Health Professions and Related Clinical Sciences, Classification of Instructional Program (CIP) 51.9999
Units of Instruction and Task Grid Linked to Pennsylvania Core Standards

<table>
<thead>
<tr>
<th>100</th>
<th>ORIENTATION AND SAFETY.</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>RESERVED</td>
</tr>
<tr>
<td>102</td>
<td>RESERVED</td>
</tr>
<tr>
<td>103</td>
<td>Identify general course objectives.</td>
</tr>
<tr>
<td>104</td>
<td>Follow clinical skill area rules and regulations.</td>
</tr>
<tr>
<td>105</td>
<td>Follow professional dress code and the essence of good grooming.</td>
</tr>
<tr>
<td>106</td>
<td>Provide details of grading policies in this class.</td>
</tr>
<tr>
<td>107</td>
<td>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.</td>
</tr>
<tr>
<td>108</td>
<td>Follow clinical experience guidelines and procedures.</td>
</tr>
<tr>
<td>109</td>
<td>Follow OSHA standards and Centers for Disease Control (CDC) standard precautions.</td>
</tr>
<tr>
<td>110</td>
<td>Follow &quot;Right to Know Law&quot; and the importance of maintaining Safety Data Sheets (SDS) for all chemicals.</td>
</tr>
<tr>
<td>111</td>
<td>RESERVED</td>
</tr>
<tr>
<td>112</td>
<td>RESERVED</td>
</tr>
<tr>
<td>113</td>
<td>Identify and follow the &quot;chain of command&quot; in organizational structures.</td>
</tr>
<tr>
<td>114</td>
<td>Follow safety and emergency procedures and report accurately and immediately.</td>
</tr>
<tr>
<td>115</td>
<td>Report nonfunctioning equipment.</td>
</tr>
<tr>
<td></td>
<td>CAREER CLUSTER</td>
</tr>
<tr>
<td></td>
<td>Health Science Career Cluster</td>
</tr>
<tr>
<td></td>
<td>(Choose Standards)</td>
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<tr>
<td></td>
<td>1-2-3-4-5-6</td>
</tr>
<tr>
<td></td>
<td>PATHWAY(S)</td>
</tr>
<tr>
<td></td>
<td>A. Diagnostic Services Career Pathway</td>
</tr>
<tr>
<td></td>
<td>(Choose Standards)</td>
</tr>
<tr>
<td></td>
<td>1-2-3-4-5</td>
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<tr>
<td></td>
<td>B. Support Services Career Pathway</td>
</tr>
<tr>
<td></td>
<td>(Choose Standards)</td>
</tr>
<tr>
<td></td>
<td>1-2-3-4-5</td>
</tr>
<tr>
<td></td>
<td>C. Therapeutic Services Career Pathway</td>
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<tr>
<td></td>
<td>Choose Standards</td>
</tr>
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<td></td>
<td>1-2-3-4</td>
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<tr>
<td></td>
<td>KEY IDEAS/DETAILS</td>
</tr>
<tr>
<td></td>
<td>GRADES 9-10-11-12</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.5.9-10. A</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.5.11-12 A</td>
</tr>
<tr>
<td></td>
<td>Cite specific textual evidence, etc.</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.5.9-10 B</td>
</tr>
<tr>
<td></td>
<td>Standard CC.3.5.11-12 B</td>
</tr>
<tr>
<td></td>
<td>Determine the central ideas or conclusions of a text; etc.</td>
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<tr>
<td></td>
<td>Standard CC.3.5.9-10 C</td>
</tr>
<tr>
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<td>Standard CC.3.5.11-12 C</td>
</tr>
<tr>
<td></td>
<td>Follow precisely a complex multistep procedure, etc.</td>
</tr>
<tr>
<td></td>
<td>TEXT TYPES AND PURPOSE</td>
</tr>
<tr>
<td></td>
<td>GRADES 9-10-11-12</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Standard CC.3.6.11-12.A</td>
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<td>Standard CC.3.6.11-12.B</td>
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</tr>
<tr>
<td></td>
<td>NUMBERS AND OPERATIONS</td>
</tr>
<tr>
<td></td>
<td>Standard 2.1.HS.F.2</td>
</tr>
<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 guide the solution of multistep problems.</td>
</tr>
<tr>
<td></td>
<td>Standard 2.1.HS.F.5</td>
</tr>
<tr>
<td></td>
<td>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</td>
</tr>
<tr>
<td></td>
<td>Standard 2.1.HS.F.6</td>
</tr>
<tr>
<td></td>
<td>Extend the knowledge of arithmetic operations and apply to complex numbers.</td>
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<td>NOTE:</td>
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</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
|       | **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. |
**RANGE OF READING**

<table>
<thead>
<tr>
<th>GRADES</th>
<th>Standard CC.3.5.9-10</th>
<th>Standard CC.3.5.11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>11-12</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

### LEGAL AND ETHICAL ISSUES.

| 201 | Identify client’s advanced directives. |
| 202 | Uphold confidentiality of records and information as required by HIPAA. |
| 203 | Promote the client's right to make personal choices to accommodate individual needs. |
| 204 | Outline and practice professional standards for health care professionals. |
| 205 | Identify and apply legal responsibilities of the health care professional. |
| 206 | Discuss ethical dilemmas as related to the health care. |

### 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

### KEY IDEAS/DETAILS

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

**Text Types and Details**

<table>
<thead>
<tr>
<th>GRADES</th>
<th>Standard CC.3.5.9-10</th>
<th>Standard CC.3.5.11-12</th>
</tr>
</thead>
<tbody>
<tr>
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<td>A</td>
</tr>
<tr>
<td>11-12</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

Cite specific textual evidence, etc.

Determine the central ideas or conclusions of a text; etc.

Follow precisely a complex multistep procedure, etc.

### CRAFT & STRUCTURE

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

**Text Types and Details**

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<tr>
<th>GRADES</th>
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<th>Standard CC.3.5.11-12</th>
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<tbody>
<tr>
<td>9-10</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>11-12</td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

Determine the meaning of symbols, key terms, and other domain specific words.

Analyze the structure of the relationships among concepts in a text, etc.

### TEXT TYPES AND PURPOSE

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

**Text Types and Details**

<table>
<thead>
<tr>
<th>GRADES</th>
<th>Standard CC.3.6.9-10</th>
<th>Standard CC.3.6.11-12</th>
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<tr>
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<tr>
<td>11-12</td>
<td>B</td>
<td>B</td>
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Write arguments focused on discipline specific content.

Write informative or explanatory texts, including the narration of technical processes, etc.

### PRODUCTION & DISTRIBUTION OF WRITING

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

**Text Types and Details**

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<th>Standard CC.3.6.11-12</th>
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<td>C</td>
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<td>D</td>
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</table>

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

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

INTEGRATE KNOWLEDGE & IDEAS
GRADES 9-10
Standard CC.3.5.9-10.J significant for a specific purpose and audience.
Standard CC.3.6.9-10.E
Use technology, including the internet, to produce, publish, and update individual or shared writing products.

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

<table>
<thead>
<tr>
<th>300 COMMUNICATION.</th>
<th>CAREER CLUSTER</th>
<th>KEY IDEAS/DETAILS</th>
<th>TEXT TYPES AND PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>301 Practice effective communication.</td>
<td>Health Science Career Cluster</td>
<td>GRADES 9-10-11-12</td>
<td>GRADES 9-10-11-12</td>
</tr>
<tr>
<td>302 RESERVED</td>
<td>(Choose Standards)</td>
<td>Standard CC.3.5.9-10.A</td>
<td>Standard CC.3.6.9-10.A</td>
</tr>
<tr>
<td>303 Document both objective and subjective observations using appropriate terms.</td>
<td>1-2-3-4-5-6</td>
<td>Standard CC.3.5.11-12.A</td>
<td>Standard CC.3.6.11-12.A</td>
</tr>
<tr>
<td>304 RESERVED</td>
<td>PATHWAY(S)</td>
<td>Cite specific textual evidence, etc.</td>
<td>Write arguments focused on discipline specific content.</td>
</tr>
<tr>
<td>305 Communicate in a professional manner, according to the client's stage of development and cultural background.</td>
<td>A. Diagnostic Services Career Pathway</td>
<td>Standard CC.3.5.9-10.B</td>
<td>Standard CC.3.6.9-10.B</td>
</tr>
<tr>
<td>307 Practice effective conflict management skills.</td>
<td>1-2-3-4-5</td>
<td>Follow precisely a complex multistep procedure, etc.</td>
<td>Write informative or explanatory texts, including the narration of technical processes, etc.</td>
</tr>
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</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.D
- Standard CC.3.5.11-12.D

Analyze the structure of the relationships among concepts in a text, etc.

INTEGRATE KNOWLEDGE & IDEAS
- 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.

INTEGRATE KNOWLEDGE & IDEAS
- GRADES 9-10-11-12
- 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.
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<td>INTEGRATE KNOWLEDGE &amp; IDEAS</td>
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<td>RANGE OF READING</td>
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<td>Standard CC.3.5.9-10.J</td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.J</td>
<td>individual or shared writing products.</td>
<td></td>
</tr>
</tbody>
</table>

**INFECTION CONTROL.**
**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**

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<th>GRADES 9-10-11-12</th>
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<td>Standard CC.3.5.11-12.C</td>
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**CRAFT & STRUCTURE**

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<tr>
<th>GRADES 9-10-11-12</th>
<th>Standard CC.3.5.9-10. D</th>
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**TEXT TYPES AND PURPOSE**

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**RESEARCH**

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

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*By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.*
| A. Diagnostic Services Career Pathway (Choose Standards) | 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  
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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.  
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.  
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, 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.  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Support Services Career Pathway (Choose Standards)</td>
<td>1-2-3-4-5</td>
<td></td>
</tr>
<tr>
<td>C. Therapeutic Services Career Pathway</td>
<td>Choose Standards 1-2-3-4</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.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</td>
<td></td>
<td>RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.11-12. 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.3.5.11-12. 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>
<tr>
<td>RANGE OF READING GRADES 9-10-11-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.5.9-10.J</td>
<td>By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</td>
<td></td>
</tr>
<tr>
<td>Standard CC.3.5.11-12.J</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### RANGE OF WRITING

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

**TEXT TYPES AND PURPOSE**

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

**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

**KEY IDEAS/DETAILS**

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

**CRAFT & STRUCTURE**

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

**PRODUCTION & DISTRIBUTION OF WRITING**

---

**600 EMERGENCY CARE AND DISASTER PREPAREDNESS.**

**601** Identify signs of an obstructed airway (choking) and demonstrate abdominal thrust.

**602** Describe Basic Life Support with AED and Basic First Aid.

**603** Follow Emergency Response/Crisis Plan Procedures in the facility.

**604** Identify potential fire hazards and safety procedures, including PASS and RACE.
<table>
<thead>
<tr>
<th>Choose Standards</th>
<th>Standard CC.3.5.9-10. D</th>
<th>Standard CC.3.5.11-12.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2-3-4-5</td>
<td>Determine the meaning of symbols, key terms, and other domain specific words.</td>
<td></td>
</tr>
<tr>
<td><strong>C. Therapeutic Services Career Pathway</strong></td>
<td><strong>Standard CC.3.5.9-10.E</strong></td>
<td><strong>Standard CC.3.5.11-12.E</strong></td>
</tr>
<tr>
<td>Choose Standards</td>
<td>Analyze the structure of the relationships among concepts in a text, etc.</td>
<td></td>
</tr>
<tr>
<td>1-2-3-4</td>
<td><strong>Standard CC.3.5.9-10.F</strong></td>
<td><strong>Standard CC.3.5.11-12.F</strong></td>
</tr>
<tr>
<td><strong>NOTE:</strong> Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</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>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
<td><strong>GRADES 9-10</strong></td>
<td><strong>GRADES 9-10-11-12</strong></td>
</tr>
<tr>
<td><strong>Standard CC.3.5.9-10.G</strong></td>
<td>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</td>
<td><strong>Standard CC.3.6.9-10.C</strong></td>
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<tr>
<td><strong>Standard CC.3.5.9-10. H</strong></td>
<td>Assess the reasoning in a text to support the author’s claim for solving a technical problem.</td>
<td><strong>Standard CC.3.6.11-12.C</strong></td>
</tr>
<tr>
<td><strong>Standard CC.3.5.9-10. I</strong></td>
<td>Compare and contrast findings presented in a text to those from other sources, etc.</td>
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<tr>
<td><strong>INTEGRATE KNOWLEDGE &amp; IDEAS</strong></td>
<td><strong>GRADES 11-12</strong></td>
<td><strong>RESEARCH</strong></td>
</tr>
<tr>
<td><strong>Standard CC.3.5.11-12.G</strong></td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</td>
<td><strong>GRADES 9-10-11-12</strong></td>
</tr>
<tr>
<td><strong>Standard CC.3.5.11-12. H</strong></td>
<td><strong>Standard CC.3.6.9-10.F</strong></td>
<td><strong>Standard CC.3.6.11-12.F</strong></td>
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<tr>
<td></td>
<td><strong>Standard CC.3.6.11-12.F</strong></td>
<td>Conduct short and more sustained research to answer a question or solve a problem.</td>
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<td><strong>Standard CC.3.6.9-10.G.</strong></td>
<td><strong>Standard CC.3.6.11-12.G</strong></td>
</tr>
<tr>
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<td><strong>Standard CC.3.6.11-12.G</strong></td>
<td>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</td>
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<td><strong>Standard CC.3.6.9-10.H.</strong></td>
<td><strong>Standard CC.3.6.11-12.H.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Standard CC.3.6.11-12.H.</strong></td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
</tr>
<tr>
<td></td>
<td><strong>RANGE OF WRITING</strong></td>
<td></td>
</tr>
<tr>
<td>GRADES 9-10-11-12</td>
<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>
<tr>
<td>-------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **RANGE OF READING** | **GRADES 9-10-11-12** | **Standard CC.3.5.11-12.I**  
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. |

| **700 HUMAN NEEDS AND HUMAN DEVELOPMENT.** | **701 Discuss human growth and development through the lifespan.** | **702 Identify and respect cultural diversity, along with accepting a client seeking holistic health practitioners for wellness.**  
**703 Provide examples of how age, illness and disability affect psychosocial changes in the client.**  
**704 Provide assistance for the clients to express their personal faith and religious beliefs.**  
**705 Provide care for sensory deprived clients such as blind or deaf clients.** |
| **CAREER CLUSTER** | **Health Science Career Cluster** | **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** |
| **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**  
**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.3.5.9-10.C**  
Standard CC.3.6.11-12.C  
Produce clear and coherent writing...appropriate to task, purpose, and audience.  
**Standard CC.3.5.9-10.D**  
Standard CC.3.6.11-12.D  
Develop and strengthen writing as needed by **|
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>
</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**  
Synthesize information from a range of sources into a coherent understanding.

**RANGE OF READING**  
**GRADES 9-10-11-12**

**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.
### 800 BODY MECHANICS, MOVING, LIFTING AND POSITIONING.

<table>
<thead>
<tr>
<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>Health Science Career Cluster</td>
<td><strong>GRADES 9-10-11-12</strong></td>
<td><strong>GRADE 9-10-11-12</strong></td>
<td><strong>Standard 2.1.HS.F.2</strong></td>
</tr>
<tr>
<td><strong>RESERVED</strong></td>
<td><strong>Standard CC.3.5.9-10.A</strong></td>
<td><strong>Standard CC.3.6.9-10.A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. Diagnostic Services Career Pathway</strong></td>
<td><strong>Cite specific textual evidence, etc.</strong></td>
<td><strong>Standard CC.3.6.11-12.A</strong></td>
<td><strong>Apply properties of rational and irrational numbers to solve real world or mathematical problems.</strong></td>
</tr>
<tr>
<td><strong>B. Support Services Career Pathway</strong></td>
<td><strong>Determine the central ideas or conclusions of a text; etc.</strong></td>
<td><strong>Standard CC.3.6.11-12.B</strong></td>
<td><strong>Standard 2.1.HS.F.4</strong></td>
</tr>
<tr>
<td><strong>C. Therapeutic Services Career Pathway</strong></td>
<td><strong>Follow precisely a complex multistep procedure, etc.</strong></td>
<td><strong>Write arguments focused on discipline specific content.</strong></td>
<td><strong>Use units as a way to understand problems and to guide the solution of multistep problems.</strong></td>
</tr>
<tr>
<td><strong>NOTE:</strong> Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.</td>
<td><strong>Analyze the structure of the relationships among concepts in a text, etc.</strong></td>
<td><strong>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</strong></td>
<td><strong>Standard 2.1.HS.F.5</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Standard CC.3.5.9-10.F</strong></td>
<td><strong>Grade 9-10-11-12</strong></td>
<td><strong>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Standard CC.3.5.11-12.F</strong></td>
<td><strong>Standard CC.3.6.9-10.C</strong></td>
<td><strong>Standard 2.1.HS.F.6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Analyze the author’s purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.</strong></td>
<td><strong>Standard CC.3.6.9-10.E</strong></td>
<td><strong>Extend the knowledge of arithmetic operations and apply to complex numbers.</strong></td>
</tr>
</tbody>
</table>

**801** Assist the client with dangling, standing, and walking.

**802** Transfer client from bed to chair/wheelchair and from stretcher to bed.

**803** Turn and/or position a client both in bed and in a chair.

**804** Discuss safety hazards, including slips, trips, and the risks of falls.

**805** Discuss and practice transferring, positioning, and transporting of a client with special needs, including bariatric clients.

**806** **RESERVED**

**807** Discuss the operation of the mechanical lift.

**808** Demonstrate proper use of restraints and alternative measures of restraints.

**809** Utilize proper body mechanics.

**810** Demonstrate proper use of a gait belt.
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.

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.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.
**PERSONAL CARE SKILLS.**

<table>
<thead>
<tr>
<th>900</th>
<th>Provide privacy when providing personal care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>901</td>
<td>Assist the client to dress and undress.</td>
</tr>
<tr>
<td>902</td>
<td>Assist the client with bathing and personal grooming to include the principles of hand and foot care.</td>
</tr>
<tr>
<td>903</td>
<td>Observe and report condition of the skin.</td>
</tr>
<tr>
<td>904</td>
<td>Administer oral hygiene for the conscious/ unconscious client.</td>
</tr>
<tr>
<td>905</td>
<td>Identify and discuss treatment of decubitus ulcers (bed or pressure sores) on a client.</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:**

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### KEY IDEAS/DETAILS

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

Standard CC.3.5.9-10. A

Cite specific textual evidence, etc.

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.

### CRAFT & STRUCTURE

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

Standard CC.3.5.9-10. D

Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10 E

Analyze the structure of the relationships among concepts in a text, etc.

### INTEGRATE KNOWLEDGE & IDEAS

**GRADES 9-10**

Standard CC.3.5.9-10.G

Translate quantitative or technical information expressed

### 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

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

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

Standard CC.3.6.9-10.D

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

Standard CC.3.6.11-12.D

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
<table>
<thead>
<tr>
<th>1000</th>
<th>URINARY ELIMINATION/BOWEL ELIMINATION.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001</td>
<td>Assist the client in toileting and bladder training.</td>
</tr>
<tr>
<td>1002</td>
<td>Provide catheter care.</td>
</tr>
<tr>
<td>1003</td>
<td>Demonstrate perineal care on client.</td>
</tr>
<tr>
<td>1004</td>
<td>Demonstrate application of briefs.</td>
</tr>
</tbody>
</table>

**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

**TEXT TYPES AND PURPOSE**
GRADES 9-10-11-12
Standard CC.3.6.9-10.A
1005 Demonstrate the use of standard bedpan and fracture pan.

1006 Document urinary output.

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.

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
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.3.6.11-12.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, 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
### NUTRITION AND HYDRATION.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1101</td>
<td>List general principles of the basic nutrition.</td>
</tr>
<tr>
<td>1102</td>
<td>Recognize and discuss therapeutic diets.</td>
</tr>
<tr>
<td>1103</td>
<td>Assist a client with eating meals, including thickened liquids.</td>
</tr>
<tr>
<td>1104</td>
<td>Feed a neurological or sensory deprived client feeding.</td>
</tr>
<tr>
<td>1105</td>
<td>Measure and record intake and output.</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

### KEY IDEAS/DATA DETAILS

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

**Standard CC.3.5.9-10. A**

Cite specific textual evidence, etc.

**Standard CC.3.5.11-12 A**

Determine the central ideas or conclusions of a text; etc.

**Standard CC.3.5.9-10.B**

Follow precisely a complex multistep procedure, etc.

**Standard CC.3.5.11-12.B**

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

**Standard CC.3.5.9-10.C**

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

**Standard CC.3.5.11-12.C**

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

**Standard CC.3.5.11-12.D**

Integrate knowledge & ideas.

**Standard CC.3.5.11-12.E**

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

**Standard CC.3.5.11-12.F**

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

**Standard CC.3.5.11-12.G**

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.A**

Write arguments focused on discipline specific content.

**Standard CC.3.5.9-10.B**

Write informative or explanatory texts, including the narration of technical processes, etc.

**Standard CC.3.5.9-10.C**

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

**Standard CC.3.5.11-12.A**

Write informative or explanatory texts, including the narration of technical processes, etc.

**Standard CC.3.5.11-12.B**

Write arguments focused on discipline specific content.

**Standard CC.3.5.11-12.C**

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

**Standard CC.3.5.11-12.D**

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

**Standard CC.3.5.11-12.E**

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

**Standard CC.3.5.11-12.F**

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

**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**

Integrate knowledge & ideas.

**Standard CC.3.5.11-12.I**

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

**Standard CC.3.5.11-12.J**

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

**Standard CC.3.5.11-12.K**

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

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
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

PRODUCTION &
DISTRIBUTION OF
WRITING
GRADES 9-10-11-12
Standard CC.3.6.9-10.C
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
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
Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  
**Standard CC.3.5.11-12.**
Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  
**Standard CC.3.5.11-12.**
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**  
**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.

<table>
<thead>
<tr>
<th>1200 BASIC CLINICAL SKILLS.</th>
<th>1201 RESERVED</th>
<th>1202 RESERVED</th>
<th>1203 Measure and record a client's temperature (oral, axillary, rectal, electronic).</th>
<th>1204 Measure and record a client's radial and apical pulse.</th>
<th>1205 Measure and record a client's respirations.</th>
<th>1206 Measure and record a client's blood pressure.</th>
<th>1207 Measure and record a client's pulse oximetry.</th>
<th>1208 Apply elastic stockings.</th>
<th>1209 Make an unoccupied bed.</th>
<th>1210 Make an occupied bed.</th>
<th>1211 Measure and record height and weight.</th>
<th>1212 Discuss proper handling of soiled linen.</th>
<th>1213 Provide for the client's safe, clean, and comfortable environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAREER CLUSTER</td>
<td>Health Science Career Cluster</td>
<td>(Choose Standards)</td>
<td>1-2-3-4-5-6</td>
<td>PATHWAY(S)</td>
<td>A. Diagnostic Services Career Pathway</td>
<td>(Choose Standards)</td>
<td>1-2-3-4-5</td>
<td>B. Support Services Career Pathway</td>
<td>(Choose Standards)</td>
<td>1-2-3-4-5</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>1200 BASIC CLINICAL SKILLS.</td>
<td>1201 RESERVED</td>
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<td>1213 Provide for the client's safe, clean, and comfortable environment.</td>
</tr>
<tr>
<td>KEY IDEAS/DATAEPS</td>
<td>GRADES 9-10-11-12</td>
<td>Standard CC.3.5.9-10.A</td>
<td>Cite specific textual evidence, etc.</td>
<td>Standard CC.3.5.9-10.B</td>
<td>Determine the central ideas or conclusions of a text; etc.</td>
<td>Standard CC.3.5.11-12.A</td>
<td>Follow precisely a complex multistep procedure, etc.</td>
<td>Standard CC.3.5.11-12.B</td>
<td>CRAFT &amp; STRUCTURE</td>
<td>GRADES 9-10-11-12</td>
<td>Standard CC.3.5.9-10.D</td>
<td>Standard CC.3.5.11-12.D</td>
<td>TEXT TYPES AND PURPOSE</td>
</tr>
</tbody>
</table>
| C. Therapeutic Services | Determine the meaning of symbols, key terms, and other domain specific words.  
| Career Pathway | Standard CC.3.5.9-10.E  
| Choose Standards | Standard CC.3.5.11-12.E  
| 1-2-3-4 | Analyze the structure of the relationships among concepts in a text, etc.  
| NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area. | 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 | 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  
| 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 | Conduct short and more sustained research to answer a question or solve a problem.  
| Standard CC.3.6.9-10.F | 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.G  
| | Standard CC.3.6.11-12.G  
| | 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.  
| | Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  
| | Assess the reasoning in a text to support the author’s claim for solving a technical problem.  
| | Compare and contrast findings presented in a text to those from other sources, etc.  
| | Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  
| | Evaluate the hypotheses, data, analysis, and conclusions in a |
technical text, verifying the data when possible.

**Standard CC.3.5.11-12.1**

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**

**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.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

### 1300 MENTAL HEALTH AND MENTAL ILLNESS.

| 1301 | Discuss the various types of mental health disorders. |
| 1302 | Use reality orientation techniques with the confused client. |
| 1303 | Use communication skills/techniques with easily agitated or frightened clients. |
| 1304 | Use skills/techniques with clients exhibiting repetitive behaviors. |

<table>
<thead>
<tr>
<th>CAREER CLUSTER</th>
<th>KEY IDEAS/DETAILS</th>
</tr>
</thead>
</table>
| Health Science Career Cluster | **GRADES 9-10-11-12**
| (Choose Standards) 1-2-3-4-5 | **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**
| **Standard CC.3.5.9-10.C** | Determine the central ideas or conclusions of a text; etc.
| **Standard CC.3.5.11-12.C** | Follow precisely a complex multistep procedure, etc.

| PATHWAY(S) | **CRAFT & STRUCTURE** |
| A. Diagnostic Services Career Pathway | **GRADES 9-10-11-12**
| (Choose Standards) 1-2-3-4-5 | **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**
| **Standard CC.3.5.9-10.F** | Analyze the structure of the relationships among concepts in a text, etc.

| B. Support Services Career Pathway | **TEXT TYPES AND PURPOSE** |
| (Choose Standards) 1-2-3-4-5 | **GRADES 9-10-11-12**
| **Standard CC.3.5.9-10.A** | **Standard CC.3.5.9-10. A**
| **Standard CC.3.5.9-10.B** | Write arguments focused on discipline specific content.
| **Standard CC.3.5.9-10.C** | **Standard CC.3.5.11-12.B**
| **Standard CC.3.5.11-12.C** | Write informative or explanatory texts, including the narration of technical processes, etc.

| C. Therapeutic Services Career Pathway | **PRODUCTION & DISTRIBUTION OF WRITING** |
| Choose Standards 1-2-3-4 | **GRADES 9-10-11-12**
| **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** | **Standard CC.3.6.11-12.D**
| **Standard CC.3.6.11-12.D** | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
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>INTEGRATE KNOWLEDGE &amp; IDEAS</td>
<td></td>
</tr>
<tr>
<td>GRADES 9-10</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>
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<tr>
<td>INTEGRATE KNOWLEDGE &amp; IDEAS</td>
<td></td>
</tr>
<tr>
<td>GRADES 11-12</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>
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<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>RANGE OF READING</td>
<td></td>
</tr>
<tr>
<td>GRADES 9-10-11-12</td>
<td></td>
</tr>
<tr>
<td>approach, focusing on addressing what is most significant for a specific purpose and audience.</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>RESEARCH</td>
<td></td>
</tr>
<tr>
<td>GRADES 9-10-11-12</td>
<td></td>
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<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>
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<tr>
<td>Standard CC.3.6.11-12.F</td>
<td>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</td>
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<tr>
<td>Standard CC.3.6.9-10.H</td>
<td>Draw evidence from informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>Standard CC.3.6.11-12.H</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>
### Key Ideas/Details:

**Grades 9-10-11-12**

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

By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

### Text Types and Details:

**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 and 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.
<table>
<thead>
<tr>
<th>GRADES 9-10</th>
<th>GRADES 11-12</th>
<th>RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard CC.3.5.9-10.G</strong></td>
<td><strong>Standard CC.3.5.11-12.G</strong></td>
<td><strong>GRADES 9-11-12</strong></td>
</tr>
<tr>
<td>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</td>
<td><strong>Standard CC.3.6.9-10.F</strong></td>
</tr>
<tr>
<td><strong>Standard CC.3.5.9-10.H</strong></td>
<td><strong>Standard CC.3.5.11-12.H</strong></td>
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<td>Assess the reasoning in a text to support the author’s claim for solving a technical problem.</td>
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<tr>
<td><strong>Standard CC.3.5.9-10.I</strong></td>
<td><strong>Standard CC.3.5.11-12.I</strong></td>
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</tr>
<tr>
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<td><strong>RANGE OF WRITING</strong></td>
<td><strong>GRADES 9-10-11-12</strong></td>
</tr>
<tr>
<td><strong>Standard CC.3.5.9-10.J</strong></td>
<td><strong>Standard CC.3.5.11-12.J</strong></td>
<td><strong>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I</strong></td>
</tr>
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<td>By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.</td>
<td>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</td>
<td><strong>1500 DEATH AND DYING.</strong></td>
</tr>
<tr>
<td>Page</td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>1501</td>
<td>Discuss own feelings and attitude about death.</td>
<td></td>
</tr>
<tr>
<td>1502</td>
<td>Explain how culture and religion influence a person's attitude toward death and the bereavement process.</td>
<td></td>
</tr>
<tr>
<td>1503</td>
<td>Discuss the goals of hospice care.</td>
<td></td>
</tr>
<tr>
<td>1504</td>
<td>Discuss the stages of dying.</td>
<td></td>
</tr>
<tr>
<td>1505</td>
<td>Report the common signs of a client's approaching death.</td>
<td></td>
</tr>
<tr>
<td>1506</td>
<td>Discuss the postmortem care of a client while maintaining the client's right to dignity and respect.</td>
<td></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 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**

Cite specific textual evidence, etc.

**Standard CC.3.5.9-10. B**

Determine the central ideas or conclusions of a text; etc.

**Standard CC.3.5.11-12. B**

Determine the meaning of symbols, key terms, and other domain specific words.

**CRAFT & STRUCTURE**

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

**Standard CC.3.5.9-10. D**

Analyze the structure of the relationships among concepts in a text.

**Standard CC.3.5.9-10. 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).

**TEXT TYPES AND PURPOSE**

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

**Standard CC.3.6.9-10. A**

Write informative or explanatory texts, including the narration of technical processes, etc.

**Standard CC.3.6.9-10. B**

Write arguments focused on discipline specific content.

**Standard CC.3.6.11-12. A**

Conduct short and more sustained research to answer questions or solve problems in a discipline.

**Standard CC.3.6.11-12. C**

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

**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.3.6.11-12. 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**

Conduct short and more sustained research to answer questions or solve problems in a discipline.
Assess the reasoning in a text to support the author’s claim for solving a technical problem.  
**Standard CC.3.5.9-10.1**  
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**  
**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.

**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.

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<table>
<thead>
<tr>
<th>CAREER CLUSTER</th>
<th>KEY IDEAS/DETAILS</th>
<th>TEXT TYPES AND PURPOSE</th>
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<tbody>
<tr>
<td><strong>Health Science Career Cluster</strong></td>
<td><strong>GRADES 9-10-11-12</strong></td>
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</tr>
<tr>
<td>(Choose Standards)</td>
<td><strong>Standard CC.3.5.9-10. A</strong></td>
<td><strong>Standard CC.3.6.9-10.A</strong></td>
</tr>
<tr>
<td>1-2-3-4-5-6</td>
<td><strong>Standard CC.3.5.11-12 A</strong></td>
<td><strong>Standard CC.3.6.11-12.A</strong></td>
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<td><strong>PATHWAY(S)</strong></td>
<td><strong>Standard CC.3.5.9-10 B</strong></td>
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<td><strong>Standard CC.3.5.11-12. B</strong></td>
<td><strong>Standard CC.3.6.9-10.B</strong></td>
</tr>
<tr>
<td></td>
<td>Determine the central ideas or conclusions of a text; etc.</td>
<td><strong>Standard CC.3.6.11-12.B</strong></td>
</tr>
</tbody>
</table>

---

1600 **MEDICAL TERMINOLOGY.**  
1601 Differentiate roots/prefixes/suffixes in medical terms.  
1602 Define abbreviations used in medical documents.  
1603 Differentiate medical specialties.  
1604 Use of medical language.  
1605 Use anatomical medical terms when discussing health and illness of the body.

---

**1600 MEDICAL TERMINOLOGY.**

<table>
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<tr>
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<td><strong>Standard CC.3.5.9-10. A</strong></td>
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<td><strong>Standard CC.3.5.11-12 A</strong></td>
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<td>Determine the central ideas or conclusions of a text; etc.</td>
<td><strong>Standard CC.3.6.11-12.B</strong></td>
</tr>
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</table>
| A. Diagnostic Services | Standard CC.3.5.9-10.C  
| Career Pathway | Standard CC.3.5.11-12.C  
| (Choose Standards) | Follow precisely a complex  
| 1-2-3-4-5 | multistep procedure, etc.  
| B. Support Services | CRAFT & STRUCTURE  
| Career Pathway | GRADES 9-10-11-12  
| (Choose Standards) | Standard CC.3.5.9-10.D  
| 1-2-3-4-5 | Standard CC.3.5.11-12.D  
| C. Therapeutic Services | Determine the meaning of  
| Career Pathway | symbols, key terms, and other  
| Choose Standards | domain specific words.  
| 1-2-3-4 | Standard CC.3.5.9-10.E  
| | Standard CC.3.5.11-12.E  
| NOTE: | Analyze the structure of the  
| Please refer to the | relationships among concepts in a  
| Common Career | text, etc.  
| Technical Core | Standard CC.3.5.9-10.F  
| Standards booklet if you | Standard CC.3.5.11-12.F  
| wish to add more Career | Analyze the author’s purpose in  
| Pathways for your local | providing an explanation,  
| geographic area. | describing a procedure...and  
| | Analyze the structure of the  
| | relationships among concepts in a  
| | text.  
| INTEGRATE KNOWLEDGE  
| & IDEAS  
| GRADES 9-10 | Write informative or  
| Standard CC.3.5.9-10.G | 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, 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.  
| |
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
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
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.

1700 ALLIED HEALTH SKILLS.

RESERVED
Maintain client records.
Complete manual filing skills and discuss use of electronic medical records (EMR).
Position client for specific examinations as indicated by physician.
Perform visual acuity test.
Discuss methods of collection, special handling and labeling of specimens.
Discuss the principles of an EKG.
Discuss blood glucose measurement using a glucometer, proper strips and manufacturer glucose controls or standards.
Explain the importance of maintaining the client record.
Discuss the principles of admitting, discharging, and transferring of a client.

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)

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

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 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
<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>
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<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>
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<tr>
<td>Standard CC.3.5.11-12.E</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>
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<td>Standard CC.3.5.11-12.G</td>
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<tr>
<td>Standard CC.3.5.11-12.H</td>
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</tbody>
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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.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.

### ANATOMY, PHYSIOLOGY, AND PATHOPHYSIOLOGY.

| 1800 | **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 |  
| **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. |  
| **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 |  
| 1801 | Identify the basic structure of the human body.  
1802 | Label body plains, directions, and cavities.  
1803 | Identify the organs and explain the function of the respiratory system.  
1804 | RESERVED  
1805 | Identify disease processes - respiratory system.  
1806 | Identify the organs and explain the function of the circulatory system.  
1807 | RESERVED  
1808 | Identify disease processes of the circulatory system.  
1809 | Identify the organs and explain the function of the integumentary system.  
1810 | RESERVED  
1811 | Identify disease processes of the integumentary system.  
1812 | Identify the organs and explain the function of the Muscular system.  
1813 | RESERVED  
1814 | Identify disease processes of the Muscular system.  
1815 | Identify the organs and explain the function of the nervous system.  
1816 | RESERVED  
1817 | Identify disease processes of the nervous system.  
1818 | Identify the organs and explain the function of the digestive system.  
1819 | RESERVED |
| 1820 | Identify disease processes of the digestive system. |
| 1821 | Identify the organs and explain the function of the urinary system. |
| 1822 | RESERVED |
| 1823 | Identify disease processes of the urinary system. |
| 1824 | Identify the organs and explain the function of the reproductive system. |
| 1825 | RESERVED |
| 1826 | Identify disease processes of the reproductive system. |
| 1827 | Identify the organs and explain the function of the lymphatic system. |
| 1828 | RESERVED |
| 1829 | Identify disease processes of the lymphatic system. |
| 1830 | Identify the organs and explain the function of the endocrine system. |
| 1831 | RESERVED |
| 1832 | Identify disease processes of the endocrine system. |
| 1833 | Identify the organs and explain the function of the Special Senses. |
| 1834 | Identify disease processes of the Special Senses. |
| 1835 | Identify the organs and explain the function of the Skeletal System. |
| 1836 | Identify the disease processes of the Skeletal System. |

**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**

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.

**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.

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

**Standard CC.3.6.9-10.E**

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

**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.3.6.9-10.G**

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

**Standard CC.3.6.9-10.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.
| 1900 MATHEMATICS IN ALLIED HEALTH. | 1901 | Use mathematics applications in healthcare. |
| | 1902 | Identify systems of measurements used in a clinical setting. |
| | 1903 | Identify and convert between measurement systems including metric system. |
| | 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 |
| | | |
| | KEY IDEAS/DETAILS | GRADES 9-10-11-12 |
| | Standard CC.3.5.9-10.A | Cite specific textual evidence, etc. |
| | Standard CC.3.5.11-12.A | Determine the central ideas or conclusions of a text; etc. |
| | Standard CC.3.5.9-10.B | Standard CC.3.5.11-12.B |
| | | Analyze the structure of the relationships among concepts in a text, etc. |
| | Standard CC.3.5.9-10.E | Standard CC.3.5.11-12.E |
| | | Analyze the author’s purpose in providing an explanation, describing a procedure...and |
| | 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 | Write informative or explanatory texts, including the narration of technical processes, etc. |
| | PRODUCTION & DISTRIBUTION OF WRITING | GRADES 9-10-11-12 |
| | | Extend the knowledge of arithmetic operations and apply to complex numbers. |
| | 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. |
wish to add more Career Pathways for your local geographic area.

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<td>Standard CC.3.5.9-10.I</td>
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<tr>
<td>Compare and contrast findings presented in a text to those from other sources, etc.</td>
</tr>
</tbody>
</table>

| **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  |
| Standard CC.3.5.11-12.J  |
| By the end of grades 9-10, AND 11-12, read and comprehend 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.  |

<p>| <strong>RANGE OF WRITING</strong>  |
| <strong>GRADES 9-10-11-12</strong>  |
| 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.  |</p>
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<tr>
<th>Year</th>
<th>21ST CENTURY INTERPERSONAL SKILLS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Employ productive relationships with a range of stakeholders (clients, co-workers, external counterparts) who may represent a wide variety of cultural diversities.</td>
</tr>
<tr>
<td>2002</td>
<td>Demonstrates and practice active listening skills to obtain and clarify information.</td>
</tr>
<tr>
<td>2003</td>
<td>Identifies and demonstrates ethical characteristics and behaviors.</td>
</tr>
<tr>
<td>2004</td>
<td>Differentiates between productive and questionable ethical practices which might arise.</td>
</tr>
<tr>
<td>2005</td>
<td>Describes and recognizes discrimination and harassment. (Bullying)</td>
</tr>
<tr>
<td>2006</td>
<td>Exercises positive leadership by encouraging, persuading, or otherwise motivating individual co-workers or groups.</td>
</tr>
<tr>
<td>2007</td>
<td>Displays affective communication skills including eye contact, handshake, professional attire, and positive professional body language.</td>
</tr>
<tr>
<td>2008</td>
<td>List both physical and psychological indicators of stress in self and others and identify stress reduction techniques.</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 Standards booklet if you wish to add more Career Pathways for your local geographic area.

**KEY IDEAS/DETAILS**

<table>
<thead>
<tr>
<th>GRADES</th>
<th>CC.3.5.9-10.A</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Cite specific textual evidence, etc.</td>
</tr>
<tr>
<td>11-12</td>
<td>Determine the central ideas or conclusions of a text; etc.</td>
</tr>
<tr>
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<td>Follow precisely a complex multistep procedure, etc.</td>
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**CRAFT & STRUCTURE**

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<td>Write arguments focused on discipline specific content.</td>
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<td>Write informative or explanatory texts, including the narration of technical processes, etc.</td>
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**INTEGRATE KNOWLEDGE & IDEAS**

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<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
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<td>Use technology, including the internet, to produce, publish, and update individual or shared writing products.</td>
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**TEXT TYPES AND PURPOSE**

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**PRODUCTION & DISTRIBUTION OF WRITING**

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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
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.

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.