

Health/Medical Assisting Services, Classification of Instructional Program (CIP) 51.0899 Units of Instruction and Task Grid Linked to Pennsylvania Core Standards

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
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100	SAFETY.			
101 102 103 104 105 106 107 108 109 110	Identify safety measures that prevent accidents. RESERVED Follow OSHA standards which promote a safe work environment for employees. Follow the "Right to Know" Law and the information provided on a SDS form. Use body mechanics used by a health care worker when moving or lifting objects or clients. Transfer client from bed to chair, chair to bed, bed to stretcher, and stretcher to bed. Assist client with dangling, standing and walking. Turn and/or position in bed, in a chair, and/or exam table. Assist with client ambulation and use of ambulation devices, such as a gait/transfer belt. Describe the proper use of a mechanical lift adhering to the current governmental regulations.	CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5	KEY IDEAS/DETAILSGRADES 9-10Standard CC.3.5.9-10.A.Cite specific textual evidence, etcStandard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etcStandard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etcStandard CC.3.5.9-10.CFollow precisely a complex multistep procedure, etcKEY IDEAS/DETAILS GRADES 11-12Standard CC.3.5.11-12A Cite specific textual evidence, etcStandard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etcStandard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc	TEXT TYPES AND PURPOSE GRADES 9-10Standard CC.3.6.9-10.AWrite arguments focused on discipline specific content.Standard CC.3.6.9-10.BWrite informative or explanatory texts, including the narration of technical processes, etc.TEXT TYPES AND PURPOSE GRADES 11-12Standard CC.3.6.11-12.AWrite arguments focused on discipline specific content.Standard CC.3.6.11-12.B Write informative or explanatory texts, including

CRAFT & STRUCTURE	the narration of technical
GRADES 9-10	processes, etc.
Standard CC.3.5.9-10.D.	PRODUCTION &
Determine the meaning of	DISTRIBUTION OF
symbols, key terms, and other	WRITING
domain specific words	GRADES 9-10
Standard CC.3.5.9-10.E	Standard CC.3.6.9-10.C
Analyze the structure of the	Produce clear and coherent
relationships among concepts in a	writingappropriate to
text, etc.	task, purpose, and audience.
Standard CC.3.5.9-10.F	Standard CC.3.6.9-10 D
Analyze the author's purpose in	Develop and strengthen
providing an explanation,	writing as needed by
describing a procedure	planning, revising, editing, rewriting, or trying a new
CRAFT & STRUCTURE	approach, focusing on
GRADES 11-12	addressing what is most
Standard CC.3.5.11-12.D.	significant for a specific
Determine the meaning of	purpose and audience.
symbols, key terms, and other domain specific words	Standard CC.3.6.9-10.E
Standard CC.3.5.11-12.E.	Use technology, including
	the Internet, to produce,
Analyze the structure of the relationships among concepts in a	publish, and update
text.	individual or shared writing
Standard CC.3.5.11-12.F	products.
Analyze the author's purpose in	PRODUCTION & DISTRIBUTION OF
providing an explanation,	WRITING
describing a procedure	GRADES 11-12
INTEGRATE KNOWLEDGE/	Standard CC.3.6.11-12 C
IDEAS	
GRADES 9-10	Produce clear and coherent writingappropriate to
Standard CC.3.5.9-10.G.	task, purpose, and audience.
Translate quantitative or technical	Standard CC.3.6.9-10 D
information expressed in a text into	Standard CC.3.6.11-
visual form (e.g. a table or chart).	12.D Develop and
Standard CC.3.5.9-10.H.	strengthen writing as
Assess the reasoning in a text to	needed by planning,
support the author's claim for	revising, editing, rewriting,
solving a technical problem.	or trying a new approach,
Standard CC.3.5.9-10.I.	focusing on addressing
	what is most significant for

200	PROFESSIONALISM, LEGAL, AND ETHICAL			support analysis, reflection, and research. RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
201	ISSUES. Define the role and functions of the health care	CLUSTER:	KEY IDEAS/DETAILS	TEXT TYPES AND	
 202 203 204 205 206 207 208 209 210 211 212 	 worker. Demonstrate the ability to follow the chain of command within the scope of practice and when identifying, reporting, and documenting possible abuse and/or neglect. Describe the responsibilities of the various members of the health care team. RESERVED Maintain acceptable personal hygiene and exhibit appropriate dress practices. Identify the legal responsibilities and ethical behaviors of a health care provider. RESERVED RESERVED Practice leadership/citizenship skills through participation in Career and Technical Student Organizations, (CTSOs). Modify your own behavior in response to the client's attitude and their behaviors. Follow accurate documentation procedures, including charting client's information. Apply standards of confidentiality as required by HIPAA. 	Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5	 GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 	 PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. 	

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IDEASIDEASGRADES 9-10standard CC.3.5.9-10.G.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.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.6.9-10.H.Assess the reasoning in a text to support the author's claim for solving a technical problem.revising, ceitting, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Standard CC.3.5.9-10.I.Compare and contrast findings presented in a text to those from other sources, etcstandard CC.3.6.11- 12.E.Use technology, including the Internet, to produce cublish, and		Standard CC.3.6.11-12 C
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 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.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS INTEGRATE KNOWLEDGE/ IDEAS INTEGRATE KNOWLEDGE/ IDEAS INTEGRATE KNOWLEDGE/ IDEAS INTEGRATE KNOWLEDGE/ IDEAS INTEGRATE KNOWLEDGE/ IDEAS 		Standard CC.3.6.9-10 D
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INTEGRATE KNOWLEDGE/ IDEAS 12.E.Use technology, including the Internet, to produce, publish, and	-	
INTEGRATE KNOWLEDGE/ IDEAS including the Internet, to produce, publish, and		
IDEAS produce, publish, and		
GRADES 11-12		
	GRADES 11-12	

Standard CC.3.5.11-12.G.	update individual or shared
Integrate and evaluate multiple	writing products.
sources of information presented in	RESEARCH
diverse formats to solve a	GRADES 9-10
problem.	Standard CC.3.6.9-10.F.
Standard CC.3.5.11-12.H.	Conduct short and more
Evaluate the hypotheses, data,	sustained research to
analysis, and conclusions in a	answer a question or solve
technical text, verifying the data	a problem.
when possible.	Standard CC.3.6.9-
Standard CC.3.5.11-12.I.	10.G .Gather relevant
Synthesize information from a	information from multiple
range of sources into a coherent	authoritative print and
understanding.	digital sources, following a
RANGE OF READING	standard format for citation.
GRADES 9-10 and 11-12	Standard CC.3.6.9-10.H.
Standard CC.3.5.9-10.J AND	Draw evidence from
Standard CC.3.5.11-12.J.	informational texts to
By the end of grades 9- 10, AND	support analysis, reflection,
11-12, read and comprehend	and research.
technical texts independently and	RESEARCH
proficiently.	GRADES 11-12
	Standard CC.3.6.11-12.F.
	Conduct short and more
	sustained research to
	answer a question or solve
	a problem.
	Standard CC.3.6.11-
	12.G .Gather relevant
	information from multiple
	authoritative print and
	digital sources, following a standard format for citation.
	Standard CC.3.6.11-12.H.
	Draw evidence from informational texts to
	support analysis, reflection,
	and research.
	RANGE OF WRITING
	FOR ALL GRADES 9-12

400 401 402 403 404	INFECTION CONTROL. Identify and explain the chain of infection of various microorganisms. Use proper hygiene techniques. Implement the practice of standard precautions and transmission-based precautions with correct use of Personal Protective Equipment (PPE), including donning/removing a disposable gown, mask/goggles/face shield, and sterile/non-sterile gloves. Follows OSHA's blood borne pathogens standards as it pertains to the health care industry.	CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Support Services Career Pathway (Select Standards)	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc	Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical	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.
405 406	Differentiate between medical and surgical asepsis, including disinfection and sterilization procedures. RESERVED	(Select Standards) 1-2-3-4-5	 Multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 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 	processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. 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 Standard CC.3.6.9-10.C	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.

Analyze the structure of the	Produce clear and coherent
relationships among concepts in a text, etc.	writingappropriate to task, purpose, and audience.
Standard CC.3.5.9-10.F	Standard CC.3.6.9-10 D
Analyze the author's purpose in providing an explanation,	Develop and strengthen writing as needed by
describing a procedure	planning, revising, editing,
CRAFT & STRUCTURE	rewriting, or trying a new
GRADES 11-12	approach, focusing on
Standard CC.3.5.11-12.D.	addressing what is most
Determine the meaning of	significant for a specific
symbols, key terms, and other	purpose and audience.
domain specific words	Standard CC.3.6.9-10.E
Standard CC.3.5.11-12.E.	Use technology, including the Internet, to produce,
Analyze the structure of the	publish, and update
relationships among concepts in a	individual or shared writing
text.	products.
Standard CC.3.5.11-12.F	PRODUCTION &
Analyze the author's purpose in	DISTRIBUTION OF
providing an explanation,	WRITING
describing a procedure	GRADES 11-12
INTEGRATE KNOWLEDGE/ IDEAS	Standard CC.3.6.11-12 C
	Produce clear and coherent
GRADES 9-10 Stor double CC 2 5 0 10 C	writingappropriate to
Standard CC.3.5.9-10.G.	task, purpose, and audience.
Translate quantitative or technical	Standard CC.3.6.9-10 D
information expressed in a text into visual form (e.g. a table or chart).	Standard CC.3.6.11-
Standard CC.3.5.9-10.H.	12.D Develop and
Assess the reasoning in a text to	strengthen writing as needed by planning,
support the author's claim for	revising, editing, rewriting,
solving a technical problem.	or trying a new approach,
Standard CC.3.5.9-10.I.	focusing on addressing
Compare and contrast findings	what is most significant for
presented in a text to those from	a specific purpose and
other sources, etc	audience.
INTEGRATE KNOWLEDGE/	Standard CC.3.6.11-
IDEAS	12.E .Use technology, including the Internet, to
GRADES 11-12	produce, publish, and
Standard CC.3.5.11-12.G.	

Integrate and evaluate multiple	update individual or shared
sources of information presented i	n writing products.
diverse formats to solve a	RESEARCH
problem.	GRADES 9-10
Standard CC.3.5.11-12.H.	Standard CC.3.6.9-10.F.
Evaluate the hypotheses, data,	Conduct short and more
analysis, and conclusions in a	sustained research to
technical text, verifying the data	answer a question or solve
when possible.	a problem.
Standard CC.3.5.11-12.I.	Standard CC.3.6.9-
Synthesize information from a	10.G .Gather relevant
range of sources into a coherent	information from multiple
understanding.	authoritative print and
RANGE OF READING	digital sources, following a
GRADES 9-10 and 11-12	standard format for citation.
Standard CC.3.5.9-10.J AND	Standard CC.3.6.9-10.H.
Standard CC.3.5.11-12.J.	Draw evidence from
By the end of grades 9- 10, AND	informational texts to
11-12, read and comprehend	support analysis, reflection, and research.
technical texts independently and	RESEARCH
proficiently.	
	GRADES 11-12
	Standard CC.3.6.11-12.F.
	Conduct short and more sustained research to
	answer a question or solve
	a problem.
	Standard CC.3.6.11-
	12.G.Gather relevant
	information from multiple
	authoritative print and
	digital sources, following a
	standard format for citation.
	Standard CC.3.6.11-12.H.
	Draw evidence from
	informational texts to
	support analysis, reflection, and research.
	RANGE OF WRITING
	FOR ALL GRADES 9-12

00 EMERGENCY CARE AND DISASTER			Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
PREPAREDNESS.				
 Demonstrate CPR skills and the proper use of an AED, including choking victim. Perform basic first aid skills including sterile and non sterile dressings.21 Describe Emergency Response/Crisis Plan Procedure when life threatening situations occur. Identify potential fire hazards and appropriate procedures to use in a fire emergency. Recognize and report emergencies immediately. 	(Choose Standards)	 KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 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 	TEXT TYPES AND PURPOSE GRADES 9-10Standard CC.3.6.9-10.AWrite arguments focused on discipline specific content.Standard CC.3.6.9-10.BWrite informative or explanatory texts, including the narration of technical processes, etc.TEXT TYPES AND PURPOSE GRADES 11-12Standard CC.3.6.11-12.AWrite arguments focused on discipline specific content.Standard CC.3.6.11-12.BWrite informative or explanatory texts, including the narration of technical processes, etc.PURPOSE GRADES 11-12Standard CC.3.6.11-12.A Write informative or explanatory texts, including the narration of technical processes, etc.PRODUCTION & DISTRIBUTION OF WRITING 	

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 CRAFT & STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D.	Produce clear and coherent writingappropriate 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
	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. PRODUCTION & DISTRIBUTION OF WRITING GRADES 11-12 Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate 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,
IDEAS GRADES 11-12 Standard CC.3.5.11-12.G.	including the Internet, to produce, publish, and update individual or shared writing products.

Integrate and evaluate multiple	RESEARCH
sources of information presented in	GRADES 9-10
diverse formats to solve a	Standard CC.3.6.9-10.F.
problem.	Conduct short and more
Standard CC.3.5.11-12.H.	sustained research to
Evaluate the hypotheses, data,	answer a question or solve
analysis, and conclusions in a	a problem.
technical text, verifying the data	Standard CC.3.6.9-
when possible.	10.G .Gather relevant
Standard CC.3.5.11-12.I.	information from multiple
Synthesize information from a	authoritative print and
range of sources into a coherent	digital sources, following a standard format for citation.
understanding.	
RANGE OF READING	Standard CC.3.6.9-10.H. Draw evidence from
GRADES 9-10 and 11-12	informational texts to
Standard CC.3.5.9-10.J AND	support analysis, reflection,
Standard CC.3.5.11-12.J.	and research.
By the end of grades 9- 10, AND	RESEARCH
11-12, read and comprehend	
technical texts independently and	GRADES 11-12
proficiently.	Standard CC.3.6.11-12.F.
	Conduct short and more sustained research to
	answer a question or solve
	a problem.
	Standard CC.3.6.11-
	12.G.Gather relevant
	information from multiple
	authoritative print and
	digital sources, following a
	standard format for citation.
	Standard CC.3.6.11-12.H.
	Draw evidence from
	informational texts to
	support analysis, reflection,
	and research.
	RANGE OF WRITING
	FOR ALL GRADES 9-12
	Standard CC.3.5.9-10.I
	AND Standard CC.3.5.11-
	12.I.

600	HUMAN NEEDS AND HUMAN DEVELOPMENT. Identify growth and developmental stages across the	CLUSTER:	KEY IDEAS/DETAILS	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	Standard 2.1.HS.F.1
602	human life span. Describe how illness and disability affects a person's life. Select and implement appropriate techniques to deal with the cognitively impaired (i.e. validation, reminiscence, music therapy, etc.).	Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Support Services Career Pathway (Select Standards) 1-2-3-4-5	GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 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.	PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. 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 Standard CC.3.6.9-10.C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D	Apply and extend the properties of exponents to solve problems with rational exponents. 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.

 1	
Standard CC.3.5.9-10.F	Develop and strengthen
Analyze the author's purpose in	writing as needed by
providing an explanation,	planning, revising, editing,
describing a procedure	rewriting, or trying a new
CRAFT & STRUCTURE	approach, focusing on
GRADES 11-12	addressing what is most
Standard CC.3.5.11-12.D.	significant for a specific purpose and audience.
Determine the meaning of	
symbols, key terms, and other	Standard CC.3.6.9-10.E
domain specific words	Use technology, including
Standard CC.3.5.11-12.E.	the Internet, to produce, publish, and update
Analyze the structure of the	individual or shared writing
relationships among concepts in a	products.
text.	PRODUCTION &
Standard CC.3.5.11-12.F	DISTRIBUTION OF
Analyze the author's purpose in	WRITING
providing an explanation,	GRADES 11-12
describing a procedure	Standard CC.3.6.11-12 C
INTEGRATE KNOWLEDGE/	Produce clear and coherent
IDEAS	writingappropriate to
GRADES 9-10	task, purpose, and audience.
Standard CC.3.5.9-10.G.	Standard CC.3.6.9-10 D
Translate quantitative or technical	Standard CC.3.6.11-12.D
information expressed in a text into	Develop and strengthen
visual form (e.g. a table or chart).	writing as needed by
Standard CC.3.5.9-10.H.	planning, revising, editing,
Assess the reasoning in a text to	rewriting, or trying a new
support the author's claim for	approach, focusing on
solving a technical problem.	addressing what is most
Standard CC.3.5.9-10.I.	significant for a specific
Compare and contrast findings	purpose and audience.
presented in a text to those from	Standard CC.3.6.11-
other sources, etc	12.E .Use technology,
INTEGRATE KNOWLEDGE/	including the Internet, to
IDEAS	produce, publish, and
GRADES 11-12	update individual or shared
Standard CC.3.5.11-12.G.	writing products.
Integrate and evaluate multiple	RESEARCH
sources of information presented in	GRADES 9-10
diverse formats to solve a	Standard CC.3.6.9-10.F.
problem.	Conduct short and more

Standard CC.3.5.11-12.H.	sustained research to
Evaluate the hypotheses, data,	answer a question or solve
analysis, and conclusions in a	a problem.
technical text, verifying the data	Standard CC.3.6.9-
when possible.	10.G .Gather relevant
Standard CC.3.5.11-12.I.	information from multiple
Synthesize information from a	authoritative print and
range of sources into a coherent	digital sources, following a standard format for citation.
understanding.	
RANGE OF READING	Standard CC.3.6.9-10.H. Draw evidence from
GRADES 9-10 and 11-12	informational texts to
Standard CC.3.5.9-10.J AND	support analysis, reflection,
Standard CC.3.5.11-12.J.	and research.
By the end of grades 9-10, AND	RESEARCH
11-12, read and comprehend technical texts independently and	GRADES 11-12
proficiently.	Standard CC.3.6.11-12.F.
F	Conduct short and more
	sustained research to
	answer a question or solve
	a problem.
	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.3.6.11-12.H.
	Draw evidence from
	informational texts to
	support analysis, reflection,
	and research.
	RANGE OF WRITING
	FOR ALL GRADES 9-12
	Standard CC.3.5.9-10.I
	AND Standard CC.3.5.11-
	12.I.
	Write routinely over
	extended time frames and
	shorter time frames for a
	range of tasks, purposes
	and audiencesetc.

701 RESERVED CLUSTER: Health Sciences KEY IDEANDETAILS TEXT TYPES AND PURPOSE 702 RESERVED Careers GRADES 9-10. GRADES 9-10. 704 RESERVED Choose Standards) 1:2:3:4:5:6 Standard CC.3.5.9-10.A. GRADES 9-10 705 RESERVED 1:2:3:4:5:6 Standard CC.3.5.9-10B & Ordisciplice specific extual evidence, enternation of technical processes, etc. Write informative or standard CC.3.5.9-10.B 704 RESERVED Career Pathways Standard CC.3.5.9-10.B & Write informative or enternative or standard CC.3.5.9-10.C Write informative or standard CC.3.5.9-10.C 8 Follow precisely a complex multistep procedure, etc Standard CC.3.5.1-12A TEXT TYPES AND PREVOSE 8 GRADES 11-12 Standard CC.3.6.1-12.B 9 Standard CC.3.5.1-12A TEXT TYPES AND PREVOSE 9 Calles specific extual evidence, etc TEXT TYPES AND PROPOSE 9 Calles specific extual evidence, etc TEXT TYPES AND PROPOSE 9 Standard CC.3.5.1-12A TEXT TYPES AND PROPOSE 9 Standard CC.3.5.1-12.C Write informative or explanatory texts, including the marration of technical processe, etc. 9 Standard CC.3.5.9-
Analyze the author's purpose in providing an explanation, describing a procedurewriting as needed by planning, revising, editing, rewriting, or trying a new

Standard CC.3.5.11-12.D.	significant for a specific
Determine the meaning of	purpose and audience.
symbols, key terms, and other	Standard CC.3.6.9-10.E
domain specific words	Use technology, including
Standard CC.3.5.11-12.E.	the Internet, to produce,
Analyze the structure of the	publish, and update
relationships among concepts in a	individual or shared writing
text.	products.
Standard CC.3.5.11-12.F	PRODUCTION &
Analyze the author's purpose in	DISTRIBUTION OF
providing an explanation,	WRITING
describing a procedure	GRADES 11-12
INTEGRATE KNOWLEDGE/	Standard CC.3.6.11-12 C
IDEAS	Produce clear and coherent
GRADES 9-10	writingappropriate to
Standard CC.3.5.9-10.G.	task, purpose, and audience.
Translate quantitative or technical	Standard CC.3.6.9-10 D
information expressed in a text into	Standard CC.3.6.11-12.D
visual form (e.g. a table or chart).	Develop and strengthen
Standard CC.3.5.9-10.H.	writing as needed by
Assess the reasoning in a text to	planning, revising, editing,
support the author's claim for	rewriting, or trying a new
solving a technical problem.	approach, focusing on
Standard CC.3.5.9-10.I.	addressing what is most
Compare and contrast findings	significant for a specific
presented in a text to those from	purpose and audience.
other sources, etc	Standard CC.3.6.11-
INTEGRATE KNOWLEDGE/	12.E .Use technology,
IDEAS	including the Internet, to
GRADES 11-12	produce, publish, and update individual or shared
	writing products.
Standard CC.3.5.11-12.G.	RESEARCH
Integrate and evaluate multiple	
sources of information presented in	GRADES 9-10
diverse formats to solve a problem.	Standard CC.3.6.9-10.F.
	Conduct short and more
Standard CC.3.5.11-12.H.	sustained research to
Evaluate the hypotheses, data,	answer a question or solve a problem.
analysis, and conclusions in a	-
technical text, verifying the data when possible.	Standard CC.3.6.9- 10.G.Gather relevant
Standard CC.3.5.11-12.I.	information from multiple
Stalluaru UU.3.3.11-12.1.	momunon nom munipic

			Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND 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.	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. RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11- 12.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
800	HEALTH CARE PROVIDER SKILLS.				
801 802	Provide the client with personal privacy, both auditory and visual consistently. RESERVED	CLUSTER: Health Sciences Careers (Choose Standards)	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A.	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A	Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real

803	Demonstrate unoccupied bed making techniques according to setting.	1-2-3-4-5-6	Cite specific textual evidence, etc	Write arguments focused on discipline specific	world or mathematical problems.
804	Demonstrate occupied bed making techniques.	PATHWAYS	Standard CC.3.5.9-10B &	content.	Standard 2.1.HS.F.4
805	Measure and record height and weight.	INCLUDE	Determine the central ideas or	Standard CC.3.6.9-10.B	Use units as a way to
806	RESERVED	Support Services	conclusions of a text; etc	Write informative or	understand problems and
807	Assist with client bathing, peri-care and personal	Career Pathway	Standard CC.3.5.9-10.C	explanatory texts, including	to guide the solution of
	grooming while encouraging independence with	(Select Standards)	Follow precisely a complex	the narration of technical	multistep problems.
	ADLs.	1-2-3-4-5	multistep procedure, etc	processes, etc.	Standard 2.1.HS.F.5
808	RESERVED		KEY IDEAS/DETAILS	TEXT TYPES AND PURPOSE	Choose a level of accuracy
809	Assist with dressing and undressing.		GRADES 11-12	GRADES 11-12	appropriate to limitations on measurement when
810	Observe and report condition of the skin including		Standard CC.3.5.11-12A	Standard CC.3.6.11-12.A	reporting quantities.
	measures to prevent decubitus ulcer/pressure		Cite specific textual evidence,	Write arguments focused	Standard 2.1.HS.F.6
011	sores/pressure ulcers/bed sores. RESERVED		etc	on discipline specific	Extend the knowledge of
811			Standard CC.3.5.11-12.B.	content.	arithmetic operations and
812	Assist and/or administer denture and oral care for conscious and unconscious client.		Determine the central ideas or conclusions of a text; etc	Standard CC.3.6.11-12.B	apply to complex
813	RESERVED		Standard CC.3.5.11-12.C.	Write informative or	numbers.
814	RESERVED		Follow precisely a complex	explanatory texts, including	
815	Assist client with use of the bathroom, bedside		multistep procedure, etc	the narration of technical processes, etc.	
	commode (BSC), bedpan and urinal.		CRAFT & STRUCTURE	PRODUCTION &	
816	Provide catheter care and emptying of urinary		GRADES 9-10	DISTRIBUTION OF	
	drainage bag.		Standard CC.3.5.9-10.D.	WRITING	
817	Apply hot and/or cold dry/moist therapy.		Determine the meaning of	GRADES 9-10	
818	Measure and record body temperature using various		symbols, key terms, and other	Standard CC.3.6.9-10.C	
010	thermometers placed on specific body sites.		domain specific words	Produce clear and coherent	
819	Measure and record various pulses.		Standard CC.3.5.9-10.E	writingappropriate to	
820	Measure and record respirations.		Analyze the structure of the	task, purpose, and audience.	
821	Measure and record blood pressure.		relationships among concepts in a	Standard CC.3.6.9-10 D	
822	Recognize parameters of blood glucose monitoring related to usage of a glucometer and report results.		text, etc. Standard CC.3.5.9-10.F	Develop and strengthen writing as needed by	
823	Describe type, degree and manage client's pain.		Analyze the author's purpose in	planning, revising, editing,	
823 824	RESERVED		providing an explanation,	rewriting, or trying a new	
824 825	Apply therapeutic compression devices (i.e. anti-		describing a procedure	approach, focusing on	
025	embolism stockings).		CRAFT & STRUCTURE	addressing what is most	
826	Perform range of motion exercises with a client.		GRADES 11-12	significant for a specific purpose and audience.	
827	RESERVED		Standard CC.3.5.11-12.D.	Standard CC.3.6.9-10.E	
828	Recognize basic medical coding, billing, insurance,		Determine the meaning of	Use technology, including	
	filing and appointment scheduling procedures in a		symbols, key terms, and other	the Internet, to produce,	
	medical office.		domain specific words	publish, and update	
			Standard CC.3.5.11-12.E.	· · ·	

829	RESERVED	Analyze the structure of the	individual or shared writing
830	RESERVED	relationships among concepts in a	products.
831	RESERVED	text.	PRODUCTION &
832	RESERVED	Standard CC.3.5.11-12.F	DISTRIBUTION OF WRITING
833	Perform methods of collection, special handling and	Analyze the author's purpose in providing an explanation,	GRADES 11-12
	labeling of specimens.	describing a procedure	Standard CC.3.6.11-12 C
834	Describe medication administration to a client	INTEGRATE KNOWLEDGE/	Produce clear and coherent
025	utilizing proper medical math.	IDEAS	writingappropriate to
835	Describe how an EKG/ECG is performed and how it is used diagnostically.	GRADES 9-10	task, purpose, and audience.
836	Identify proper oxygen delivery methods, hazards	Standard CC.3.5.9-10.G.	Standard CC.3.6.9-10 D
050	involved with oxygen; and proper use of a pulse	Translate quantitative or technical	Standard CC.3.6.11-12.D
	oximeter.	information expressed in a text into	Develop and strengthen
837	RESERVED	visual form (e.g. a table or chart).	writing as needed by planning, revising, editing,
		Standard CC.3.5.9-10.H.	rewriting, or trying a new
		Assess the reasoning in a text to support the author's claim for	approach, focusing on
		solving a technical problem.	addressing what is most
		Standard CC.3.5.9-10.I.	significant for a specific
		Compare and contrast findings	purpose and audience.
		presented in a text to those from	Standard CC.3.6.11- 12.E.Use technology,
		other sources, etc	including the Internet, to
		INTEGRATE KNOWLEDGE/	produce, publish, and
		IDEAS	update individual or shared
		GRADES 11-12	writing products.
		Standard CC.3.5.11-12.G.	RESEARCH
		Integrate and evaluate multiple	GRADES 9-10
		sources of information presented in diverse formats to solve a	Standard CC.3.6.9-10.F.
		problem.	Conduct short and more
		Standard CC.3.5.11-12.H.	sustained research to answer a question or solve
		Evaluate the hypotheses, data,	a problem.
		analysis, and conclusions in a	Standard CC.3.6.9-
		technical text, verifying the data	10.G .Gather relevant
		when possible.	information from multiple
		Standard CC.3.5.11-12.I.	authoritative print and
		Synthesize information from a	digital sources, following a standard format for citation.
		range of sources into a coherent	Standard CC.3.6.9-10.H.
		understanding.	Draw evidence from
		RANGE OF READING GRADES 9-10 and 11-12	informational texts to
		GRADE6 7-10 and 11-12	

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	Standard CC.3.5.9-10.J AND support analysis, reflection,
	Standard CC.3.5.11-12.J. and research.
	By the end of grades 9- 10, AND RESEARCH
	11-12, read and comprehend GRADES 11-12
	technical texts independently and Standard CC.3.6.11-12.F.
	proficiently. Conduct short and more
	sustained research to
	answer a question or solve
	a problem.
	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.3.6.11-12.H.
	Draw evidence from
	informational texts to
	support analysis, reflection,
	and research.
	RANGE OF WRITING
	FOR ALL GRADES 9-12
	Standard CC.3.5.9-10.I
	AND Standard CC.3.5.11-
	12.I.
	Write routinely over
	extended time frames and
	shorter time frames for a
	range of tasks, purposes
	and audiencesetc.

900	NUTRITION AND HYDRATION.				
901 902 903	List general principles of basic nutrition. Identify therapeutic diets including cultural variations. Prepare and serve meal trays to clients, including	CLUSTER: Health Sciences Careers Choose Standards)	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence,	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A	Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical
904 905	fluids. Provide assistance with safe positioning and feeding techniques for the dependent and sensory deprived clients. Measure and record intake and output (I & O).	1-2-3-4-5-6 PATHWAYS INCLUDE	etc Standard CC.3.5.9-10B & Determine the central ideas or conclusions of a text; etc	Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B	by problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and

0.7.1		a			
906	Measure and record meal percentages.	Support Services Career Pathway	Standard CC.3.5.9-10.C	Write informative or explanatory texts, including	to guide the solution of multistep problems.
		(Select Standards)	Follow precisely a complex multistep procedure, etc	the narration of technical	Standard 2.1.HS.F.5
		1-2-3-4-5	KEY IDEAS/DETAILS	processes, etc.	Choose a level of accuracy
		1-2-3-4-3		TEXT TYPES AND	appropriate to limitations
			GRADES 11-12	PURPOSE	on measurement when
			Standard CC.3.5.11-12A	GRADES 11-12	reporting quantities.
			Cite specific textual evidence,	Standard CC.3.6.11-12.A	Standard 2.1.HS.F.6
			etc	Write arguments focused	Extend the knowledge of
			Standard CC.3.5.11-12.B.	on discipline specific	arithmetic operations and
			Determine the central ideas or	content.	apply to complex
			conclusions of a text; etc	Standard CC.3.6.11-12.B	numbers.
			Standard CC.3.5.11-12.C.	Write informative or	
			Follow precisely a complex	explanatory texts, including	
			multistep procedure, etc	the narration of technical	
			CRAFT & STRUCTURE	processes, etc.	
			GRADES 9-10	PRODUCTION &	
			Standard CC.3.5.9-10.D.	DISTRIBUTION OF	
			Determine the meaning of	WRITING	
			symbols, key terms, and other	GRADES 9-10	
			domain specific words	Standard CC.3.6.9-10.C	
			Standard CC.3.5.9-10.E	Produce clear and coherent	
			Analyze the structure of the	writingappropriate to	
			relationships among concepts in a	task, purpose, and audience.	
			text, etc.	Standard CC.3.6.9-10 D	
			Standard CC.3.5.9-10.F	Develop and strengthen	
			Analyze the author's purpose in	writing as needed by	
			providing an explanation,	planning, revising, editing,	
			describing a procedure	rewriting, or trying a new approach, focusing on	
			CRAFT & STRUCTURE	addressing what is most	
			GRADES 11-12	significant for a specific	
			Standard CC.3.5.11-12.D.	purpose and audience.	
			Determine the meaning of	Standard CC.3.6.9-10.E	
			symbols, key terms, and other domain specific words	Use technology, including	
			Standard CC.3.5.11-12.E.	the Internet, to produce,	
				publish, and update	
			Analyze the structure of the relationships among concepts in a	individual or shared writing	
			text.	products.	
			Standard CC.3.5.11-12.F	PRODUCTION &	
			Sumuaru CC.5.5.11-12.F	DISTRIBUTION OF	
				WRITING	

Analyze the author's purpose in	GRADES 11-12
providing an explanation,	Standard CC.3.6.11-12 C
describing a procedure	Produce clear and coherent
INTEGRATE KNOWLEDGE/ IDEAS	writingappropriate to
	task, purpose, and audience.
GRADES 9-10	Standard CC.3.6.9-10 D
Standard CC.3.5.9-10.G.	Standard CC.3.6.11-12.D
Translate quantitative or technical	Develop and strengthen
information expressed in a text into visual form (e.g. a table or chart).	writing as needed by planning, revising, editing,
Standard CC.3.5.9-10.H.	rewriting, or trying a new
	approach, focusing on
Assess the reasoning in a text to support the author's claim for	addressing what is most
solving a technical problem.	significant for a specific
Standard CC.3.5.9-10.I.	purpose and audience.
Compare and contrast findings	Standard CC.3.6.11-
presented in a text to those from	12.E .Use technology,
other sources, etc	including the Internet, to
INTEGRATE KNOWLEDGE/	produce, publish, and update individual or shared
IDEAS	writing products.
GRADES 11-12	RESEARCH
Standard CC.3.5.11-12.G.	GRADES 9-10
Integrate and evaluate multiple	Standard CC.3.6.9-10.F.
sources of information presented in	Conduct short and more
diverse formats to solve a	sustained research to
problem.	answer a question or solve
Standard CC.3.5.11-12.H.	a problem.
Evaluate the hypotheses, data,	Standard CC.3.6.9-
analysis, and conclusions in a	10.G .Gather relevant
technical text, verifying the data	information from multiple
when possible.	authoritative print and digital sources, following a
Standard CC.3.5.11-12.I.	standard format for citation.
Synthesize information from a	Standard CC.3.6.9-10.H.
range of sources into a coherent understanding.	Draw evidence from
e	informational texts to
RANGE OF READING GRADES 9-10 and 11-12	support analysis, reflection,
Standard CC.3.5.9-10.J AND	and research.
Standard CC.3.5.11-12.J.	RESEARCH
By the end of grades 9- 10, AND	GRADES 11-12
11-12, read and comprehend	
, read and comprehend	L

			technical texts independently and proficiently.	Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.Standard CC.3.6.11- 12.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I.Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
1000	BASIC STRUCTURES AND FUNCTIONS OF THE HUMAN BODYAND RELATED DISEASES WITH ASSOCIATED TERMINOLOGY.			
1001	Identify the basic structure and explain the function and disease processes for the Integumentary system.	CLUSTER: Health Sciences	KEY IDEAS/DETAILS GRADES 9-10	TEXT TYPES AND PURPOSE
1002	Identify the basic structure and explain the function and disease processes for the Respiratory system.	Careers (Choose Standards)	Standard CC.3.5.9-10.A. Cite specific textual evidence,	GRADES 9-10 Standard CC.3.6.9-10.A
1003	Identify the basic structure and explain the function and disease processes for the Cardiovascular system.	1-2-3-4-5-6	etc Standard CC.3.5.9-10B &	Write arguments focused on discipline specific
1004	Identify the basic structure and explain the function	PATHWAYS INCLUDE	Determine the central ideas or conclusions of a text; etc	content. Standard CC.3.6.9-10.B
1005	and disease processes for the Lymphatic/immune system. Identify the basic structure and explain the function and disease processes for the Muscular system.	Support Services Career Pathway (Select Standards)	Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc	Write informative or explanatory texts, including

1006 Identify the basic structure and explain the		KEY IDEAS/DETAILS	the narration of technical
and disease processes for the Skeletal sy		GRADES 11-12	processes, etc.
1007 Identify the basic structure and explain the and disease processes for the Nervous system of the structure and structure an		Standard CC.3.5.11-12A	TEXT TYPES AND PURPOSE
including the Sensory Organs.	/SICIII,	Cite specific textual evidence,	
1008 Identify the basic structure and explain the	hafunction	etc	GRADES 11-12
and disease processes for the Digestive s		Standard CC.3.5.11-12.B.	Standard CC.3.6.11-12.A
1009 Identify the basic structure and explain the	-	Determine the central ideas or	Write arguments focused
and disease processes for the Urinary sys		conclusions of a text; etc	on discipline specific
1010 Identify the basic structure and explain the		Standard CC.3.5.11-12.C.	content.
and disease processes for the Reproducti		Follow precisely a complex	Standard CC.3.6.11-12.B
1011 Identify the basic structure and explain the		multistep procedure, etc	Write informative or explanatory texts, including
and disease processes for the Endocrine		CRAFT & STRUCTURE	the narration of technical
1012 RESERVED		GRADES 9-10	processes, etc.
1013 Distinguish the various directional terms	, planes and	Standard CC.3.5.9-10.D.	PRODUCTION &
regions of the human body.	, F	Determine the meaning of	DISTRIBUTION OF
		symbols, key terms, and other	WRITING
		domain specific words	GRADES 9-10
		Standard CC.3.5.9-10.E	Standard CC.3.6.9-10.C
		Analyze the structure of the	Produce clear and coherent
		relationships among concepts in a	writingappropriate to
		text, etc.	task, purpose, and audience.
		Standard CC.3.5.9-10.F	Standard CC.3.6.9-10 D
		Analyze the author's purpose in	Develop and strengthen
		providing an explanation,	writing as needed by
		describing a procedure	planning, revising, editing,
		CRAFT & STRUCTURE	rewriting, or trying a new
		GRADES 11-12	approach, focusing on
		Standard CC.3.5.11-12.D.	addressing what is most significant for a specific
		Determine the meaning of	purpose and audience.
		symbols, key terms, and other domain specific words	Standard CC.3.6.9-10.E
		Standard CC.3.5.11-12.E.	
			Use technology, including the Internet, to produce,
		Analyze the structure of the relationships among concepts in a	publish, and update
		text.	individual or shared writing
		Standard CC.3.5.11-12.F	products.
		Analyze the author's purpose in	PRODUCTION &
		providing an explanation,	DISTRIBUTION OF
		describing a procedure	WRITING
			GRADES 11-12

DIMEGRATE INCOME DRASS	
INTEGRATE KNOWLEDGE/ IDEAS	Standard CC.3.6.11-12 C
	Produce clear and coherent
GRADES 9-10	writingappropriate to
Standard CC.3.5.9-10.G.	task, purpose, and audience.
Translate quantitative or technical	Standard CC.3.6.9-10 D
information expressed in a text into	Standard CC.3.6.11-12.D
visual form (e.g. a table or chart).	Develop and strengthen writing as needed by
Standard CC.3.5.9-10.H.	planning, revising, editing,
Assess the reasoning in a text to	rewriting, or trying a new
support the author's claim for solving a technical problem.	approach, focusing on
Standard CC.3.5.9-10.I.	addressing what is most
	significant for a specific
Compare and contrast findings presented in a text to those from	purpose and audience.
other sources, etc	Standard CC.3.6.11-
INTEGRATE KNOWLEDGE/	12.E .Use technology,
IDEAS	including the Internet, to produce, publish, and
GRADES 11-12	update individual or shared
Standard CC.3.5.11-12.G.	writing products.
Integrate and evaluate multiple	RESEARCH
sources of information presented in	GRADES 9-10
diverse formats to solve a	Standard CC.3.6.9-10.F.
problem.	Conduct short and more
Standard CC.3.5.11-12.H.	sustained research to
Evaluate the hypotheses, data,	answer a question or solve
analysis, and conclusions in a	a problem.
technical text, verifying the data	Standard CC.3.6.9-
when possible.	10.G.Gather relevant
Standard CC.3.5.11-12.I.	information from multiple
Synthesize information from a	authoritative print and
range of sources into a coherent	digital sources, following a standard format for citation.
understanding.	
RANGE OF READING	Standard CC.3.6.9-10.H. Draw evidence from
GRADES 9-10 and 11-12	informational texts to
Standard CC.3.5.9-10.J AND	support analysis, reflection,
Standard CC.3.5.11-12.J.	and research.
By the end of grades 9- 10, AND	RESEARCH
11-12, read and comprehend	GRADES 11-12
technical texts independently and proficiently.	Standard CC.3.6.11-12.F.
pronoionuy.	Conduct short and more

				sustained research to
				answer a question or solve a problem.
				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.3.6.11-12.H.
				Draw evidence from informational texts to
				support analysis, reflection,
				and research.
				RANGE OF WRITING
				FOR ALL GRADES 9-12
				Standard CC.3.5.9-10.I
				AND Standard CC.3.5.11- 12.I.
				Write routinely over
				extended time frames and
				shorter time frames for a
				range of tasks, purposes
				and audiencesetc.
	DEATH AND DYING.			
1101	Discuss your own feelings and attitudes concerning	<u>CLUSTER</u> :	KEY IDEAS/DETAILS	TEXT TYPES AND
1102	death.	Health Sciences	GRADES 9-10	PURPOSE CDADES 0 10
1102	Research how culture and religion influence attitudes toward death.	Careers	Standard CC.3.5.9-10.A.	GRADES 9-10 Standard CC 2 (0, 10, 4
1103	Identify the stages of grief.	(Choose Standards) 1-2-3-4-5-6	Cite specific textual evidence,	Standard CC.3.6.9-10.A Write arguments focused
1103	Recognize and report the common signs of a client	1-2-3-4-3-0	etc Standard CC.3.5.9-10B &	on discipline specific
1101	approaching death.	PATHWAYS	Determine the central ideas or	content.
1105	Identify goals of hospice care.	INCLUDE	conclusions of a text; etc	Standard CC.3.6.9-10.B
	Discuss various methods of postmortem care.	Support Services	Standard CC.3.5.9-10.C	Write informative or
		Career Pathway	Follow precisely a complex	explanatory texts, including
		(Select Standards)	multistep procedure, etc	the narration of technical
		1-2-3-4-5	KEY IDEAS/DETAILS	processes, etc. TEXT TYPES AND
			GRADES 11-12	PURPOSE
			Standard CC.3.5.11-12A	GRADES 11-12
				Standard CC.3.6.11-12.A
				5/minut u 00,5/0,11-12//1

Cite specific textual evidence,	Write arguments focused
etc	on discipline specific
Standard CC.3.5.11-12.B.	content.
Determine the central ideas or	Standard CC.3.6.11-12.B
conclusions of a text; etc	Write informative or
Standard CC.3.5.11-12.C.	explanatory texts, including
Follow precisely a complex	the narration of technical
multistep procedure, etc	processes, etc.
CRAFT & STRUCTURE	PRODUCTION & DISTRIBUTION OF
GRADES 9-10	WRITING
Standard CC.3.5.9-10.D.	GRADES 9-10
Determine the meaning of	
symbols, key terms, and other	Standard CC.3.6.9-10.C
domain specific words	Produce clear and coherent writingappropriate to
Standard CC.3.5.9-10.E	task, purpose, and audience.
Analyze the structure of the	Standard CC.3.6.9-10 D
relationships among concepts in a	Develop and strengthen
text, etc.	writing as needed by
Standard CC.3.5.9-10.F	planning, revising, editing,
Analyze the author's purpose in	rewriting, or trying a new
providing an explanation,	approach, focusing on
describing a procedure	addressing what is most
CRAFT & STRUCTURE	significant for a specific
GRADES 11-12	purpose and audience.
Standard CC.3.5.11-12.D.	Standard CC.3.6.9-10.E
Determine the meaning of	Use technology, including
symbols, key terms, and other domain specific words	the Internet, to produce,
*	publish, and update individual or shared writing
Standard CC.3.5.11-12.E.	products.
Analyze the structure of the	PRODUCTION &
relationships among concepts in a text.	DISTRIBUTION OF
Standard CC.3.5.11-12.F	WRITING
	GRADES 11-12
Analyze the author's purpose in providing an explanation,	Standard CC.3.6.11-12 C
describing a procedure	Produce clear and coherent
INTEGRATE KNOWLEDGE/	writingappropriate to
IDEAS	task, purpose, and audience.
GRADES 9-10	Standard CC.3.6.9-10 D
Standard CC.3.5.9-10.G.	Standard CC.3.6.11-12.D
Sumuru (C.5.5.)-10.6.	Develop and strengthen
	· · · · · ·

Translate quantitative or technical	writing as needed by
information expressed in a text into visual form (e.g. a table or chart).	planning, revising, editing, rewriting, or trying a new
	approach, focusing on
Standard CC.3.5.9-10.H.	addressing what is most
Assess the reasoning in a text to	significant for a specific
support the author's claim for solving a technical problem.	purpose and audience.
	Standard CC.3.6.11-
Standard CC.3.5.9-10.I.	12.E .Use technology,
Compare and contrast findings	including the Internet, to
presented in a text to those from other sources, etc	produce, publish, and
INTEGRATE KNOWLEDGE/	update individual or shared
INTEGRATE KNOWLEDGE/ IDEAS	writing products.
GRADES 11-12	RESEARCH
GRADES 11-12 Standard CC.3.5.11-12.G.	GRADES 9-10
	Standard CC.3.6.9-10.F.
Integrate and evaluate multiple sources of information presented in	Conduct short and more
diverse formats to solve a	sustained research to
problem.	answer a question or solve
Standard CC.3.5.11-12.H.	a problem.
Evaluate the hypotheses, data,	Standard CC.3.6.9- 10.G.Gather relevant
analysis, and conclusions in a	information from multiple
technical text, verifying the data	authoritative print and
when possible.	digital sources, following a
Standard CC.3.5.11-12.I.	standard format for citation.
Synthesize information from a	Standard CC.3.6.9-10.H.
range of sources into a coherent	Draw evidence from
understanding.	informational texts to
RANGE OF READING	support analysis, reflection,
GRADES 9-10 and 11-12	and research.
Standard CC.3.5.9-10.J AND	RESEARCH
Standard CC.3.5.11-12.J.	GRADES 11-12
By the end of grades 9-10, AND	Standard CC.3.6.11-12.F.
11-12, read and comprehend	Conduct short and more
technical texts independently and	sustained research to
proficiently.	answer a question or solve
	a problem.
	Standard CC.3.6.11-
	12.G .Gather relevant information from multiple
	authoritative print and

1200	MEDICAL TERMINOLOGY.			digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING FOR ALL GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
		CL LICEDD		
1201	Define and differentiate between roots/prefixes/suffixes.	<u>CLUSTER</u> : Health Sciences	KEY IDEAS/DETAILS GRADES 9-10	TEXT TYPES AND PURPOSE
1202	Identify the meaning of medical abbreviations.	Careers	Standard CC.3.5.9-10.A.	GRADES 9-10
	Differentiate the various medical specialties seen in	(Choose Standards)	Cite specific textual evidence,	Standard CC.3.6.9-10.A
	health care settings.	1-2-3-4-5-6	etc	Write arguments focused
1204	Communicate both orally, and in writing, using proper		Standard CC.3.5.9-10B &	on discipline specific
	medical terms and approved abbreviations.	PATHWAYS INCLUDE	Determine the central ideas or conclusions of a text; etc	content. Standard CC.3.6.9-10.B
		Support Services	Standard CC.3.5.9-10.C	Write informative or
		Career Pathway	Follow precisely a complex	explanatory texts, including the narration of technical
		(Select Standards)	multistep procedure, etc	processes, etc.
		1-2-3-4-5	KEY IDEAS/DETAILS GRADES 11-12	TEXT TYPES AND
			Standard CC.3.5.11-12A	PURPOSE
			Cite specific textual evidence,	GRADES 11-12
			etc	Standard CC.3.6.11-12.A Write arguments focused
			Standard CC.3.5.11-12.B.	on discipline specific
			Determine the central ideas or	content.
			conclusions of a text; etc Standard CC.3.5.11-12.C.	Standard CC.3.6.11-12.B
			Follow precisely a complex	Write informative or
			multistep procedure, etc	explanatory texts, including

CRAFT & STRUCTURE	the narration of technical
GRADES 9-10	processes, etc.
Standard CC.3.5.9-10.D.	PRODUCTION &
Determine the meaning of	DISTRIBUTION OF
symbols, key terms, and other	WRITING
domain specific words	GRADES 9-10
Standard CC.3.5.9-10.E	Standard CC.3.6.9-10.C
Analyze the structure of the	Produce clear and coherent
relationships among concepts in a	writingappropriate to
text, etc.	task, purpose, and audience.
Standard CC.3.5.9-10.F	Standard CC.3.6.9-10 D
Analyze the author's purpose in	Develop and strengthen
providing an explanation,	writing as needed by
describing a procedure	planning, revising, editing,
CRAFT & STRUCTURE	rewriting, or trying a new approach, focusing on
GRADES 11-12	addressing what is most
Standard CC.3.5.11-12.D.	significant for a specific
Determine the meaning of	purpose and audience.
symbols, key terms, and other	Standard CC.3.6.9-10.E
domain specific words	Use technology, including
Standard CC.3.5.11-12.E.	the Internet, to produce,
Analyze the structure of the	publish, and update
relationships among concepts in a	individual or shared writing
text.	products.
Standard CC.3.5.11-12.F	PRODUCTION &
Analyze the author's purpose in	DISTRIBUTION OF
providing an explanation,	WRITING
describing a procedure	GRADES 11-12
INTEGRATE KNOWLEDGE/ IDEAS	Standard CC.3.6.11-12 C
	Produce clear and coherent
GRADES 9-10	writingappropriate to
Standard CC.3.5.9-10.G.	task, purpose, and audience.
Translate quantitative or technical	Standard CC.3.6.9-10 D
information expressed in a text into	Standard CC.3.6.11-12.D
visual form (e.g. a table or chart).	Develop and strengthen
Standard CC.3.5.9-10.H.	writing as needed by
Assess the reasoning in a text to	planning, revising, editing, rewriting, or trying a new
support the author's claim for	approach, focusing on
solving a technical problem.	addressing what is most
Standard CC.3.5.9-10.I.	0

	Compare and contrast findir presented in a text to those f other sources, etc INTEGRATE KNOWLEI IDEAS GRADES 11-12 Standard CC.3.5.11-12.G. Integrate and evaluate multi sources of information prese diverse formats to solve a problem. Standard CC.3.5.11-12.H. Evaluate the hypotheses, dat analysis, and conclusions in technical text, verifying the when possible. Standard CC.3.5.11-12.I. Synthesize information from range of sources into a cohe understanding. RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.11-12.J. By the end of grades 9- 10, 11-12, read and comprehence technical texts independently proficiently.	Trompurpose and audience.Standard CC.3.6.11-DGE/I2.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.pleRESEARCH GRADES 9-10standard CC.3.6.9-10.F. Conduct short and more sustained research to a mover a question or solve a problem.ta, a dataStandard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.n a rentStandard CC.3.6.9- 10.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.NDStandard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.AND lRESEARCH GRADES 11-12Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.	
		Standard CC.3.6.11- 12.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from	
	sources of information press diverse formats to solve a problem. Standard CC.3.5.11-12.H. Evaluate the hypotheses, dat analysis, and conclusions in technical text, verifying the when possible. Standard CC.3.5.11-12.I. Synthesize information from range of sources into a cohe understanding. RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J Al Standard CC.3.5.11-12.J. By the end of grades 9- 10, 11-12, read and comprehence technical texts independent!	ResearchGRADES 9-10Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.n a rentNDAND d y andAND d d d d d d d d d d d d d dNDStandard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.AND d y andAND d 	

support analysis, reflection, and research.
RANGE OF WRITING
FOR ALL GRADES 9-12
Standard CC.3.5.9-10.I
And Standard CC.3.5.11-
12.I.
Write routinely over
extended time frames and
shorter time frames for a
range of tasks, purposes
and audiencesetc.