedure...and
Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS
GRADES 9-10
Standard CC.3.5.9-10.G
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H
Assess the reasoning in a text to support the author’s claim for solving a technical problem.

Standard CC.3.5.9-10. I
Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS
GRADES 11-12
Standard CC.3.5.11-12. G
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H
Evaluate the hypotheses, data, analysis, and conclusions in a

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10.D
Standard CC.3.6.11-12.D

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E
Standard CC.3.6.11-12.E

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH
GRADES 9-10-11-12
Standard CC.3.6.9-10.F
Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G.
Standard CC.3.6.11-12.G

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H.
Standard CC.3.6.11-12.H.

Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING
GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.

Extend the knowledge of arithmetic operations and apply to complex numbers.

C. Therapeutic Services Career Pathway
Choose Standards 1-2-3-4

INTEGRATE KNOWLEDGE & IDEAS
GRADES 9-10
Standard CC.3.5.9-10.G
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H
Assess the reasoning in a text to support the author’s claim for solving a technical problem.

Standard CC.3.5.9-10. I
Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS
GRADES 11-12
Standard CC.3.5.11-12. G
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H
Evaluate the hypotheses, data, analysis, and conclusions in a

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10.D
Standard CC.3.6.11-12.D

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E
Standard CC.3.6.11-12.E

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH
GRADES 9-10-11-12
Standard CC.3.6.9-10.F
Standard CC.3.6.11-12.F

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G.
Standard CC.3.6.11-12.G

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H.
Standard CC.3.6.11-12.H.

Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING
GRADES 9-10-11-12
Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I.

Extend the knowledge of arithmetic operations and apply to complex numbers.
### PSYCHOLOGY

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.3.5.9-10</td>
<td>Cite specific textual evidence, etc.</td>
</tr>
<tr>
<td>CC.3.5.11-12</td>
<td>Synthesize information from a range of sources into a coherent understanding.</td>
</tr>
<tr>
<td>CC.3.6.9-10</td>
<td>Write arguments focused on discipline specific content.</td>
</tr>
<tr>
<td>cc.3.6.11-12</td>
<td>Write informative or explanatory texts, including the narration of technical processes, etc.</td>
</tr>
</tbody>
</table>

#### CAREER CLUSTER

**Health Science Career Cluster**

(Choose Standards)

1-2-3-4-5-6

**PATHWAY(S)**

**A. Diagnostic Services Career Pathway**

(Choose Standards)

1-2-3-4-5-6

**B. Support Services Career Pathway**

(Choose Standards)

1-2-3-4-5-6

**C. Therapeutic Services Career Pathway**

Choose Standards

1-2-3-4

**NOTE:**

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.
Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.

<table>
<thead>
<tr>
<th>Standard CC.3.5.11-12.F</th>
<th>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GRADES 9-10</strong></td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.G</td>
<td>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.H</td>
<td>Assess the reasoning in a text to support the author’s claim for solving a technical problem.</td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.I</td>
<td>Compare and contrast findings presented in a text to those from other sources, etc.</td>
</tr>
<tr>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GRADES 11-12</strong></td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.G</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.H</td>
<td>Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.I</td>
<td>Synthesize information from a range of sources into a coherent understanding.</td>
</tr>
<tr>
<td><strong>RANGE OF READING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GRADES 9-10-11-12</strong></td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.E</td>
<td>Use technology, including the internet, to produce, publish, and update individual or shared writing products.</td>
</tr>
<tr>
<td><strong>RESEARCH</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GRADES 9-10-11-12</strong></td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.F</td>
<td>Conduct short and more sustained research to answer a question or solve a problem.</td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.G</td>
<td>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</td>
</tr>
<tr>
<td>Standard CC.3.6.9-10.H</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td><strong>RANGE OF WRITING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>GRADES 9-10-11-12</strong></td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.E</td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.F</td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.G</td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.6.11-12.H</td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I</td>
<td>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</td>
</tr>
</tbody>
</table>
### 1500 MEDICAL ASSISTING EXTERNSHIP

**NOTE:** THIS UNIT OF INSTRUCTION MUST BE COMPLETED TO OBTAIN THE MEDICAL ASSISTANT CREDENTIAL.

Tasks in this Unit of Instruction may be determined by individual secondary institutions of learning as they work with partners in the medical field in each geographic area.

<table>
<thead>
<tr>
<th>CAREER CLUSTER</th>
<th>KEY IDEAS/DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science Career Cluster</td>
<td>GRADES 9-10-11-12 Standard CC.3.5.10-12.A Standard CC.3.5.11-12.A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10 C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.</td>
</tr>
<tr>
<td>Diagnostic Services Career Pathway</td>
<td>GRADES 9-10-11-12 Standard CC.3.5.9-10.D Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words. Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.</td>
</tr>
<tr>
<td>Support Services Career Pathway</td>
<td>GRADES 9-10-11-12 Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</td>
</tr>
<tr>
<td>Therapeutic Services Career Pathway</td>
<td></td>
</tr>
</tbody>
</table>

**TEXT TYPES AND PURPOSE**


**PRODUCTION & DISTRIBUTION OF WRITING**

GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.11-12.C Produce clear and coherent writing...appropriate to task, purpose, and audience. Standard CC.3.6.9-10.D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E Use technology, including the internet, to produce, publish, and update.

**TO BE DETERMINED, BASED ON INDIVIDUAL PROGRAMS.**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.3.5.9-10.G</td>
<td>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</td>
</tr>
<tr>
<td>CC.3.5.9-10.H</td>
<td>Assess the reasoning in a text to support the author’s claim for solving a technical problem.</td>
</tr>
<tr>
<td>CC.3.5.9-10.I</td>
<td>Compare and contrast findings presented in a text to those from other sources, etc.</td>
</tr>
<tr>
<td>CC.3.5.11-12.G</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</td>
</tr>
<tr>
<td>CC.3.5.11-12.H</td>
<td>Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</td>
</tr>
<tr>
<td>CC.3.5.11-12.I</td>
<td>Synthesize information from a range of sources into a coherent understanding.</td>
</tr>
<tr>
<td>CC.3.6.9-10.F</td>
<td>Conduct short and more sustained research to answer a question or solve a problem.</td>
</tr>
<tr>
<td>CC.3.6.9-10.G</td>
<td>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</td>
</tr>
<tr>
<td>CC.3.6.11-12.F</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td>CC.3.6.11-12.G</td>
<td>By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</td>
</tr>
</tbody>
</table>