

CURRICULUM MAPPING TEMPLATE

Program: CIP CODE: 51.0000 Health Sciences/Allied Health/Health Sciences, General (2017)

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
<p>Segment 1 Anatomy and Physiology</p>				
<p>(Cluster) I DETERMINE ACADEMIC SUBJECT MATTER, IN ADDITION TO HIGH SCHOOL GRADUATION REQUIREMENTS, NECESSARY FOR PURSUING A HEALTH SCIENCE CAREER. A Utilize knowledge of human structure and function to conduct health care role. 1 Describe the basic structures and functions of cells, tissues, organs and systems as they relate to homeostasis. 2 Compare relationships among cells, tissues, organs and systems. 3 Explain body planes, directional terms, quadrants and cavities. 4 Analyze the interdependence of the body systems as they relate to wellness, disease, disorders, therapies and care rehabilitation. B Utilize knowledge of diseases and disorders to conduct health care role. 1 Compare selected diseases/disorders including</p>	<p>Cardiac output: stroke volume x heart rate</p>	<p>Multiplication</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1</p>

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<p>respective classification(s), causes, diagnoses, therapies and care/rehabilitation to include biotechnological applications.</p>				
<p style="text-align: center;">Segment 2 Legal Responsibilities</p>				
<p>(Pathway) II COMMUNICATE PATIENT/CLIENT INFORMATION AMONG HEALTHCARE TEAM MEMBERS TO FACILITATE A TEAM APPROACH TO PATIENT CARE. A Utilize facility protocol and regulatory guidelines for collecting patient/client health care needs, strengths and problems. 4 Maintain confidentiality according to facility protocol.</p>				

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<p>(Cluster)</p> <p>V ANALYZE THE LEGAL AND ETHICAL RESPONSIBILITIES, LIMITATIONS AND IMPLICATIONS OF ACTIONS WITHIN THE HEALTHCARE WORKPLACE.</p> <p>A Describe legal implications affecting health care workers.</p> <ol style="list-style-type: none"> 1 Analyze legal responsibilities, limitations and implications of actions. 2 Use problem-solving techniques when confronted with legal dilemmas or issues. 3 Compare and contrast behaviors and practices that could result in malpractice, liability, or negligence. 4 Identify and comply with policies and requirements for documentation and record keeping. 5 Identify and comply with established risk management criteria and procedures. 6 Evaluate if an incident is reportable. 7 Identify and comply with non-discriminatory laws. 8 Identify and comply with institutional policy and procedures. <p>B Describe legal practices employed by health care workers.</p> <ol style="list-style-type: none"> 1 Perform duties according to regulations, policies, laws and legislated rights of clients. 				

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<ul style="list-style-type: none"> 2 Manage clients' rights according to the Patients' Bill of Rights. 3 Manage confidentiality according to Health Information Portability Access Act (HIPAA). 4 Employ practices that adhere to licensure, certification, registration and legislated scope of practice. 5 Apply the doctrine of informed consent. 6 Evaluate technological threats to confidentiality. 8 Apply mandated standards for harassment, labor and employment laws. 				

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Segment 3 Infection Control				
<p>(Cluster) I DETERMINE ACADEMIC SUBJECT MATTER, IN ADDITION TO HIGH SCHOOL GRADUATION REQUIREMENTS, NECESSARY FOR PURSUING A HEALTH SCIENCE CAREER.</p> <p>B Utilize knowledge of diseases and disorders to conduct health care role.</p> <ol style="list-style-type: none"> 2 Analyze methods to control the spread of pathogenic microorganisms. 3 Contrast various types of immunities. 	<p>Organize data from epidemic activity to determine infection (carrier) or spread of infection</p>	<p>Organize data into table Make predictions based on data</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4;</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.5</p>
<p>(Cluster) III IDENTIFY EXISTING AND POTENTIAL HAZARDS TO CLIENTS, CO-WORKERS, VISITORS AND SELF IN THE HEALTHCARE WORKPLACE.</p> <p>A Explain infection control practices and procedures.</p> <ol style="list-style-type: none"> 1 Practice infection control procedures. 2 Practice appropriate cleaning, disinfecting and sterilizing processes. 3 Contrast medical and surgical asepsis. 				
Segment 4 Public Safety Branches				
<p>(Technical) IV TREATMENT PLANNING AND IMPLEMENTATION Therapeutic services professionals will understand the general</p>	<p>Reading thermometer, blood pressure gauge, Take height and weight. Reading scale/ruler.</p>	<p>Reading scaled instrument. Graphing results. Using formulas for conversion (example: F to C, pounds to kg, etc).</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 7.EE.1; 7.EE.2; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1;</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; A.REI.1; A.REI.2; G.MG.3; A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.CO.9; G.CO.12; G.CO.13</p>

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<p>purpose and components of the treatment plan. They will collaborate in planning procedures according to facility protocol and regulatory guidelines. They will understand how these procedures support the goals and objectives of the treatment plan of the patient or other client and implement the procedures within their scope of practice.</p> <p>A Planning</p> <ol style="list-style-type: none"> 1 Design the treatment plan incorporating patient or other client input 2 Create a treatment plan using a problem-solving model and evaluate for intervention opportunities. 3 Select appropriate resources to implement treatment plan. 	<p>Reading gum tissue instrument (probe). Measuring angles of movement. Measure grip strength. Metric to English conversion of units. Dosage calculations. IV calculations: drip rates, etc. Reading graduated cylinder. Reading and calculating volume used (or left) in containers (IV bags, containers, graduated cylinders, etc.) Intake and output calculations. Mixing cements (dental) or any other materials. Military time. Angle terminology: acute, 90 degree, parallel, straight angle. Safe and therapeutic drug dosage ranges (based on kg.). Body quadrants, regions, and planes. BMI calculations. Wing span. Nutrition: Calculating daily caloric needs and intake, grams of sugar or other components of daily nutrition.</p>	<p>Ratio and proportion for conversions and mixtures. Dimensional Analysis for conversions. (metric to English and others) Adding/subtracting/multiplying Dividing. Angle terminology. Percent calculations.</p>	<p>7.RP.2; 7.RP.3; 6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 7.G.5</p>	

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<p>(Technical) V MONITORING CLIENT STATUS Therapeutic services professionals will understand the process for monitoring patient and other client health status. They will assess health status and report the results to a treatment team.</p> <p>A Procedures for Monitoring</p> <ol style="list-style-type: none"> 1 Evaluate patient and client response to administered treatments and procedures. 2 Analyze and report patient and other client response. 3 Assess need for follow up and alternative care. 	<p>Reading gum tissue instrument (probe). Measuring angles of movement. Measure grip strength. Metric to English conversion of units. Dosage calculations. IV calculations: drip rates, etc. Reading graduated cylinder. Reading and calculating volume used (or left) in containers (IV bags, containers, graduated cylinders, etc.) Intake and output calculations. Mixing cements (dental) or any other materials. Military time. Angle terminology: acute, 90 degree, parallel, straight angle. Safe and therapeutic drug dosage ranges (based on kg.). Body quadrants, regions, and planes. BMI calculations. Wing span. Nutrition: Calculating daily caloric needs and</p>	<p>Reading scaled instrument. Graphing results. Using formulas for conversion (example: F to C, pounds to kg, etc). Ratio and proportion for conversions and mixtures. Dimensional Analysis for conversions. (metric to English and others) Adding/subtracting/multiplying Dividing. Angle terminology. Percent calculations.</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 7.EE.1; 7.EE.2; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 7.G.5</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; A.REI.1; A.REI.2; G.MG.3; A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.CO.9; G.CO.12; G.CO.13</p>

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	intake, grams of sugar or other components of daily nutrition.			
<p>(Technical)</p> <p>VI PATIENT AND OTHER CLIENT STATUS EVALUATION</p> <p>Therapeutic services professionals will evaluate patient and other client needs, strengths and problems in order to determine if treatment goals are being reached.</p> <p>A Evaluation</p> <ol style="list-style-type: none"> 1 Choose appropriate evaluation tools to assess patient and other client response to treatment plan. 2 Analyze information gathered. 3 Revise or create modifications to treatment plan based on information gathered. 	<p>Reading gum tissue instrument (probe).</p> <p>Measuring angles of movement.</p> <p>Measure grip strength.</p> <p>Metric to English conversion of units.</p> <p>Dosage calculations.</p> <p>IV calculations: drip rates, etc.</p> <p>Reading graduated cylinder.</p> <p>Reading and calculating volume used (or left) in containers (IV bags, containers, graduated cylinders, etc.)</p> <p>Intake and output calculations.</p> <p>Mixing cements (dental) or any other materials.</p> <p>Military time.</p> <p>Angle terminology: acute, 90 degree, parallel, straight angle.</p> <p>Safe and therapeutic drug dosage ranges (based on kg.).</p> <p>Body quadrants, regions, and planes.</p> <p>BMI calculations.</p> <p>Wing span.</p> <p>Nutrition: Calculating daily caloric needs and</p>	<p>Reading scaled instrument.</p> <p>Graphing results.</p> <p>Using formulas for conversion (example: F to C, pounds to kg, etc).</p> <p>Ratio and proportion for conversions and mixtures.</p> <p>Dimensional Analysis for conversions. (metric to English and others)</p> <p>Adding/subtracting/multiplying</p> <p>Dividing.</p> <p>Angle terminology.</p> <p>Percent calculations.</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 7.EE.1; 7.EE.2; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 7.G.5</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; A.REI.1; A.REI.2; G.MG.3; A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.CO.9; G.CO.12; G.CO.13</p>

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	intake, grams of sugar or other components of daily nutrition.			
<p>(Pathway) III UTILIZE PROCESSES FOR ASSESSING, MONITORING AND REPORTING PATIENT'S/ CLIENT'S HEALTH STATUS TO THE TREATMENT TEAM WITHIN PROTOCOL AND SCOPE OF PRACTICE.</p> <p>A Monitor patient/client using protocols for assessing, monitoring and reporting health status.</p> <ol style="list-style-type: none"> 1 Analyze and assess patient/client response. 2 Assess need for follow-up and alternative care to treatment plan. 3 Respond to patient/client health changes as prescribed by facility protocol. 4 Evaluate patient/client response to administered treatments and procedures. <p>B Utilize strategies that support patient/client goals when developing treatment plans.</p> <ol style="list-style-type: none"> 1 Create a treatment plan using a problem-solving model, incorporating patient/client input. 2 Select appropriate resources to implement treatment plan. 3 Evaluate the plan for appropriate outcomes and intervention opportunities. 	<p>Reading gum tissue instrument (probe). Measuring angles of movement. Measure grip strength. Metric to English conversion of units. Dosage calculations. IV calculations: drip rates, etc. Reading graduated cylinder. Reading and calculating volume used (or left) in containers (IV bags, containers, graduated cylinders, etc.) Intake and output calculations. Mixing cements (dental) or any other materials. Military time. Angle terminology: acute, 90 degree, parallel, straight angle. Safe and therapeutic drug dosage ranges (based on kg.). Body quadrants, regions, and planes. BMI calculations. Wing span. Nutrition: Calculating daily caloric needs and</p>	<p>Reading scaled instrument. Graphing results. Using formulas for conversion (example: F to C, pounds to kg, etc). Ratio and proportion for conversions and mixtures. Dimensional Analysis for conversions. (metric to English and others) Adding/subtracting/multiplying Dividing. Angle terminology. Percent calculations.</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 7.EE.1; 7.EE.2; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 7.G.5</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; A.REI.1; A.REI.2; G.MG.3; A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.CO.9; G.CO.12; G.CO.13</p>

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	intake, grams of sugar or other components of daily nutrition.			
<p>(Pathway) IV EVALUATE PATIENT/CLIENT NEEDS, STRENGTHS AND PROBLEMS IN ORDER TO DETERMINE IF TREATMENT GOALS ARE BEING MET.</p> <p>A Employ accepted protocols for evaluating patient/client needs, strengths and problems during treatment.</p> <p>1 Identify appropriate evaluation tools to assess patient/client response to treatment plan.</p> <p>2 Analyze information gathered.</p> <p>3 Revise or create modifications to treatment plan based on patient/client response.</p>	<p>Reading gum tissue instrument (probe). Measuring angles of movement. Measure grip strength. Metric to English conversion of units. Dosage calculations. IV calculations: drip rates, etc. Reading graduated cylinder. Reading and calculating volume used (or left) in containers (IV bags, containers, graduated cylinders, etc.) Intake and output calculations. Mixing cements (dental) or any other materials. Military time. Angle terminology: acute, 90 degree, parallel, straight angle. Safe and therapeutic drug dosage ranges (based on kg.). Body quadrants, regions, and planes. BMI calculations. Wing span. Nutrition: Calculating daily caloric needs and</p>	<p>Reading scaled instrument. Graphing results. Using formulas for conversion (example: F to C, pounds to kg, etc). Ratio and proportion for conversions and mixtures. Dimensional Analysis for conversions. (metric to English and others) Adding/subtracting/multiplying Dividing. Angle terminology. Percent calculations.</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 7.EE.1; 7.EE.2; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 7.G.5</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; A.REI.1; A.REI.2; G.MG.3; A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.CO.9; G.CO.12; G.CO.13</p>

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	intake, grams of sugar or other components of daily nutrition.			
Segment 5 Workplace Safety				
(Cluster) II EXPLAIN THE HEALTHCARE WORKER'S ROLE WITHIN THEIR DEPARTMENT, THEIR ORGANIZATION AND THE OVERALL HEALTHCARE SYSTEM. C Understand the existing and potential hazards to clients, co-workers and self. 1 Utilize safe work practices and follow health and safety policies and procedures.				
(Cluster) III IDENTIFY EXISTING AND POTENTIAL HAZARDS TO CLIENTS, CO-WORKERS, VISITORS AND SELF IN THE HEALTHCARE WORKPLACE. B Demonstrate personal safety practices. 1 Manage a personal exposure incident in compliance with OSHA regulations. 2 Apply principles of body mechanics and ergonomics. 3 Use personal protective equipment (PPE) as appropriate to the environment. C Use techniques to insure environmental safety. 1 Modify the environment to create safe working conditions. 2 Demonstrate methods of fire				

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<p>prevention in the health care setting.</p> <p>3 Prevent accidents by using proper safety techniques.</p> <p>4 Practice good housekeeping by maintaining a safe work environment.</p> <p>D Identify common safety hazards.</p> <p>1 Use Materials Safety Data Sheets (MSDS).</p> <p>2 Recognize and adhere to hazardous labeling requirements.</p> <p>3 Comply with safety signs, symbols and labels.</p> <p>4 Implement appropriate action when observing a hazardous material problem.</p> <p>5 Apply safety principles within given environment.</p> <p>6 Recognize hazardous chemicals commonly used in the health care environment and utilize in an appropriate manner.</p> <p>F Utilize emergency procedures and protocols.</p> <p>1 Interpret the evacuation plan for the health care setting.</p> <p>2 Construct an emergency plan for a health care setting in response to a natural disaster or other emergency.</p> <p>3 Follow the facility procedure when a fire is discovered.</p>				

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<p>(Cluster) V ANALYZE THE LEGAL AND ETHICAL RESPONSIBILITIES, LIMITATIONS AND IMPLICATIONS OF ACTIONS WITHIN THE HEALTHCARE WORKPLACE.</p> <p>B Describe legal practices employed by health care workers.</p> <p>7 Employ mandated standards for workplace safety, i.e., OSHA, CDC, CLIA.</p>				
<p>Segment 6 Healthcare Delivery Systems</p>				
<p>(Cluster) II EXPLAIN THE HEALTHCARE WORKER'S ROLE WITHIN THEIR DEPARTMENT, THEIR ORGANIZATION AND THE OVERALL HEALTHCARE SYSTEM.</p> <p>A Explain systems theory as it applies to the health care environment.</p> <p>1 Describe systems theory and its components.</p> <p>2 Construct a general systems model using inputs, throughputs and a feedback loop.</p> <p>B Explain the concept of system change as it applies to the health care environment.</p> <p>1 Analyze the cause and effect on health care system change based on the influence of technology, epidemiology, bio-ethics, socio-economics and various forms of complimentary (non-</p>	<p>Ordering supplies. Supply usage and cost analysis. Calculating/estimating or predicting amounts of supplies needed or used and when to order. Compare and contrast different insurance plans or health care systems.</p>	<p>Add/subtract/multiply/divide Percent Graphs/chart (reading and creating)</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 6.RP.2; 6.RP.3; 7.EE.2; 7.EE.3; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1; S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.5</p>

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<p>traditional) medicine.</p> <p>C Understand the existing and potential hazards to clients, co-workers and self.</p> <p>2 Diagram the interdependence of health care professions within a given health care delivery system and pertaining to the delivery of quality health care.</p> <p>3 Design a system analysis process that evaluates these outcomes: client satisfaction, productivity, cost effectiveness and efficiency.</p> <p>D Identify and explain key systems of the health care delivery system.</p> <p>1 Construct a health care delivery system model.</p> <p>2 Predict where and how factors such as cost, managed care, technology, an aging population, access to care, alternative therapies and lifestyle/behavior changes may affect various health care delivery system models.</p> <p>3 Project outcomes as interconnected components of a modified health care system.</p> <p>4 Calculate the cost effectiveness of two separate health care delivery systems using the same client procedure.</p>				

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(Cluster) IV EVALUATE THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM AND EXPLAIN THEIR ROLE IN PROMOTING THE DELIVERY OF QUALITY HEALTH CARE. B Identify and describe health care teams. 3 Analyze roles of various team participants.				
(Cluster) VI EVALUATE ACCEPTED ETHICAL PRACTICES WITH RESPECT TO CULTURAL, SOCIAL AND ETHNIC DIFFERENCES WITHIN THE HEALTHCARE WORKPLACE. B Describe ethical practice as it applies to health care delivery. 2 Recognize and respect interdisciplinary roles of team members.				
Segment 7 Career Development				
(Cluster) VI EVALUATE ACCEPTED ETHICAL PRACTICES WITH RESPECT TO CULTURAL, SOCIAL AND ETHNIC DIFFERENCES WITHIN THE HEALTHCARE WORKPLACE. A Describe legal and ethical boundaries in health care delivery. 1 Differentiate between morality and ethics and the relationship of each to health care outcomes. 2 Differentiate between ethical				

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<p>and legal issues impacting health care.</p> <p>3 Employ personal, professional and organizational ethics.</p> <p>4 Analyze legal and ethical aspects of confidentiality.</p> <p>5 Discuss bio-ethical issues related to health care.</p> <p>6 Analyze and evaluate the implications of medical ethics.</p> <p>B Describe ethical practice as it applies to health care delivery.</p> <p>3 Report activities and behaviors by self and others that adversely affect the health, safety, or welfare of students, patients/clients, or co-workers.</p> <p>4 Demonstrate fairness and equal treatment of all persons.</p> <p>5 Practice responsibly within the ethical framework of the Patients' Bill of Rights.</p>				
<p>I Career Ready Practices</p> <p>A Career Ready Skills</p> <p>8 Model integrity, ethical leadership and effective management.</p>				
<p>Segment 8 Clinical Skills</p>				
<p>(Technical)</p> <p>III INFORMATION COLLECTION</p> <p>Therapeutic services professionals will understand the facility protocol and regulatory guidelines for collecting patient and other client information. They will participate in identifying and responding to patient and other client</p>	<p>Reading gum tissue instrument (probe).</p> <p>Measuring angles of movement.</p> <p>Measure grip strength.</p> <p>Metric to English conversion of units.</p> <p>Dosage calculations.</p>	<p>Reading scaled instrument.</p> <p>Graphing results.</p> <p>Using formulas for conversion (example: F to C, pounds to kg, etc).</p> <p>Ratio and proportion for conversions and mixtures.</p> <p>Dimensional Analysis for</p>	<p>6.EE.2; 6.EE.3; 6.SP.4; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4; 8.SP.3; 8.SP.4; 7.EE.1; 7.EE.2; 6.RP.1; 6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 6.NS.2; 6.NS.3; 7.NS.1; 7.EE.3; 7.G.5</p>	<p>S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; A.REI.1; A.REI.2; G.MG.3; A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.CO.9; G.CO.12; G.CO.13</p>

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<p>health care needs, strengths, problems and report results.</p> <p>A Information Collection</p> <p>1 Select appropriate tools for information to be collected.</p> <p>2 Collect and format information using facility protocols and regulatory guidelines.</p>	<p>IV calculations: drip rates, etc.</p> <p>Reading graduated cylinder.</p> <p>Reading and calculating volume used (or left) in containers (IV bags, containers, graduated cylinders, etc.)</p> <p>Intake and output calculations.</p> <p>Mixing cements (dental) or any other materials.</p> <p>Military time.</p> <p>Angle terminology: acute, 90 degree, parallel, straight angle.</p> <p>Safe and therapeutic drug dosage ranges (based on kg.).</p> <p>Body quadrants, regions, and planes.</p> <p>BMI calculations.</p> <p>Wing span.</p> <p>Nutrition: Calculating daily caloric needs and intake, grams of sugar or other components of daily nutrition.</p>	<p>conversions. (metric to English and others)</p> <p>Adding/subtracting/multiplying</p> <p>Dividing.</p> <p>Angle terminology.</p> <p>Percent calculations.</p>		
<p>(Technical)</p> <p>IV TREATMENT PLANNING AND IMPLEMENTATION</p> <p>Therapeutic services professionals will understand the general purpose and components of the treatment plan.</p> <p>They will collaborate in planning procedures according to facility</p>				

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<p>protocol and regulatory guidelines. They will understand how these procedures support the goals and objectives of the treatment plan of the patient or other client and implement the procedures within their scope of practice.</p> <p>B Implementation</p> <ol style="list-style-type: none"> 1 Evaluate priorities in order to organize work. 2 Use equipment and instruments according to the manufacturer's guidelines and accepted safety practice. 				
<p>(Pathway)</p> <p>II COMMUNICATE PATIENT/CLIENT INFORMATION AMONG HEALTHCARE TEAM MEMBERS TO FACILITATE A TEAM APPROACH TO PATIENT CARE.</p> <p>A Utilize facility protocol and regulatory guidelines for collecting patient/client health care needs, strengths and problems.</p> <ol style="list-style-type: none"> 2 Select appropriate tools for information to be collected. 3 Format and develop collected information. 				
<p>(Pathway)</p> <p>III UTILIZE PROCESSES FOR ASSESSING, MONITORING AND REPORTING PATIENT'S/ CLIENT'S HEALTH STATUS TO THE TREATMENT TEAM WITHIN PROTOCOL AND SCOPE OF PRACTICE.</p> <p>C Implement treatment plans that adhere to facility protocols, regulatory guidelines and scope</p>				

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<p>of practice.</p> <p>1 Evaluate priorities in order to organize work.</p> <p>2 Use equipment and instruments according to the manufacturer's guidelines and accepted safety practice.</p>				
<p>(Cluster)</p> <p>IV EVALUATE THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM AND EXPLAIN THEIR ROLE IN PROMOTING THE DELIVERY OF QUALITY HEALTH CARE.</p> <p>B Identify and describe health care teams.</p> <p>1 Apply the team concept in providing quality patient/client care.</p> <p>4 Formulate appropriate response to critical situations as a team member and/or leader.</p>				
<p>(Cluster)</p> <p>VI EVALUATE ACCEPTED ETHICAL PRACTICES WITH RESPECT TO CULTURAL, SOCIAL AND ETHNIC DIFFERENCES WITHIN THE HEALTHCARE WORKPLACE.</p> <p>B Describe ethical practice as it applies to health care delivery.</p> <p>6 Employ clients' independence and determination in their health care.</p>				
<p>I Career Ready Practices</p> <p>A Career Ready Skills</p> <p>2 Apply appropriate academic</p>	<p>Basic math skills instruction</p>	<p>Add/multiply/subtract/divide whole numbers, decimals, fractions.</p>	<p>6.NS.2; 6.NS.3; 6.NS.1; 6.EE.2; 7.NS.1; 7.NS.2; 7.NS.3; 6.NS.5; 6.RP.1;</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1; G.MG.3</p>

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
and technical skills.		Ratio and proportion. Percent calculations. Reading and interpreting graphs. Decimal to fraction conversions. (and back) Fraction to percent conversions. (and back) Computing percent of number (or other unknowns.) Currency.	6.RP.2; 6.RP.3; 7.RP.1; 7.RP.2; 7.RP.3; 7.EE.2; 7.EE.3	
Segment 9 Wellness				
(Cluster) I DETERMINE ACADEMIC SUBJECT MATTER, IN ADDITION TO HIGH SCHOOL GRADUATION REQUIREMENTS, NECESSARY FOR PURSUING A HEALTH SCIENCE CAREER. B Utilize knowledge of diseases and disorders to conduct health care role. 4 Analyze body system changes in light of diseases, disorders and wellness. 5 Compare the aging process among the body systems.				
(Cluster) III IDENTIFY EXISTING AND POTENTIAL HAZARDS TO CLIENTS, CO-WORKERS, VISITORS AND SELF IN THE HEALTHCARE WORKPLACE. E Describe healthy behaviors. 1 Apply behaviors that promote health and wellness. 2 Advocate available preventive	Reading and interpreting informational graphs and charts.	Reading and interpreting graphs and charts.	6.RP.2; 6.RP.3; 7.EE.2; 7.EE.3; 6.SP.5; 7.SP.2; 7.SP.3; 7.SP.4	S.IC.1; S.IC.2; S.IC.3; S.IC.4; S.IC.5; S.IC.6; S.ID.1; S.ID.5

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
<p>health screening and examinations.</p> <p>3 Use practices that promote the prevention of disease and injury.</p> <p>4 Use appropriate safety practices as related to high-risk behaviors.</p> <p>5 Evaluate the validity of alternative health practices.</p>				
<p>I Career Ready Practices</p> <p>A Career Ready Skills</p> <p>3 Attend to personal health and financial well-being.</p> <p>5 Consider the environmental, social and economic impacts of decisions.</p>	<p>Analyzing personal salary and budget constraints based on profession.</p>	<p>Add/multiply/subtract/divide (money)</p> <p>Percent calculations</p> <p>Currency</p>	<p>6.NS.2; 6.NS.3; 7.NS.1; 6.RP.2; 6.RP.3; 7.EE.2; 7.EE.3</p>	<p>A.APR.1; A.APR.7; N.RN.3; N.Q.1</p>
<p>Segment 10 Healthcare Communications and Terminology</p>				
<p>(Technical)</p> <p>I CLIENT INTERACTION</p> <p>Therapeutic services professionals will be able to explain planned procedures and goals to patients and other clients. They will use various strategies to respond to questions and concerns of patients and other clients.</p> <p>A Oral Communication</p> <p>1 Evaluate patient or other client's ability to understand information given.</p> <p>2 Demonstrate empathy for patients and other clients.</p> <p>3 Choose jargon-free language appropriate to the situation.</p> <p>4 Adjust communication to the needs of the patient or other</p>				

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
clients.				
<p>(Pathway) I UTILIZE COMMUNICATION STRATEGIES TO ANSWER PATIENT/CLIENT QUESTIONS AND CONCERNS ON PLANNED PROCEDURES AND GOALS.</p> <p>A Employ effective oral communication techniques when responding to patient questions and concerns.</p> <ol style="list-style-type: none"> 1 Assess patients/clients' understanding of the information provided. 2 Demonstrate empathy for patients/clients. 3 Construct communication appropriate to the needs of the patient/client and the situation. 				
<p>(Pathway) II COMMUNICATE PATIENT/CLIENT INFORMATION AMONG HEALTHCARE TEAM MEMBERS TO FACILITATE A TEAM APPROACH TO PATIENT CARE.</p> <p>A Utilize facility protocol and regulatory guidelines for collecting patient/client health care needs, strengths and problems.</p> <ol style="list-style-type: none"> 1 Monitor and identify patient/client health care needs, strengths and problems. <p>B Analyze team interactions that identify effective patterns of communication among team members.</p>				

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
<p>4 Formulate and report information in a way that is clear and concise.</p>				
<p>(Cluster) IV EVALUATE THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM AND EXPLAIN THEIR ROLE IN PROMOTING THE DELIVERY OF QUALITY HEALTH CARE.</p> <p>A Describe team member participation.</p> <p>1 Communicate verbally and nonverbally with team colleagues to assure a best result for the client.</p> <p>4 Recognize the importance of active listening to other team members.</p> <p>8 Apply corrective action to an acknowledged conflict situation.</p>				
<p>(Cluster) VI EVALUATE ACCEPTED ETHICAL PRACTICES WITH RESPECT TO CULTURAL, SOCIAL AND ETHNIC DIFFERENCES WITHIN THE HEALTHCARE WORKPLACE.</p> <p>C Explain cultural, social and ethnic diversity as it applies to health care delivery.</p> <p>1 Discuss the impact of religions and cultures on those giving and receiving health care with an understanding of past and present events.</p> <p>2 Demonstrate respect of individual cultural, social and</p>				

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
ethnic diversity within the health care environment.				
I Career Ready Practices A Career Ready Skills 4 Communicate clearly, effectively and with reason.				
Segment 11 Health Informatics and Technology				
(Technical) IV TREATMENT PLANNING AND IMPLEMENTATION Therapeutic services professionals will understand the general purpose and components of the treatment plan. They will collaborate in planning procedures according to facility protocol and regulatory guidelines. They will understand how these procedures support the goals and objectives of the treatment plan of the patient or other client and implement the procedures within their scope of practice. B Implementation 3 Document actions according to facility protocol and regulatory guidelines.	Calculate costs for treatments and communicating to patient.	Add/subtract/multiply/divide (money) Percent calculations Currency	6.NS.2; 6.NS.3; 7.NS.1; 6.RP.2; 6.RP.3; 7.EE.2; 7.EE.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1
(Pathway) I UTILIZE COMMUNICATION STRATEGIES TO ANSWER PATIENT/CLIENT QUESTIONS AND CONCERNS ON PLANNED PROCEDURES AND GOALS. B Employ effective written communication techniques when responding to patient questions and concerns.	Calculate costs for treatments and communicating to patient.	Add/subtract/multiply/divide (money) Percent calculations Currency	6.NS.2; 6.NS.3; 7.NS.1; 6.RP.2; 6.RP.3; 7.EE.2; 7.EE.3	A.APR.1; A.APR.7; N.RN.3; N.Q.1

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
<p>1 Develop clearly written patient/client information and instructions.</p> <p>2 Keep written records as appropriate within facility policies and protocols.</p>				
<p>(Pathway)</p> <p>III UTILIZE PROCESSES FOR ASSESSING, MONITORING AND REPORTING PATIENT'S/ CLIENT'S HEALTH STATUS TO THE TREATMENT TEAM WITHIN PROTOCOL AND SCOPE OF PRACTICE.</p> <p>C Implement treatment plans that adhere to facility protocols, regulatory guidelines and scope of practice.</p> <p>3 Document actions according to facility protocol and regulatory guidelines.</p>				
<p>(Cluster)</p> <p>II EXPLAIN THE HEALTHCARE WORKER'S ROLE WITHIN THEIR DEPARTMENT, THEIR ORGANIZATION AND THE OVERALL HEALTHCARE SYSTEM.</p> <p>C Understand the existing and potential hazards to clients, co-workers and self.</p> <p>4 Evaluate the impact of enhanced technology on the health care delivery system.</p>				
<p>(Cluster)</p> <p>IV EVALUATE THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM AND EXPLAIN</p>				

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
<p>THEIR ROLE IN PROMOTING THE DELIVERY OF QUALITY HEALTH CARE.</p> <p>C Employ communication strategies used in the delivery of quality health care.</p> <p>1 Identify social media technologies, electronic conferencing, Web pages and e-mail systems to communicate information to team members and colleagues.</p> <p>2 Develop and implement security requirements for storage and transmission of electronic health records.</p> <p>3 Train personnel on technologies, written communications and security measures for documenting, retrieval, storage and communication of health records.</p>				
<p>I Career Ready Practices</p> <p>A Career Ready Skills</p> <p>10 Use technology to enhance productivity.</p>				
<p>Segment 12 Applied Academic in Law and Public Safety</p>				
<p>(Technical)</p> <p>II INTRA TEAM COMMUNICATION</p> <p>Therapeutic services professionals will be able to communicate patient and other client information within a team.</p> <p>A Team Interactions</p> <p>1 Distinguish appropriate role and responsibilities of each</p>				

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
<p>team member.</p> <ol style="list-style-type: none"> 2 Respect and value the expertise and contributions of all team members. 3 Evaluate relevancy of information to be conveyed. 4 Formulate and report information in a way that is clear and concise. 				
<p>(Pathway) II COMMUNICATE PATIENT/CLIENT INFORMATION AMONG HEALTHCARE TEAM MEMBERS TO FACILITATE A TEAM APPROACH TO PATIENT CARE.</p> <p>B Analyze team interactions that identify effective patterns of communication among team members.</p> <ol style="list-style-type: none"> 1 Distinguish appropriate role and responsibilities of each team member. 2 Respect and value the expertise and contributions of all team members. 3 Evaluate relevancy of information to be conveyed. 				
<p>(Cluster) IV EVALUATE THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM AND EXPLAIN THEIR ROLE IN PROMOTING THE DELIVERY OF QUALITY HEALTH CARE.</p> <p>A Describe team member participation.</p> <ol style="list-style-type: none"> 2 Collaborate with others to formulate team objectives. 3 Identify responsible actions of 				

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
<p>team members to complete assigned tasks in a timely and effective manner.</p> <p>5 Exercise leadership skills as appropriate.</p> <p>6 Respect and value the expertise and contributions of all team members.</p> <p>7 Recognize the importance of working collaboratively with persons from diverse backgrounds to accomplish a common goal.</p> <p>9 Exhibit a strong sense of team identity and commitment to purpose.</p> <p>B Identify and describe health care teams.</p> <p>2 Recognize characteristics of effective teams.</p> <p>5 Recognize the necessity of compromise to ensure the appropriate outcome.</p>				
<p>(Cluster)</p> <p>VI EVALUATE ACCEPTED ETHICAL PRACTICES WITH RESPECT TO CULTURAL, SOCIAL AND ETHNIC DIFFERENCES WITHIN THE HEALTHCARE WORKPLACE.</p> <p>B Describe ethical practice as it applies to health care delivery.</p> <p>1 Demonstrate professionalism when interacting with fellow students, patients/clients, co-workers and the organization.</p>				

CTE Segments/Performance Elements	CTE Concepts	Math Concepts	Common Core Math Standards Middle School	Common Core Math Standards High School
<p>I Career Ready Practices</p> <p>A Career Ready Skills</p> <p>1 Act as a responsible and contributing citizen and employee.</p> <p>6 Demonstrate creativity and innovation.</p> <p>7 Employ valid and reliable research strategies.</p> <p>9 Plan education and career path aligned to personal goals.</p> <p>11 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>12 Work productively in teams while using cultural/global competence.</p>				