

## Medical/Clinical Assistant, Classification of Instructional Program, (CIP) 51.0801 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	INTRODUCTION TO HEALTH CARE.			
101 102 103 104 105 106 107 108 109	Identify the roles and educational/credentialing requirements of various health care practitioners. Describe the Medical/Clinical Assistant's job description, personal characteristics, professionalism, job skills, and workplace environment. RESERVED RESERVED Follow health care law and ethics including HIPAA and Act 13 of 2012. RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED RESERVED	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.	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.
109 110 111 112 113 114 115 116	RESERVED Recognize issues of cultural diversity in the health care setting. RESERVED Identify issues of cost containment in health care. Discuss methods of quality assurance. Identify alternative/complementary health care. Discuss how psychosocial and socioeconomic factors can impact a client's health.	<ul> <li>B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5</li> <li>C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4</li> </ul>	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	PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.611-12 C Produce clear and coherent writingappropriate 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

NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.	Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedureand 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 formatsto 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	<ul> <li>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>Standard CC.3.6.9-10.E</li> <li>Standard CC.3.6.9-10.E</li> <li>Standard CC.3.6.11-12.E.</li> <li>Use technology, including the internet, to produce, publish, and update individual or shared writing products.</li> <li>RESEARCH</li> <li>GRADES 9-10-11-12</li> <li>Standard CC.3.6.9-10.F</li> <li>Standard CC.3.6.9-10.F</li> <li>Standard CC.3.6.9-10.G.</li> <li>Standard CC.3.6.9-10.G.</li> <li>Standard CC.3.6.9-10.G.</li> <li>Standard CC.3.6.9-10.G.</li> <li>Standard CC.3.6.9-10.G.</li> <li>Standard CC.3.6.9-10.H.</li> <li>Standard CC.3.6.9-10.H.</li> <li>Standard CC.3.6.9-10.H.</li> <li>Standard CC.3.6.9-10.H.</li> <li>Standard CC.3.6.9-10.H.</li> <li>Standard CC.3.6.9-10.H.</li> <li>Standard CC.3.6.9-10.J.</li> <li>&amp; Standard CC.3.5.9-10.J. &amp; Standard CC.3.5.9-10.J. &amp; Standard</li></ul>	
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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.

200	MEDICAL ASSISTANT ADMINISTRATIVE				
	SKILLS.				
201 202 203 204 205 206 207 208 209 210 211	Complete administrative responsibilities of the medical assistant, including client scheduling. RESERVED Compose and format all forms of written correspondence. (emails, letters, memos, etc.) Establish and maintain patient records, both hard copy and electronic medical records (EMR). Complete a demographic form for a client. Perform basic office accounting procedures. RESERVED Complete appropriate medical office forms including NPP, medical release and others. Process incoming and outgoing mail. Demonstrate effective telephone techniques used in the healthcare facility. Perform basic computer applications including spreadsheets, PowerPoint, and publishing.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4 NOTE: Please refer to the Common Career Technical Core	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.9-10. B Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C 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.3.5.9-10. D Standard CC.3.5.9-10. D Standard CC.3.5.9-10. E Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.9-10.F Standard CC.3.5.9-10.F Standard CC.3.5.9-10.F Standard CC.3.5.9-10.F 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.3.6.9-10.A Standard CC.3.6.9-10.B Standard CC.3.6.9-10.B 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.3.6.9-10.C Standard CC.3.6.9-10 D Standard CC.3.6.9-10 D Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on	NUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi- step problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

Standards booklet if you wish to add more Career Pathways for your local geographic area.	Analyze the author's purpose in providing an explanation, describing a procedureand 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 formatsto 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.	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. <b>RESEARCH</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.9-10.G</b> . <b>Standard CC.3.6.9-10.G</b> . <b>Standard CC.3.6.9-10.G</b> . <b>Standard CC.3.6.9-10.G</b> . <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. <b>Standard CC.3.6.9-10.H</b> . <b>Standard CC.3.6.9-10.H</b> . <b>Standard CC.3.6.9-10.H</b> . <b>Standard CC.3.6.11-12.H</b> . Draw evidence from informational texts to support analysis, reflection, and research. <b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp;</b> <b>Standard CC.3.5.9-10.I &amp;</b> <b>Standa</b>	
	RANGE OF READING GRADES 9-10-11-12 Standard CC.3.5.9-10.J		
	wish to add more Career Pathways for your local	<ul> <li>wish to add more Career Pathways for your local geographic area.</li> <li>providing an explanation, describing a procedureand Analyze the structure of the relationships among concepts in a text.</li> <li>INTEGRATE KNOWLEDGE &amp; 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).</li> <li>Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.</li> <li>Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.</li> <li>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 11-12 Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem.</li> <li>Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.</li> <li>RANGE OF READING GRADES 9-10-11-12</li> </ul>	wish to add more Career Pathways for your local geographic area.significant for a specific purpose and audience. Standard CC.36.9-10.E Standard CC.36.9-10.E Standard CC.36.9-10.E Standard CC.36.9-10.E Standard CC.36.9-10.F Standard CC.36.9-10.G Standard CC.36.9-10.H Standard CC.36.9-10.H Standard CC.36.9-10.H Standard CC.35.9-10.1 Standard CC.35.9-10.

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.	

300	PHARMACOLOGY.				
300         301           301         302           303         304           305         306           307         308           309         310           311         312           313         314           315         316           317         318           319         320           321         321	<ul> <li>PHARMACOLOGY.</li> <li>RESERVED</li> <li>Verbalize correct technique to administer medications using the prescribed route, including vaginal, rectal, transdermal and inhalation routes.</li> <li>RESERVED</li> <li>Describe the purpose, and major side effects of commonly prescribed drugs using a PDR and online resources.</li> <li>RESERVED</li> <li>RESERVED</li> <li>Perform patient education about prescribed medications and document in patient record.</li> <li>RESERVED</li> <li>Correctly interpret and use written medication orders and abbreviations.</li> <li>RESERVED</li> <li>RESERVED</li> <li>Identify the major drug classifications.</li> <li>Utilize dosage forms, doses, and dosing calculations.</li> <li>RESERVED</li> <li>Utilize measurements and precautions to administer oral medications, liquid and solid.</li> <li>Utilize measurements and precautions to administer ear medications.</li> <li>Utilize measurements and precautions to administer intradermal injections.</li> <li>Utilize measurements and precautions to administer intradermal injections.</li> <li>Utilize measurements and precautions to administer intraducture injections using ampules and vials.</li> <li>Discuss the usage of an aerosol treatment.</li> </ul>	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5 C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4 NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.9-10. A Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.9-10.C 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.3.5.9-10. D Standard CC.3.5.9-10. D Standard CC.3.5.9-10. D Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.9-10.E Standard CC.3.5.9-10.F Standard CC.3.5.9-10.F Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F 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 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 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 structure of the relationships among concepts in a text, etc.Standard CC.3.5.9-10.F Standard CC.3.5.9	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.9-10.A Standard CC.3.6.9-10.B Standard CC.3.6.9-10.B 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.3.6.9-10.C Standard CC.3.6.9-10.D Standard CC.3.6.9-10 D Standard CC.3.6.9-10.E Standard CC.3.6.9-10.E Standard CC.3.6.9-10.E Standard CC.3.6.9-10.E Standard CC.3.6.9-10.E Standard CC.3.6.9-10.E Standard CC.3.6.9-10.E	NUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi- step problems. 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.

GRADES 9-10	individual or shared writing
Standard CC.3.5.9-10.G	products.
Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). <b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author's claim for solving a technical problem. <b>Standard CC.3.5.9-10. I</b>	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.
Compare and contrast findings	Standard CC.3.6.11-12.G
presented in a text to those from other sources, etc.	Gather relevant information from multiple authoritative print and digital sources,
INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12 Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formatsto 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.	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 audiencesetc.
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.	

400 INFECTION CONTROL.				
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Assess the reasoning in a text to a question or solve a	
support the author's claim for problem.	
solving a technical problem. Standard CC.3.6.9-10.0	
Standard CC.3.5.9-10. I Standard CC.3.6.11-12.	
Compare and contrast findings Gather relevant informati	
presented in a text to those from from multiple authoritation	/e
other sources, etc. print and digital sources,	
following a standard form	nat
INTEGRATE KNOWLEDGE Standard CC 369-10 F	
Standard CC.5.0.7-10.1	
Standard CC.5.0.11-12.	H.
Draw evidence from	
informational texts to sup	port
sources of information presented research.	
problem. RANGE OF WRITING	
Standard CC.3.5.11-12. H GRADES 9-10-11-12	
Evaluate the hypotheses, data, Standard CC.3.5.9-10.1	0
analysis, and conclusions in a Standard CC.3.5.11-12.	
technical text, verifying the data Write routinely over	
when possible.	
Standard CC.3.5.11-12. I shorter time frames for a	
Synthesize information from a range of tasks, purposes a	and
range of sources into a coherent audiencesetc.	lind
understanding.	
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.	

500	LABORATORY PROCEDURES.				
501 502 503 504 505 506	Apply the basic principles of quality assurance and laboratory safety in all aspects of laboratory testing. RESERVED Obtain a routine urine specimen perform a urinalysis using a reagent strip. Obtain a clean catch urine and process for lab analysis. Perform a capillary puncture for blood glucose analysis.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S)	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.	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	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

507	Deuferner er en illementen et en henre elek 'l'	A. Diagnostic Services	Standard CC.3.5.9-10.C	Write informative or	Lice units of a way to
507	Perform a capillary puncture for hemoglobin and/or	A. Diagnostic Services Career Pathway			Use units as a way to understand problems and to
-	hematocrit.	•	Standard CC.3.5.11-12.C	explanatory texts, including	
508	Utilize and describe the standard blood collection tube	(Choose Standards)	Follow precisely a complex	the narration of technical	guide the solution of multi-
	order of draw and additives.	1-2-3-4-5	multistep procedure, etc.	processes, etc.	step problems.
509	Perform venipuncture using a straight needle and			DDODUCTION 8	Standard 2.1.HS.F.5
	process.	B. Support Services	CRAFT & STRUCTURE	PRODUCTION & DISTRIBUTION OF	Choose a level of accuracy
510	Perform venipuncture using a butterfly needle and	Career Pathway	GRADES 9-10-11-12	WRITING	appropriate to limitations on
	process.	(Choose Standards)	Standard CC.3.5.9-10. D	GRADES 9-10-11-12	measurement when reporting
511	Collect a throat culture using sterile supplies and		Standard CC.3.5.11-12.D	Standard CC.3.6.9-10.C	quantities.
	process.	1-2-3-4-5	Determine the meaning of	Standard CC.3.611-12 C	Standard 2.1.HS.F.6
512	Perform a fecal occult blood specimen, educate the		symbols, key terms, and other	Produce clear and coherent	Extend the knowledge of
	client and process.	C. Therapeutic Services	domain specific words.	writingappropriate to task,	arithmetic operations and
513	Complete a laboratory requisition form.	Career Pathway	Standard CC.3.5.9-10.E	purpose, and audience.	apply to complex numbers.
		Choose Standards	Standard CC.3.5.11-12.E	Standard CC.3.6.9-10 D	
		1-2-3-4	Analyze the structure of the	Standard CC.3.6.11-12.D	
			relationships among concepts in a	Develop and strengthen	
		NOTE	text, etc.	writing as needed by	
		NOTE:	Standard CC.3.5.9-10.F	planning, revising, editing,	
		Please refer to the	Standard CC.3.5.11-12.F	rewriting, or trying a new	
		Common Career	Analyze the author's purpose in	approach, focusing on	
		Technical Core	providing an explanation,	addressing what is most	
		Standards booklet if you	describing a procedureand	significant for a specific	
		wish to add more Career Pathways for your local	Analyze the structure of the	purpose and audience.	
		geographic area.	relationships among concepts in a	Standard CC.3.6.9-10.E	
		geographic area.	text.	Standard CC.3.6.11-12.E.	
				Use technology, including	
			INTEGRATE KNOWLEDGE	the internet, to produce,	
			& IDEAS	publish, and update	
			GRADES 9-10	individual or shared writing	
			Standard CC.3.5.9-10.G	products.	
			Translate quantitative or technical	RESEARCH	
			information expressed in a text	GRADES 9-10-11-12	
			into visual form (e.g. a table or	Standard CC.3.6.9-10.F	
			chart).	Standard CC.3.6.11-12.F	
			,	Conduct short and more	
			Standard CC.3.5.9-10. H	sustained research to answer	
			Assess the reasoning in a text to	a question or solve a	
			support the author's claim for	problem.	
			solving a technical problem.	Standard CC.3.6.9-10.G.	
			Standard CC.3.5.9-10. I	Standard CC.3.6.11-12.G	
			Compare and contrast findings	Gather relevant information	
			presented in a text to those from	from multiple authoritative	
			other sources, etc.	print and digital sources,	
				following a standard format	
				for citation.	

	INTEGRATE KNOWLEDGE	Standard CC.3.6.9-10.H.
	& IDEAS	Standard CC.3.6.11-12.H.
	GRADES 11-12	Draw evidence from
	Standard CC.3.5.11-12. G	informational texts to support
	Integrate and evaluate multiple	analysis, reflection, and
	sources of information presented	research.
	in diverse formatsto solve a	
	problem.	RANGE OF WRITING
	Standard CC.3.5.11-12. H	GRADES 9-10-11-12
	Evaluate the hypotheses, data,	Standard CC.3.5.9-10.I &
	analysis, and conclusions in a	Standard CC.3.5.11-12.I.
	technical text, verifying the data	Write routinely over
	when possible.	extended time frames and
	Standard CC.3.5.11-12. I	shorter time frames for a
	Synthesize information from a	range of tasks, purposes and
	range of sources into a coherent	audiencesetc.
	understanding.	
	e	
	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.	
1	pronoicientity.	

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& IDEAS GRADES 11-12Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem.Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.				
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problem. <b>DANCE OF WRITING</b>			research.	
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Standard CC 3 5 11-12 H		Standard CC.3.5.11-12. H	RANGE OF WRITING	
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Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. <b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent	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         audiencesetc.
understanding. <b>RANGE OF READING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	

700	HEALTHCARE LAW AND ETHICS.				
<ul> <li>701</li> <li>702</li> <li>703</li> <li>704</li> <li>705</li> <li>706</li> <li>707</li> <li>708</li> </ul>	Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession. RESERVED RESERVED Describe the implications of HIPAA and client confidentiality in various health settings. Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety, and welfare of others. Describe the relationship of legal and ethical behaviors of a health care worker to the health care environment. RESERVED Discuss major ethical principles that apply to health	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.	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.	
<ul><li>709</li><li>710</li><li>711</li><li>712</li></ul>	care situations. Describe legal and ethical responsibilities of the health care professional to patient/clients. Discuss client rights, including the patient's bill of rights, power of attorney, advance directives and a living will. Apply legal and ethical principles to the management of medical information. Discuss the appropriate scope of practice for a medical assistant.	<ul> <li>B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5</li> <li>C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4</li> </ul>	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	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 writingappropriate 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	

NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.	Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedureand 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 formatsto 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.3.6.9-10.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.3.6.9-10.F Standard CC.3.6.9-10.F Standard CC.3.6.9-10.G. Standard CC.3.6.9-10.G. Standard CC.3.6.9-10.G. Standard CC.3.6.9-10.G. Standard CC.3.6.9-10.H. Standard CC.3.6.9-10.J. Write routinely over extended 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.3.5.9-10.I	
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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.

800	INTRODUCTION TO MEDICAL INSURANCE AND MANAGED CARE.				
801 802 803 804 805 806 807 808 809 810	Explain a third-party reimbursement system, including deductibles and copayments. RESERVED RESERVED Demonstrate awareness of state and federal mandates of insurance programs. Define basic and specific terminologies common to all insurance programs. RESERVED Identify various types of insurance plans. RESERVED Discuss workers' compensation. RESERVED Discuss withingtion avaiance principles as it partoing to	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.	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.3.6.9-10.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 multi- step problems. Standard 2.1.HS.F.5
811 812 813 814 815 816	Discuss utilization review principles as it pertains to insurance fraud. Discuss referral process for clients in a managed care program. Process an insurance claim. RESERVED RESERVED Use of the most recent medical codes (ICD/CPT).	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	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	PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D 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	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.

Standards booklet if you	Analyze the author's purpose in	addressing what is most
wish to add more Career	providing an explanation,	significant for a specific
Pathways for your local	describing a procedureand	purpose and audience.
geographic area.	Analyze the structure of the	Standard CC.3.6.9-10.E
	relationships among concepts in a	Standard CC.3.6.11-12.E.
	text.	Use technology, including
		the internet, to produce,
	INTEGRATE KNOWLEDGE	publish, and update
	& IDEAS	individual or shared writing
	GRADES 9-10	products.
	Standard CC.3.5.9-10.G	RESEARCH
	Translate quantitative or technical	GRADES 9-10-11-12
	information expressed in a text	Standard CC.3.6.9-10.F
	into visual form (e.g. a table or	Standard CC.3.6.11-12.F
	chart).	Conduct short and more
	Standard CC.3.5.9-10. H	sustained research to answer
	Assess the reasoning in a text to	a question or solve a
	support the author's claim for	problem.
	solving a technical problem.	Standard CC.3.6.9-10.G.
	Standard CC.3.5.9-10. I	Standard CC.3.6.11-12.G
	Compare and contrast findings	Gather relevant information
	presented in a text to those from	from multiple authoritative print and digital sources,
	other sources, etc.	following a standard format
		for citation.
	INTEGRATE KNOWLEDGE	Standard CC.3.6.9-10.H.
	& IDEAS	Standard CC.3.6.11-12.H.
	GRADES 11-12	Draw evidence from
	Standard CC.3.5.11-12. G	informational texts to support
	Integrate and evaluate multiple	analysis, reflection, and
	sources of information presented	research.
	in diverse formatsto solve a	
	problem.	RANGE OF WRITING
	Standard CC.3.5.11-12. H	GRADES 9-10-11-12
	Evaluate the hypotheses, data,	Standard CC.3.5.9-10.1 &
	analysis, and conclusions in a	Standard CC.3.5.11-12.I.
	technical text, verifying the data	Write routinely over
	when possible.	extended time frames and
	Standard CC.3.5.11-12. I	shorter time frames for a
	Synthesize information from a	range of tasks, purposes and
	range of sources into a coherent	audiencesetc.
	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.	

<b>900</b> 901 902 903 904 905 906 907 908 909	CONCEPTS OF EFFECTIVE COMMUNICATION. RESERVED Use effective means of therapeutic communication. Combine prefixes, suffixes, and word roots to form and define complex medical terms. Identify global standard medical, diagnostic, and laboratory abbreviations. RESERVED Demonstrate education to a patient and/or their family for a specific condition or health concern. Produce a patient education tool. Discuss communication alternatives for patients with various communication barriers.	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	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.9-10. A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.9-10 B Standard CC.3.5.9-10. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10. C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.9-10.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	
		<b>C. Therapeutic Services</b> <b>Career Pathway</b> Choose Standards 1-2-3-4	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		
		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.3.5.11-12.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 procedureand Analyze the structure of the relationships among concepts in a text.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E</b> . Use technology, including the internet, to produce, publish,	

	and update individual or
& IDEAS	shared writing products.
GRADES 9-10	DESEADCH
Standard CC.3.5.9-10.G	RESEARCH GRADES 9-10-11-12
Translate quantitative or	Standard CC.3.6.9-10.F
technical information expressed	Standard CC.3.6.11-12.F
in a text into visual form (e.g. a	Conduct short and more
table or chart).	sustained research to answer a
	question or solve a problem.
Assess the reasoning in a text to	Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G
support the dution's claim for	Gather relevant information
solving a technical problem. Standard CC.3.5.9-10. I	from multiple authoritative
Standard CC.3.3.9-10.1	print and digital sources,
	following a standard format
	for citation.
	Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H.
INTEGRATE KNOWLEDGE	Draw evidence from
	informational texts to support
	analysis, reflection, and
	research.
Integrate and evaluate multiple	DANGE OF WRITING
1	RANGE OF WRITING GRADES 9-10-11-12
	Standard CC.3.5.9-10.1 &
P · · · · · · · · ·	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.
Standard CC.3.5.11-12. I	
Synthesize information from a range of sources into a coherent	
understanding.	
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.	

1000					
1000	INTRODUCTION TO BASIC ANATOMY AND				
	PHYSIOLOGY.				
1001	Identify body planes cavities and directional terms of the human body.	CAREER CLUSTER Health Science Career	KEY IDEAS/DETAILS GRADES 9-10-11-12	TEXT TYPES AND PURPOSE	
	RESERVED Describe the structural parts and the basic chemistry of	Cluster	Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A	GRADES 9-10-11-12 Standard CC.3.6.9-10.A	
1005	the cell.	(Choose Standards)	Cite specific textual evidence, etc.	Standard CC.3.6.11-12.A	
1004	Describe how heredity and genetics influence a client's	1-2-3-4-5-6	Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B	Write arguments focused on discipline specific content.	
1005	medical condition. List the basic structure and functions of the body	PATHWAY(S)	Determine the central ideas or	Standard CC.3.6.9-10.B	
1005	systems.	A. Diagnostic Services	conclusions of a text; etc.	Standard CC.3.6.11-12.B	
1006	Explain the anatomy and physiology of specific	Career Pathway	Standard CC.3.5.9-10.C Standard CC.3.5.11-12.C	Write informative or explanatory texts, including	
1007	disorders of the body.	(Choose Standards)	Follow precisely a complex	the narration of technical	
	RESERVED Describe how the aging process physically effects the	1-2-3-4-5	multistep procedure, etc.	processes, etc.	
1009	client over their lifespan.	<b>B.</b> Support Services	CRAFT & STRUCTURE	PRODUCTION & DISTRIBUTION OF	
1007	diseases and conditions.	Career Pathway	GRADES 9-10-11-12	WRITING	
		(Choose Standards) 1-2-3-4-5	Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D	GRADES 9-10-11-12	
		1-2-5-4-5	Determine the meaning of	Standard CC.3.6.9-10.C Standard CC.3.611-12 C	
		C. Therapeutic Services	symbols, key terms, and other	Produce clear and coherent	
		Career Pathway	domain specific words.	writingappropriate to task,	
		Choose Standards	Standard CC.3.5.9-10.E Standard CC.3.5.11-12.E	purpose, and audience. Standard CC.3.6.9-10 D	
		1-2-3-4	Analyze the structure of the	Standard CC.3.6.11-12.D	
		NOTE:	relationships among concepts in a	Develop and strengthen writing as needed by	
		Please refer to the	text, etc. Standard CC.3.5.9-10.F	planning, revising, editing,	
		Common Career	Standard CC.3.5.11-12.F	rewriting, or trying a new	
		Technical Core Standards booklet if vou	Analyze the author's purpose in providing an explanation,	approach, focusing on addressing what is most	
		wish to add more Career	describing a procedureand	significant for a specific	
		Pathways for your local	Analyze the structure of the	purpose and audience.	
		geographic area.	relationships among concepts in a text.	Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E.	
			<i>юл</i> і.	Use technology, including	
			INTEGRATE KNOWLEDGE	the internet, to produce, publish, and update	
			& IDEAS	individual or shared writing	
			GRADES 9-10 Standard CC.3.5.9-10.G	products.	
			Translate quantitative or technical	RESEARCH	
			information expressed in a text	GRADES 9-10-11-12	

into visual form (e.g. a table or	Standard CC.3.6.9-10.F
chart).	Standard CC.3.6.11-12.F
Standard CC.3.5.9-10. H	Conduct short and more
Assess the reasoning in a text to	sustained research to answer
support the author's claim for	a question or solve a
solving a technical problem.	problem.
Standard CC.3.5.9-10. I	Standard CC.3.6.9-10.G.
Compare and contrast findings	Standard CC.3.6.11-12.G
presented in a text to those from	Gather relevant information from multiple authoritative
other sources, etc.	print and digital sources,
	following a standard format
INTEGRATE KNOWLEDGE	for citation.
INTEGRATE KNOWLEDGE & IDEAS	Standard CC.3.6.9-10.H.
GRADES 11-12	Standard CC.3.6.11-12.H.
Standard CC.3.5.11-12. G	Draw evidence from
Integrate and evaluate multiple	informational texts to support
sources of information presented	analysis, reflection, and
in diverse formatsto solve a	research.
problem.	
Standard CC.3.5.11-12. H	RANGE OF WRITING
Evaluate the hypotheses, data,	GRADES 9-10-11-12
analysis, and conclusions in a	Standard CC.3.5.9-10.1 &
technical text, verifying the data	Standard CC.3.5.11-12.I.
when possible.	Write routinely over
Standard CC.3.5.11-12. I	extended time frames and
Synthesize information from a	shorter time frames for a
range of sources into a coherent	range of tasks, purposes and
understanding.	audiencesetc.
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.	

1100 RESERVED.				
1101RESERVED1102RESERVED1103RESERVED1104RESERVED1105RESERVED	CAREER CLUSTER Health Science Career Cluster (Choose Standards)	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc.	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A	NUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to

1-2-3-4-5-6	Standard CC.3.5.9-10 B	Write arguments focused on	solve real world or
	Standard CC.3.5.11-12. B	discipline specific content.	mathematical problems.
PATHWAY(S)	Determine the central ideas or	Standard CC.3.6.9-10.B	Standard 2.1.HS.F.4
A. Diagnostic Services	conclusions of a text; etc.	Standard CC.3.6.11-12.B	Use units as a way to
Career Pathway	Standard CC.3.5.9-10.C	Write informative or	understand problems and to
	Standard CC.3.5.11-12.C	explanatory texts, including	guide the solution of multi-
(Choose Standards)	Follow precisely a complex	the narration of technical	step problems.
1-2-3-4-5	multistep procedure, etc.	processes, etc.	Standard 2.1.HS.F.5
			Choose a level of accuracy
B. Support Services	CRAFT & STRUCTURE	PRODUCTION &	appropriate to limitations on
Career Pathway	GRADES 9-10-11-12	DISTRIBUTION OF	measurement when reporting
(Choose Standards)	Standard CC.3.5.9-10. D	WRITING CRADES 0 10 11 12	quantities.
1-2-3-4-5	Standard CC.3.5.11-12.D	GRADES 9-10-11-12 Standard CC.3.6.9-10.C	Standard 2.1.HS.F.6
12070	Determine the meaning of	Standard CC.3.611-12 C	
	symbols, key terms, and other	Produce clear and coherent	Extend the knowledge of
C. Therapeutic Services	domain specific words.	writingappropriate to task,	arithmetic operations and
Career Pathway	Standard CC.3.5.9-10.E	purpose, and audience.	apply to complex numbers.
Choose Standards	Standard CC.3.5.11-12.E	Standard CC.3.6.9-10 D	
1-2-3-4	Analyze the structure of the	Standard CC.3.6.11-12.D	
	relationships among concepts in a	Develop and strengthen	
NOTE:	text, etc.	writing as needed by	
Please refer to the	Standard CC.3.5.9-10.F	planning, revising, editing,	
Common Career	Standard CC.3.5.11-12.F	rewriting, or trying a new	
Technical Core	Analyze the author's purpose in	approach, focusing on	
Standards booklet if you	providing an explanation,	addressing what is most	
wish to add more Career	describing a procedureand	significant for a specific	
Pathways for your local	Analyze the structure of the	purpose and audience.	
geographic area.	relationships among concepts in a	Standard CC.3.6.9-10.E	
	text.	Standard CC.3.6.11-12.E.	
		Use technology, including	
	INTEGRATE KNOWLEDGE	the internet, to produce,	
	& IDEAS	publish, and update	
	GRADES 9-10	individual or shared writing	
	Standard CC.3.5.9-10.G	products.	
		DECEADCH	
	Translate quantitative or technical	RESEARCH GRADES 9-10-11-12	
	information expressed in a text	GRADES 9-10-11-12 Standard CC.3.6.9-10.F	
	into visual form (e.g. a table or chart).	Standard CC.3.6.11-12.F	
		Conduct short and more	
	Standard CC.3.5.9-10. H		
	11		
	<b>o 1</b>		
	Standard CC.3.5.9-10. I	Standard CC.3.6.11-12.G	
	Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10. I	sustained research to answer a question or solve a problem. Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G	

Compare and contrast findings	Gather relevant information
presented in a text to those from	from multiple authoritative
other sources, etc.	print and digital sources,
	following a standard format
INTEGRATE KNOWLEDGE	for citation.
& IDEAS	Standard CC.3.6.9-10.H.
GRADES 11-12	Standard CC.3.6.11-12.H.
Standard CC.3.5.11-12. G	Draw evidence from
Integrate and evaluate multiple	informational texts to support
sources of information presented	analysis, reflection, and
in diverse formatsto solve a	research.
problem.	
Standard CC.3.5.11-12. H	RANGE OF WRITING
	GRADES 9-10-11-12
Evaluate the hypotheses, data,	Standard CC.3.5.9-10.1 &
analysis, and conclusions in a	Standard CC.3.5.11-12.I.
technical text, verifying the data	Write routinely over
when possible.	extended time frames and
Standard CC.3.5.11-12. I	shorter time frames for a
Synthesize information from a	range of tasks, purposes and
range of sources into a coherent	audiencesetc.
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.	

1200 MEDICAL ASSISTANT CLINICAL LABORATORY PROCEDURES.				
<ul> <li>1201 Follow procedures that prepare a client for examinations and or treatments.</li> <li>1202 Perform electrocardiograms using an electrocardiograph (ECG/EKG) and abnormal tracing.</li> <li>1203 Document a client's condition, along with the chief complaint and progress note.</li> <li>1204 Perform a vision screening test using a Snellen chart.</li> <li>1205 Obtain a client's medical history.</li> <li>1206 RESERVED</li> <li>1207 RESERVED</li> <li>1208 Perform pulse oximeter readings on a client.</li> </ul>	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic 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.3.5.9-10.C	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	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

1200	RESERVED	1-2-3-4-5	Follow precisely a complex	the narration of technical	guide the solution of multi-
	Perform a peak flow measurement on a client.	1-2-5-4-5	multistep procedure, etc.	processes, etc.	step problems.
	RESERVED		multistep procedure, etc.	processes, etc.	
	RESERVED	B. Support Services	CRAFT & STRUCTURE	PRODUCTION &	Standard 2.1.HS.F.5
	RESERVED	Career Pathway		DISTRIBUTION OF	Choose a level of accuracy
-	RESERVED	(Choose Standards)	GRADES 9-10-11-12	WRITING	appropriate to limitations on
	RESERVED	1-2-3-4-5	Standard CC.3.5.9-10. D	GRADES 9-10-11-12	measurement when reporting quantities.
	RESERVED		Standard CC.3.5.11-12.D	Standard CC.3.6.9-10.C	-
	RESERVED	C. Therapeutic Services	Determine the meaning of	Standard CC.3.611-12 C	Standard 2.1.HS.F.6
	Perform a vision screening test using Ishihara test.	Career Pathway	symbols, key terms, and other	Produce clear and coherent	Extend the knowledge of
	Perform a vision screening test using a near vision	Choose Standards	domain specific words.	writingappropriate to task,	arithmetic operations and
1219	screening.	1-2-3-4	Standard CC.3.5.9-10.E	purpose, and audience.	apply to complex numbers.
1220	Perform an auditory screening test.	1-2-5-4	Standard CC.3.5.11-12.E	Standard CC.3.6.9-10 D	ALGEBRA
	Perform and record measurements on a client for	NOTE	Analyze the structure of the	Standard CC.3.6.11-12.D	Standard 2.2.HS.C.2 Graph
1221	height.	NOTE:	relationships among concepts in a	Develop and strengthen	and analyze functions.
1222	Perform and record measurements on a client for	Please refer to the	text, etc.	writing as needed by planning, revising, editing,	
1222	weight.	Common Career	Standard CC.3.5.9-10.F	rewriting, or trying a new	
1223	Perform and record measurements on a client for blood	Technical Core	Standard CC.3.5.11-12.F	approach, focusing on	
1223	pressure.	Standards booklet if you wish to add more Career	Analyze the author's purpose in providing an explanation,	addressing what is most	
1224	Perform and record measurements on a client for pulse	Pathways for your local	describing a procedureand	significant for a specific	
1224	using radial pulse.	geographic area.	Analyze the structure of the	purpose and audience.	
1225	Perform and record measurements on a client for pulse	geographic area.	relationships among concepts in a	Standard CC.3.6.9-10.E	
1223	using apical pulse.		text.	Standard CC.3.6.11-12.E.	
1226	Perform and record measurements on a client for			Use technology, including	
1220	respirations.		INTEGRATE KNOWLEDGE	the internet, to produce,	
1227	Perform and record measurements on a client for		& IDEAS	publish, and update	
	temperature using oral.		GRADES 9-10	individual or shared writing	
1228	Perform and record measurements on a client for		Standard CC.3.5.9-10.G	products.	
	temperature using tympanic.			RESEARCH	
1229	Perform and record measurements on a client for		Translate quantitative or technical information expressed in a text	GRADES 9-10-11-12	
	temperature using temporal.		into visual form (e.g. a table or	Standard CC.3.6.9-10.F	
1230	Perform and record measurements on an infant for		chart).	Standard CC.3.6.11-12.F	
	weight.		Standard CC.3.5.9-10. H	Conduct short and more	
1231	Perform and record measurements on an infant for			sustained research to answer	
	length.		Assess the reasoning in a text to support the author's claim for	a question or solve a	
1232	Perform and record measurements on an infant for head		solving a technical problem.	problem.	
	circumference.		Standard CC.3.5.9-10. I	Standard CC.3.6.9-10.G.	
1233	Discuss eye irrigation.			Standard CC.3.6.11-12.G	
	Discuss ear irrigation.		Compare and contrast findings	Gather relevant information	
1235	Demonstrate correct positions and draping for medical		presented in a text to those from	from multiple authoritative	
	examinations.		other sources, etc.	print and digital sources,	
1236	Demonstrate correct wheelchair transfer using proper			following a standard format	
	body mechanics.		INTEGRATE KNOWLEDGE	for citation. Standard CC.3.6.9-10.H.	
1237	Discuss usage of assistive devices such as canes,		& IDEAS	Standard CC.3.6.11-12.H.	
	crutches and walker.		GRADES 11-12	Stanuaru CC.3.0.11-12.fl.	

1238 Perform suture and/or staple removal.	Standard CC.3.5.11-12. GIntegrate and evaluate multiplesources of information presentedin diverse formatsto solve aproblem.Standard CC.3.5.11-12. HEvaluate the hypotheses, data,analysis, and conclusions in atechnical text, verifying the datawhen possible.Standard CC.3.5.11-12. ISynthesize information from a	Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-10-11-12 Standard CC.3.5.9-10.1 & Standard CC.3.5.11-12.1. Write routinely over extended time frames and shorter time frames for a
	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.	audiencesetc.

1300           1301           1302           1303           1304           1305           1306           1307           1308           1309           1310           1311           1312           1313           1314           1315	SAFETY AND EMERGENCY PRACTICES.RESERVEDIdentify safety techniques that can be used to preventaccidents and maintain a safe work environment.RESERVEDInterpret chemical/safety information on a label.RESERVEDObtain basic principles of basic first aid.Simulate evacuation of a health care center.Discuss fire safety issues in a health care facility.Discuss disposal requirements for hazardous material.RESERVEDIdentify emergency preparedness plans in yourcommunity and research available resources.RESERVEDComply with safety signs, symbols and labels seen in ahealth care facility.Evaluate the work environment and distinguish betweensafe versus unsafe working conditions.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5 B. Support Services Career Pathway (Choose Standards) 1-2-3-4-5	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.9-10. 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.3.5.9-10.C Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc. CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D	TEXT TYPES AND PURPOSE GRADES 9-10-11-12 Standard CC.3.6.9-10.A Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Standard CC.3.6.9-10.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.3.611-12 C	NUMBERS AND OPERATIONS Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multi- step problems. 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
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1316 De	evelop a personal safety plan to follow in case of	C. Therapeutic Services	Determine the meaning of	Produce clear and coherent	Extend the knowledge of
	arious emergencies.	Career Pathway	symbols, key terms, and other	writingappropriate to task,	arithmetic operations and
	ESERVED	Choose Standards	domain specific words.	purpose, and audience.	apply to complex numbers.
	ESERVED	1-2-3-4	Standard CC.3.5.9-10.E	Standard CC.3.6.9-10 D	
	evelop an evacuation plan for a physician's office.		Standard CC.3.5.11-12.E	Standard CC.3.6.11-12.D Develop and strengthen	
	iscuss methods of fire prevention in a health care	NOTE:	Analyze the structure of the relationships among concepts in a	writing as needed by	
	tting, utilizing acronyms RACE and PASS.	Please refer to the	text, etc.	planning, revising, editing,	
	btain and Maintain CPR and AED certification. ESERVED	Common Career	Standard CC.3.5.9-10.F	rewriting, or trying a new	
	ESERVED	Technical Core	Standard CC.3.5.11-12.F	approach, focusing on	
	ESERVED	Standards booklet if you	Analyze the author's purpose in	addressing what is most	
	ESERVED	wish to add more Career	providing an explanation,	significant for a specific	
	ESERVED	Pathways for your local geographic area.	describing a procedureand Analyze the structure of the	purpose and audience. Standard CC.3.6.9-10.E	
1327 Re	ecognize allergic reactions and signs and symptoms of	geographic area.	relationships among concepts in a	Standard CC.3.6.11-12.E.	
ana	haphylaxis.		text.	Use technology, including	
				the internet, to produce,	
			INTEGRATE KNOWLEDGE	publish, and update	
			& IDEAS	individual or shared writing	
			GRADES 9-10	products.	
			Standard CC.3.5.9-10.G	RESEARCH	
			Translate quantitative or technical	GRADES 9-10-11-12	
			information expressed in a text	Standard CC.3.6.9-10.F	
			into visual form (e.g. a table or chart).	Standard CC.3.6.11-12.F Conduct short and more	
			Standard CC.3.5.9-10. H	sustained research to answer	
				a question or solve a	
			Assess the reasoning in a text to support the author's claim for	problem.	
			solving a technical problem.	Standard CC.3.6.9-10.G.	
			Standard CC.3.5.9-10. I	Standard CC.3.6.11-12.G	
			Compare and contrast findings	Gather relevant information from multiple authoritative	
			presented in a text to those from	print and digital sources,	
			other sources, etc.	following a standard format	
				for citation.	
			INTEGRATE KNOWLEDGE	Standard CC.3.6.9-10.H.	
			& IDEAS	Standard CC.3.6.11-12.H.	
			GRADES 11-12	Draw evidence from informational texts to support	
			Standard CC.3.5.11-12. G	analysis, reflection, and	
			Integrate and evaluate multiple sources of information presented	research.	
			in diverse formatsto solve a		
			problem.	RANGE OF WRITING	
			Standard CC.3.5.11-12. H	GRADES 9-10-11-12	
			Evaluate the hypotheses, data,	Standard CC.3.5.9-10.1 &	
			analysis, and conclusions in a	Standard CC.3.5.11-12.I.	

technical text, verifying the data when possible. <b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
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.	

1400 PSYCHOLOGY.				
<ul> <li>1400 PSYCHOLOGY.</li> <li>1401 Discuss the physical and psychological growth and development of an individual.</li> <li>1402 Discuss effective strategies for dealing with stress in the workplace and emergency situations.</li> <li>1403 Respond to an emergency situation.</li> <li>1404 Discuss the dying process and stages of grief.</li> <li>1405 Use defense mechanisms and conflict resolution.</li> </ul>	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6 PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5	KEY IDEAS/DETAILS GRADES 9-10-11-12 Standard CC.3.5.9-10. A Standard CC.3.5.11-12 A Cite specific textual evidence, etc. Standard CC.3.5.9-10 B Standard CC.3.5.11-12. B Determine the central ideas or conclusions of a text; etc. Standard CC.3.5.9-10.C Standard CC.3.5.9-10.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.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.	
	<b>B. Support Services</b> <b>Career Pathway</b> (Choose Standards) 1-2-3-4-5	CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D	PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C	
	<b>C. Therapeutic Services</b> <b>Career Pathway</b> Choose Standards 1-2-3-4	Determine the meaning of symbols, key terms, and other domain specific words. <b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the	Standard CC.3.611-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D	
	NOTE:	relationships among concepts in a text, etc. Standard CC.3.5.9-10.F	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	

Please refer to the	Standard CC.3.5.11-12.F	approach, focusing on	
Common Career	Analyze the author's purpose in	addressing what is most	
Technical Core	providing an explanation,	significant for a specific	
Standards booklet if you	describing a procedureand	purpose and audience.	
wish to add more Career	Analyze the structure of the	Standard CC.3.6.9-10.E	
Pathways for your local	relationships among concepts in a	Standard CC.3.6.11-12.E.	
geographic area.	text.	Use technology, including	
		the internet, to produce,	
	INTEGRATE KNOWLEDGE	publish, and update	
	& IDEAS	individual or shared writing	
	GRADES 9-10	products.	
	Standard CC.3.5.9-10.G	RESEARCH	
	Translate quantitative or technical	GRADES 9-10-11-12	
	information expressed in a text	Standard CC.3.6.9-10.F	
	into visual form (e.g. a table or	Standard CC.3.6.11-12.F	
	chart).	Conduct short and more	
	Standard CC.3.5.9-10. H	sustained research to answer	
	Assess the reasoning in a text to	a question or solve a	
	support the author's claim for	problem.	
	solving a technical problem.	Standard CC.3.6.9-10.G.	
	Standard CC.3.5.9-10. I	Standard CC.3.6.11-12.G	
	Compare and contrast findings	Gather relevant information	
	presented in a text to those from	from multiple authoritative	
	other sources, etc.	print and digital sources,	
	other sources, etc.	following a standard format	
		for citation.	
	INTEGRATE KNOWLEDGE	Standard CC.3.6.9-10.H.	
	& IDEAS	Standard CC.3.6.11-12.H.	
	GRADES 11-12	Draw evidence from	
	Standard CC.3.5.11-12. G	informational texts to	
	Integrate and evaluate multiple	support analysis, reflection,	
	sources of information presented	and research.	
	in diverse formatsto solve a problem.	RANGE OF WRITING	
	standard CC.3.5.11-12. H	GRADES 9-10-11-12	
	Evaluate the hypotheses, data,	Standard CC.3.5.9-10.1 &	
	analysis, and conclusions in a	Standard CC.3.5.9-10.1 & Standard CC.3.5.11-12.I.	
	technical text, verifying the data	Write routinely over	
	when possible.	extended time frames and	
	Standard CC.3.5.11-12. I	shorter time frames for a	
	Synthesize information from a	range of tasks, purposes and	
	range of sources into a coherent	audiencesetc.	
	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.		
1500 MEDICAL ASSISTING EXTERNSHIP.				
NOTE: THIS UNIT OF INSTRUCTION MUST BE COMPLETED TO OBTAIN THE MEDICAL ASSISTANT CREDENTIAL.	CAREER CLUSTER Health Science Career Cluster (Choose Standards) 1-2-3-4-5-6	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	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	TO BE DETERMINED, BASED ON INDIVIDUAL PROGRAMS.
Tasks in this Unit of Instruction may be determined by individual secondary institutions of learning as they work with partners in the medical field in each geographic area.	PATHWAY(S) A. Diagnostic Services Career Pathway (Choose Standards) 1-2-3-4-5	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.	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.	
	<b>B. Support Services</b> <b>Career Pathway</b> (Choose Standards) 1-2-3-4-5	CRAFT & STRUCTURE GRADES 9-10-11-12 Standard CC.3.5.9-10. D Standard CC.3.5.11-12.D Determine the meaning of	PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12 Standard CC.3.6.9-10.C Standard CC.3.611-12 C	
	C. Therapeutic Services Career Pathway Choose Standards 1-2-3-4	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	Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen	
	NOTE: Please refer to the Common Career Technical Core Standards booklet if you wish to add more Career Pathways for your local geographic area.	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 procedureand Analyze the structure of the relationships among concepts in a text.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce,	

	INTEGRATE KNOWLEDGE	individual or shared writing	
	& IDEAS	products.	
	GRADES 9-10		
	Standard CC.3.5.9-10.G	RESEARCH GRADES 9-10-11-12	
	Translate quantitative or technical	Standard CC.3.6.9-10.F	
	information expressed in a text	Standard CC.3.6.11-12.F	
	into visual form (e.g. a table or	Conduct short and more	
	chart).	sustained research to answer	
	Standard CC.3.5.9-10. H	a question or solve a	
	Assess the reasoning in a text to	problem. Standard CC.3.6.9-10.G.	
	support the author's claim for	Standard CC.3.6.11-12.G	
	solving a technical problem.	Gather relevant information	
	Standard CC.3.5.9-10. I	from multiple authoritative	
	Compare and contrast findings	print and digital sources,	
	presented in a text to those from	following a standard format	
	other sources, etc.	for citation.	
		Standard CC.3.6.9-10.H.	
	INTEGRATE KNOWLEDGE	Standard CC.3.6.11-12.H.	
	& IDEAS GRADES 11-12	Draw evidence from informational texts to	
	GRADES 11-12 Standard CC.3.5.11-12. G	support analysis, reflection,	
	Integrate and evaluate multiple	and research.	
	sources of information presented		
	in diverse formatsto solve a	RANGE OF WRITING	
	problem.	GRADES 9-10-11-12	
	Standard CC.3.5.11-12. H	Standard CC.3.5.9-10.1 &	
	Evaluate the hypotheses, data,	Standard CC.3.5.11-12.I.	
	analysis, and conclusions in a	Write routinely over	
	technical text, verifying the data	extended time frames and	
	when possible. Standard CC.3.5.11-12. I	shorter time frames for a range of tasks, purposes and	
	Synthesize information from a	audiencesetc.	
	range of sources into a coherent	autoneesetc.	
	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.		
	proncientiy.		