

**HEALTH SCIENCE
ONE AND TWO**
FIRST TWO YEARS OF INSTRUCTION



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INTRODUCTION

Health care in Nevada and the United States is the fastest growing occupational area. Not only is there a shortage of nurses, there is a shortage of medical faculty in many other areas. Nevada ranks near the bottom in medical professionals per population. Since the passage of the Healthcare Reform Bill, there will be a greater need for medical professionals. Another issue related is the care of the elderly, 12% of Nevada's population is 65 and older. By 2016 the Nevada Department of Training, Employment and Rehabilitation expects a 38% increase in the demand for nurses of all levels.

Nevada health science programs are on the cutting edge and are educating a larger population of students in health science related areas that include emergency preparedness, athletic training, nursing assistant and many more specialized areas.

Health Science 1 and 2 standards have been developed for a two year program or the last two years in a sequence. A student will receive one academic science credit after they have completed a two year program that utilizes these standards. A student also can receive one-half credit that will fulfill the health credit requirement for graduation.

These standards present a framework for students interested in pursuing careers in healthcare and support the STEM initiative in Nevada. Each program should provide students with the opportunity to explore a variety of careers and leadership opportunities through career and technical student organizations like Health Occupation Students of America. (HOSA) The variety of content standards allows a program to customize the needs of their students, the community and their district to meet the needs of the health care industry.

The content and performance standards are driven by the National Health Care Foundation Standards and the Career Clusters Pathways for Health Science/Law and Public Safety.

A student considered successful in the completion of all the performance indicators in Level 1 and 2 should be able to obtain a passing score on the National Health Science Assessment.

The final section of this document shows the correlation of the standards to several academic standard areas. These standards do meet and exceed the requirements of the Nevada Life Science and Health Standards. Where correlation with an academic standard exists, students in a health science program perform learning activities that support, either directly or indirectly, achievement of one or more academic standards.

**Health Science
Performance Level Descriptors**

Content Standard 1.0: Academic Foundation – *Students will understand academic principles of health science as they relate to a health science career.*

Performance Standard 1.1 Human Structure and Function: Students will demonstrate knowledge of human anatomy and physiology and the corresponding medical terminology.	
MEETS STANDARD (Level 1 & 2)	<p>1.1.1 Interpret root, suffix, and prefix of medical terminology associated with the basic structural and function of the human body.</p> <p>1.1.2 Integrate the knowledge of the anatomical structure of the human body and their relationship to their physiological function.</p> <p>1.1.3 List and classify the basic structural and functional organization of the human body.</p> <p>1.1.4 Classify the basic structural and functional organization of the human body.</p> <p>1.1.5 List the normal age associated changes of the structural organization and function of the human body.</p> <p>1.1.6 Relate the knowledge of the anatomical structure of the human body and their relationship to their physiological function.</p> <p>1.1.7 Use correct medical terminology associated with basic structural and functional organization of the human body.</p> <p>1.1.8 Recognize body planes, directional terms, quadrants, and cavities.</p> <p>1.1.9 Analyze the interdependence of the basic structures and functions of the human body as they relate to wellness, disease, disorders, therapies, and care/rehabilitation.</p> <p>1.1.10 Compare the structure and function of the human body across the lifespan.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify body planes, directional terms, quadrants, and cavities. • Correctly define common terminology associated with basic structural and functional organization of the human body.

Nevada Academic Standards Correlation:

Reading: 1.12.3

Science: L.12.B.2, L.12.D

**Health Science
Performance Level Descriptors**

Content Standard 1.0: Academic Foundation – *Students will understand academic principles of health science as they relate to a health science career.*

Performance Standard 1.2 Diseases and Disorders: Students will relate principles of anatomy and physiology to the diagnosis and treatment of disease and medical conditions.	
MEETS STANDARD (Level 1 & 2)	<p>1.2.1 Interpret common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment).</p> <p>1.2.2 Investigate biomedical therapies, including alternative and complementary therapies as they relate to prevention, pathology, and treatment of disease.</p> <p>1.2.3 Compare and contrast the effects of specific environmental chemicals on the human body.</p> <p>1.2.4 Recognize and describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment).</p> <p>1.2.5 Discuss the impact of genetics, gender, age and environment on disease and disorder.</p> <p>1.2.6 Relate the knowledge of an abnormal anatomical structure or physiological response to disease.</p> <p>1.2.7 Investigate biomedical therapies as they relate to the prevention, pathology, and treatment of disease.</p> <p>1.2.8 Discuss complementary/alternative health practices as they relate to the prevention and treatment of disease.</p> <p>1.2.9 Describe how environmental chemicals affect the human body.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • List common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment). • Understand that environmental chemicals may negatively impact human health.

Nevada Academic Standards Correlation:

Health: 1.12.1, 1.12.4, 1.12.5, 1.12.6

Science: L.12.B.3

**Health Science
Performance Level Descriptors**

Content Standard 1.0: Academic Foundation – *Students will understand academic principles of health science as they relate to a health science career.*

Performance Standard 1.3 Medical Mathematics: Students will demonstrate and apply mathematics as it specifically relates to health care.	
MEETS STANDARD (Level 1 & 2)	<p>1.3.1 Apply mathematical computations related to health care procedures (metric and customary, conversions, and measurements).</p> <p>1.3.2 Analyze diagrams, charts, graphs, and tables to interpret health care data.</p> <p>1.3.3 Observe and describe medical conditions using words, numbers, and drawings.</p> <p>1.3.4 Construct and justify a valid argument and apply deductive and inductive reasoning in health care situations.</p> <p>1.3.5 Apply the 24-hour clock to health care.</p> <p>1.3.6 Classify the basic structural and functional organization of the human body including chemical, cellular, tissue, organ, and system.</p> <p>1.3.7 Apply mathematical principles to problems involving dosage calculations and other applied mathematical concepts.</p> <p>1.3.8 Analyze diagrams, charts, graphs, and tables to interpret health care results.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Record time using 24-hour clock. • Identify different systems of measurements used in health care.

Nevada Academic Standards Correlation:

Math: 2.12.1, 2.12.2, 3.12.1, 3.12.2, 3.12.4, 4.12.9, 5.12.1, 5.12.2

Science: N.12.A.1, L.12.B.1

**Health Science
Performance Level Descriptors**

Content Standard 1.0: Academic Foundation – *Students will understand academic principles of health science as they relate to a health science career.*

Performance Standard 1.4 Assessment: Students will evaluate individual situations utilizing appropriate assessment tools.	
MEETS STANDARD (Level 1 & 2)	1.4.1 Predict patient outcomes. 1.4.2 Analyze patient data when reviewing medical forms. 1.4.3 Record patient data on appropriate forms. 1.4.4 Demonstrate use of appropriate diagnostic tools. 1.4.5 Conduct an original scientific investigation using the appropriate tools and technology. 1.4.6 Demonstrate how science, technology, and society influence assessment.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify sources of information available that contribute to patient care. • Recognize assessment tools and their uses.

Nevada Academic Standards Correlation:

Math: 5.12.1, 5.12.5

Science: N.12.A.4

Computer and Technology: 3.C.12.1, 3.D.12.1

**Health Science
Performance Level Descriptors**

Content Standard 2.0: Communications – *Students will understand the various methods of giving and obtaining information in the health care setting.*

Performance Standard 2.1	Concepts of Effective Communication: Students will utilize appropriate verbal and nonverbal communication skills in the workplace.
MEETS STANDARD (Level 1 & 2)	2.1.1 Initiate communication in a patient care setting. 2.1.2 Recognize barriers to communication. 2.1.3 Utilize effective communication skills. 2.1.4 Interpret verbal and nonverbal communications. 2.1.5 Classify communication styles based on various health care scenarios. 2.1.6 Recognize resources to assist in overcoming communication barriers. 2.1.7 Analyze communications for appropriate response and feedback. 2.1.8 Report subjective and objective information. 2.1.9 Recognize the elements of oral communication using a sender-receiver process. 2.1.10 Apply speaking and active listening skills using reflection, restatement, and clarification techniques. 2.1.11 Demonstrate effective communication in a simulated activity.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Recognize verbal and nonverbal communications. • Report relevant information in sequential order.

Nevada Academic Standards Correlation:

Listening and Speaking: 7.12.1, 7.12.2, 7.12.5, 8.12.1, 8.12.2, 8.12.3, 8.12.4

**Health Science
Performance Level Descriptors**

Content Standard 2.0: Communications – *Students will understand the various methods of giving and obtaining information in the health care setting.*

Performance Standard 2.2 Medical Terminology: Students will use accepted medical terminology while communicating information.	
MEETS STANDARD (Level 1 & 2)	2.2.1 Integrate medical terminology into real world applications. 2.2.2 Use roots, prefixes, and suffixes to communicate information. 2.2.3 Use medical abbreviations and acronyms to communicate information. 2.2.4 Use medical terminology to communicate data and observations. 2.2.5 Apply medical terminology to health care situations.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Define terminology used in medicine. • Identify terminology related to specific fields of medicine or courses of study.

Nevada Academic Standards Correlation:

Reading: 1.12.5

Listening and Speaking: 8.12.4

**Health Science
Performance Level Descriptors**

Content Standard 2.0: Communications – *Students will understand the various methods of giving and obtaining information in the health care setting.*

Performance Standard 2.3	Written Communication Skills: Students will utilize current written and electronic communication formats.
MEETS STANDARD (Level 1 & 2)	2.3.1 Adapt and individualize all forms of written communication to industry standards. 2.3.2 Recognize which format (written vs. electronic) is most appropriate in a given situation. 2.3.3 Recognize elements of written and electronic communication. 2.3.4 Demonstrate industry standards in written and electronic communication and documentation. 2.3.5 Interpret tables, charts, illustrations and graphs when making arguments and claims in oral and written presentations. 2.3.6 Use written documents for communication or health messages. 2.3.7 Summarize technical information. 2.3.8 Use electronic communication format to conserve resources.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Describe methods for planning and organizing written documents and assessments. • Explain how electronic communication can conserve resources. • Organize technical information. • Use tables, charts, illustrations and graphs.

Nevada Academic Standards Correlation:

Writing: 5.12.1, 5.12.7, 6.12.7

Listening and Speaking: 8.12.3

Science: N.12.A.1

Health Science
Performance Level Descriptors

Content Standard 3.0: Systems – *Students will understand health care systems and their individual role.*

Performance Standard 3.1 Health Care Delivery Systems: Students will evaluate health care delivery systems (i.e., private, public, non-profit, government).	
MEETS STANDARD (Level 1 & 2)	<p>3.1.1 Compare benefits for patients in public, private, and government systems.</p> <p>3.1.2 Recommend improvements to the current health care delivery systems.</p> <p>3.1.3 Evaluate the impact of consumer groups on the health care delivery system.</p> <p>3.1.4 Critique the impact of emerging issues in health care systems.</p> <p>3.1.5 Develop new methods of payment for health care.</p> <p>3.1.6 Examine efforts to include consumers in health care decision-making.</p> <p>3.1.7 Evaluate various ways of reimbursement in the health care system.</p> <p>3.1.8 Involve consumer in accessing health care information.</p> <p>3.1.9 Examine influences on health care delivery systems.</p> <p>3.1.10 Describe the responsibilities of the consumers within the health care delivery system.</p> <p>3.1.11 Discuss common methods of payment for health care.</p> <p>3.1.12 Compare health care delivery systems (private, public, non-profit, government).</p> <p>3.1.13 Recognize the interdependence of health care professions within a given health care delivery system.</p> <p>3.1.14 Interpret the various roles of health care providers and clients within the health care system.</p> <p>3.1.15 Explain the impact of emerging issues such as technology, epidemiology, bioethics, and socioeconomics on health care systems.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Define public, private, government and non-profit systems. • Identify influences on health care delivery systems. • Identify types of consumers utilizing health care delivery. • Describe emerging issues such as technology epidemiology, bioethics, cultures and socioeconomics on health care delivery systems. • Identify common methods of payment for health care.

Nevada Academic Standards Correlation:

Health: 3.12.1, 3.12.2

Science: N.12.B.1, N.12.B.2

Health Science
Performance Level Descriptors

Content Standard 3.0: Systems – *Students will understand health care systems and their individual role.*

Performance Standard 3.2 Green Initiatives: Students will demonstrate competency and understanding about green practice in health care.	
MEETS STANDARD (Level 1 & 2)	3.2.1 Defend the utilization of green practices in health care. 3.2.2 Incorporate practices of green technology in health care settings. 3.2.3 Identify practices of green technology applicable to the health care setting (i.e., recycling, energy efficiency, environmentally preferable chemical use, waste disposal, and water conservation). 3.2.4 Participate in recycling efforts in the work environment.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Recognize various uses of green practice in existence. • Define the concept of green technology.

Nevada Academic Standards Correlation:

Health: 1.12.11

Science: N.12.B.1, N.12.B.2, L.12.C.3, E.12.C.4.

Health Science
Performance Level Descriptors

Content Standard 4.0: Employability Skills - *Students will achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 4.1 Employability Skills: Students will demonstrate problem-solving skills.	
MEETS STANDARD (Level 1 & 2)	4.1.1 Develop a complex work-related problem scenario. 4.1.2 Use appropriate steps in the problem-solving process. 4.1.3 Create an action plan to avoid future problems. 4.1.4 Develop methods to analyze the advantages and disadvantages of alternative solutions. 4.1.5 Evaluate the benefits of solving a work-related problem. 4.1.6 Solve a work-related problem using the appropriate steps in the problem-solving process. 4.1.7 Use brainstorming techniques. 4.1.8 Examine and explain the advantages and disadvantages of alternative solutions to one or more problems. 4.1.9 Create an action plan based upon a solution to a work-related problem. 4.1.10 Analyze the solution to a work-related problem. 4.1.11 Identify personal traits (desirable/undesirable) and attitudes of health care team members. 4.1.12 Describe professional standards of health care workers as they apply to hygiene, dress, language, confidentiality, and behavior (i.e., courtesy and self-introductions). 4.1.13 Engage in continuous self-assessment and career goal modification for personal and professional growth. 4.1.14 Demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups in various settings.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify the basic steps in the problem-solving process. • Identify alternative solutions to a problem. • Identify the basic components of an action plan.

Nevada Academic Standards Correlation:

Reading: 4.12.3

Listening and Speaking: 8.12.2, 8.12.4

Health: 5.12.3

**Health Science
Performance Level Descriptors**

Content Standard 4.0: Employability Skills - *Students will achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 4.2 Employability Skills: Students will demonstrate critical thinking skills.	
MEETS STANDARD (Level 1 & 2)	<p>4.2.1 Analyze how critical thinking skills affect work performance.</p> <p>4.2.2 Create a logical argument to support a position or viewpoint.</p> <p>4.2.3 Explain the essential elements of the critical thinking process.</p> <p>4.2.4 Demonstrate critical thinking skills in a workplace scenario.</p> <p>4.2.5 Explain how emotional thinking and logical thinking affect decision making in the workplace.</p> <p>4.2.6 Explain the difference between reliable and unreliable information.</p> <p>4.2.7 Recognize patterns or relationships through observation and discovery.</p> <p>4.2.8 Compare potential health science career pathways using a variety of health careers within the diagnostic services, therapeutic services, health informatics services, support services, and biotechnology research and development.</p> <p>4.2.9 Develop components of a professional portfolio.</p> <p>4.2.10 Execute work assignments and formulate solutions to problems using critical thinking skills.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify the essential steps of critical thinking. • Define emotional and logical thinking. • Identify the difference between opinions and statements of fact.

Nevada Academic Standards Correlation:
 Listening and Speaking: 8.12.3, 8.12.4
 Science: N.12.A.6

**Health Science
Performance Level Descriptors**

Content Standard 4.0: Employability Skills - *Students will achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 4.3 Employability Skills: Students will demonstrate effective communication skills.	
MEETS STANDARD (Level 1 & 2)	<p>4.3.1 Practice communication skills in internship, externship, and/or clinical settings.</p> <p>4.3.2 Interpret and respond to verbal and nonverbal messages; demonstrate active listening.</p> <p>4.3.3 Demonstrate proper telephone, e-mail, and text-messaging etiquette.</p> <p>4.3.4 Organize ideas and communicate orally and in writing to effectively demonstrate skills to others.</p> <p>4.3.5 Select and utilize an appropriate medium for conveying messages with dignity and respect.</p> <p>4.3.6 Organize information into the appropriate format in accordance with standard practices, which includes prewriting, drafting, proofreading, editing/revising, and preparing final copy.</p> <p>4.3.7 Demonstrate sensitivity to cultural diversity in communication.</p> <p>4.3.8 Identify common communication barriers and methods for improving communication.</p> <p>4.3.9 Recognize levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential for a service area.</p> <p>4.3.10 Use digital tools to plan a complex timeline, track progress, cite sources, and organize information such as a research project.</p> <p>4.3.11 Use digital tools to organize and compare information with main ideas and supporting documentation.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Communicate thoughts, ideas, and information orally and in writing. • Locate, understand, and interpret written information in resources such as manuals, graphs, and schedules.

Nevada Academic Standards Correlation:

Writing: 5.12.1, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.17

Listening and Speaking: 7.12.1, 7.12.2, 7.12.5

**Health Science
Performance Level Descriptors**

Content Standard 4.0: Employability Skills - *Students will achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 4.4 Employability Skills: Students will demonstrate the ability to select and apply computer skills and other appropriate technology.	
MEETS STANDARD (Level 1 & 2)	<p>4.4.1 Explain the use, benefits, and costs of a technological development in the workplace.</p> <p>4.4.2 Demonstrate routine care of technological equipment.</p> <p>4.4.3 Describe computer and internet security procedures.</p> <p>4.4.4 Select and apply the appropriate computer application for a given task.</p> <p>4.4.5 Apply new and existing knowledge to independently, or in collaboration with others, generate new ideas, products, or processes with digital tools.</p>
APPROACHES STANDARD (Level 1)	

**Health Science
Performance Level Descriptors**

Content Standard 4.0: Employability Skills *Students will achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 4.5 Employability Skills: Students will demonstrate leadership and teamwork skills.	
MEETS STANDARD (Level 1 & 2)	<p>4.5.1 Debate the impact of personal traits and attitudes of health care team members on patient care.</p> <p>4.5.2 Illustrate how professional expectations of health care workers impact the health care environment.</p> <p>4.5.3 Work cooperatively with others when given a group project.</p> <p>4.5.4 Explain traits necessary to effectively lead and influence individuals and groups.</p> <p>4.5.5 Demonstrate appropriate attitudes, qualities, and behaviors for effective leadership.</p> <p>4.5.6 Demonstrate respect for team members, team processes, and team goals.</p> <p>4.5.7 Participate in the implementation of a group's decision and evaluate the results.</p> <p>4.5.8 Describe the importance of personal appearance and company dress codes.</p> <p>4.5.9 Demonstrate desirable personal traits and attitudes as a health care team member in the classroom and/or clinical setting.</p> <p>4.5.10 Model professional expectations of health care workers as they apply to hygiene, dress, language, confidentiality, substance use/abuse, and behavior.</p> <p>4.5.11 Participate in a CTSO (Career and Technical Student Organization).</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify personal traits (desirable/undesirable) and attitudes of health care team members. • List professional expectations of health care workers (as they apply to hygiene, dress, language, confidentiality, substance use/abuse, and behavior).

Nevada Academic Standards Correlation:
Health: 4.12.1

**Health Science
Performance Level Descriptors**

Content Standard 4.0: Employability Skills - *Students will achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 4.6 Employability Skills: Students will demonstrate sound workplace ethics.	
MEETS STANDARD (Level 1 & 2)	4.6.1 Exemplify workplace ethics. 4.6.2 Develop workplace ethics. 4.6.3 Research and explain the importance of workplace ethics. 4.6.4 Demonstrate regular attendance and promptness. 4.6.5 Complete a task by the assigned deadline. 4.6.6 Demonstrate appropriate personal and professional attitudes and behaviors. 4.6.7 Demonstrate awareness of legal responsibilities related to individual performance, safety, and customer satisfaction. 4.6.8 Demonstrate knowledge of various types of harassment.
APPROACHES STANDARD (Level 1)	

Nevada Academic Standards Correlation:
Science: N.12.B.3

**Health Science
Performance Level Descriptors**

Content Standard 4.0: Employability Skills - *Students will achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 4.7 Employability Skills: Students will demonstrate the ability to effectively manage resources in high-performance workplaces.	
MEETS STANDARD (Level 1 & 2)	<p>4.7.1 Identify and organize human resources needed to complete a job assignment.</p> <p>4.7.2 Identify and organize material resources and space requirements needed to complete a job assignment.</p> <p>4.7.3 Use technology effectively to complete a job assignment.</p> <p>4.7.4 Use the basic components of effective time management.</p> <p>4.7.5 Recognize the need for management skills in the workplace with regard to stress, anger management, and substance abuse.</p> <p>4.7.6 Prepare a detailed billing statement.</p> <p>4.7.7 Develop a time schedule and prioritized task list to complete a job assignment.</p> <p>4.7.8 Maintain a safe, clean, and organized work area.</p>
APPROACHES STANDARD (Level 1)	

Nevada Academic Standards Correlation:
Computer and Technology: 4.D.12.1

**Health Science
Performance Level Descriptors**

Content Standard 4.0: Employability Skills - *Students will achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 4.8 Employability Skills: Students will demonstrate career planning and development skills.	
MEETS STANDARD (Level 1 & 2)	<p>4.8.1 Correlate refinement of employability skills with job attainment and retention.</p> <p>4.8.2 Engage in continuous self-assessment and career goal modification for personal and professional growth.</p> <p>4.8.3 Examine levels of education, credentialing requirements, employment opportunities, workplace environments, and career growth potential required for a health science career.</p> <p>4.8.4 Complete a job application.</p> <p>4.8.5 Prepare a personal résumé.</p> <p>4.8.6 Complete a personal aptitude and interest inventory.</p> <p>4.8.7 Participate in a job interview.</p> <p>4.8.8 Establish career goals.</p> <p>4.8.9 Use the Nevada Career Information System (NCIS) or a similar computer-based program to research careers in a chosen field.</p> <p>4.8.10 Participate in an organized job-shadowing activity.</p> <p>4.8.11 Participate in a community service project.</p> <p>4.8.12 Construct a career portfolio.</p> <p>4.8.13 Demonstrate the process involved in attaining employment.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Explore employability skills. • Identify short- and long-term career goals.

Nevada Academic Standards Correlation:

Writing: 5.12.7, 6.12.7

Computer and Technology: 5.C.12.1

**Health Science
Performance Level Descriptors**

Content Standard 4.0: Employability Skills - *Students will achieve competence in workplace readiness, career development, and lifelong learning.*

Performance Standard 4.9 Employability Skills: Students will demonstrate job retention and lifelong learning skills.	
MEETS STANDARD (Level 1 & 2)	4.9.1 Maintain an employment/career portfolio. 4.9.2 Identify strategies for balancing work and family roles. 4.9.3 Demonstrate understanding of the need for lifelong learning in a rapidly changing job market. 4.9.4 Identify strategies to maintain employment in the face of job reductions. 4.9.5 Formulate strategies to achieve career goals. 4.9.6 Identify various educational options needed for job advancement. 4.9.7 Demonstrate interpersonal skills needed for job retention.
APPROACHES STANDARD (Level 1)	

Nevada Academic Standards Correlation:
Writing: 5.12.7

Health Science
Performance Level Descriptors

Content Standard 5.0: Legal Responsibility – *Students will understand the legal responsibilities, limitations, and implications of actions by self and others within the health care delivery system.*

Performance Standard 5.1 Legal Implications: Students will perform their duties according to regulations, policies, laws, and legislated rights of clients.	
MEETS STANDARD (Level 1 & 2)	5.1.1 Analyze legal responsibilities and limitations. 5.1.2 Demonstrate procedures for accurate documentation and record keeping. 5.1.3 Evaluate and recognize health care facility policies and procedures. 5.1.4 Explain practices that could result in malpractice, liability, and/or negligence. 5.1.5 Interpret quality health care facility policies and procedures. 5.1.6 Implement established procedures based on risk management criteria. 5.1.7 Compare the similarities and differences between acceptable use of technology resources in school and work environments.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify legal responsibilities in health care. • Identify practices that could result in malpractice, liability, and/or negligence.

Nevada Academic Standards Correlation:

Reading: 3.12.9, 4.12.1

Computer and Technology: 5.A.12.2

Science: N.12.A.2

**Health Science
Performance Level Descriptors**

Content Standard 5.0: Legal Responsibility – *Students will understand the legal responsibilities, limitations, and implications of actions by self and others within the health care delivery system.*

Performance Standard 5.2 Legal Practices: Students will accurately apply standards and procedures for legal documentation and record-keeping.	
MEETS STANDARD (Level 1 & 2)	5.2.1 Assess legal ramifications of health care professionals. 5.2.2 Articulate standards for Health Insurance Portability and Accountability (HIPAA). 5.2.3 Analyze laws covering the practice of health care professionals. 5.2.4 Explain Patient’s Bill of Rights. 5.2.5 Recognize common threats to confidentiality. 5.2.6 Explain consent. 5.2.7 Compare licensure, certification, registration, and legislated scope of practice of health care professionals. 5.2.8 Explain mandated standards for harassment, labor, and employment laws.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Describe advance directives. • Summarize Patient’s Bill of Rights. • Define consent. • Define the terms associated with harassment, labor and employment.

**Health Science
Performance Level Descriptors**

Content Standard 6.0: Ethics – *Students will comprehend ethical practices consistent with professional and organizational directives with respect to cultural, social, and ethnic differences.*

Performance Standard 6.1 Ethical Boundaries: Students will differentiate between ethical and legal issues impacting health care.	
MEETS STANDARD (Level 1 & 2)	6.1.1 Formulate, argue, and defend pros and cons of ethical issues in health care. 6.1.2 Explore ethical and legal issues impacting health care. 6.1.3 Compare personal, professional, and organizational ethics. 6.1.4 Recognize ethical issues and their implications related to health care. 6.1.5 Participate in a biomedical debate.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify applicable medical ethics related to health care. • Classify and discuss ethical situations.

Nevada Academic Standards Correlation:
 Listening and Speaking: 7.12.1, 7.12.2, 8.12.3
 Science: N.12.B.1, N.12.B.3

**Health Science
Performance Level Descriptors**

Content Standard 6.0: Ethics – *Students will comprehend ethical practices consistent with professional and organizational directives with respect to cultural, social, and ethnic differences.*

Performance Standard 6.2 Ethical Practice: Students will demonstrate professional and ethical standards impacting health care.	
MEETS STANDARD (Level 1 & 2)	6.2.1 Critique professional standards related to ethical practice in health care. 6.2.2 Demonstrate ethical behaviors in health care. 6.2.3 Demonstrate procedures for reporting activities and behaviors that affect health, safety, and welfare of others.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify professional and unprofessional behaviors in health care.

Nevada Academic Standards Correlation:
Science: N.12.B.3

Health Science
Performance Level Descriptors

Content Standard 6.0: Ethics – *Students will comprehend ethical practices consistent with professional and organizational directives with respect to cultural, social, and ethnic differences.*

Performance Standard 6.3 Cultural, Social, and Ethnic Diversity: Students will demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups.	
MEETS STANDARD (Level 1 & 2)	<p>6.3.1 Perform culturally appropriate medical treatment.</p> <p>6.3.2 Demonstrate respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups.</p> <p>6.3.3 Implement culturally appropriate practices and treatment.</p> <p>6.3.4 Recognize that consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.</p> <p>6.3.5 Recognize the influence of ethics on health care delivery.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Describe religious and cultural values as they impact health care. • Identify medical practices that relate to patient ethnicity.

Nevada Academic Standards Correlation:
Science: N.12.B.2, N.12.B.3

Health Science
Performance Level Descriptors

Content Standard 7.0: Safety Practices – *Students will understand existing and potential hazards, safe work practices, and safety policies and procedures.*

Performance Standard 7.1 Infection Control: Students will explain principles of infection control and prevention techniques.	
MEETS STANDARD (Level 1 & 2)	7.1.1 Formulate a plan to stop the cycle of infection. 7.1.2 Critique an existing infection control program within a health care system. 7.1.3 Perform culture and sensitivity testing on microorganisms. 7.1.4 Develop an emergency plan for response to pathogenic microorganisms in society. 7.1.5 Diagram methods to control microorganisms within society (example: vaccinations). 7.1.6 Apply principles of infection control in the health care setting. 7.1.7 Identify opportunities to stop the cycle of infection throughout the various stages. 7.1.8 Explain components of an effective infection control program. 7.1.9 Describe factors that promote growth of microorganisms in the environment.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify the components of the cycle of infection. • Identify principles of infection control. • Describe methods of controlling growth of microorganisms, including green practices. • Identify microorganisms that may cause disease in society.

Nevada Academic Standards Correlation:

Health: 2.12.5

Science: N.12.A.2, N.12.A.4, L.12.C.1

**Health Science
Performance Level Descriptors**

Content Standard 7.0: Safety Practices – *Students will understand existing and potential hazards, safe work practices, and safety policies and procedures.*

Performance Standard 7.2 Personal Safety: Students will apply personal safety procedures in accordance with Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations/guidelines (including universal precautions).	
MEETS STANDARD (Level 1 & 2)	<p>7.2.1 Observe and critique personal safety procedures and equipment use based on OSHA and CDC requirements in health care settings.</p> <p>7.2.2 Research the consequences of improper body mechanics, ergonomics, and equipment use.</p> <p>7.2.3 Apply personal safety procedures and use equipment based on OSHA and CDC regulations.</p> <p>7.2.4 Demonstrate principles of body mechanics and ergonomics and correct use of equipment.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify personal safety procedures/equipment based on OSHA and CDC regulations. • Describe principles of body mechanics and ergonomics.

Nevada Academic Standards Correlation:
 Health: 1.12.7, 1.12.8, 7.12.1, 7.12.5, 7.12.7

**Health Science
Performance Level Descriptors**

Content Standard 7.0: Safety Practices – *Students will understand existing and potential hazards, safe work practices, and safety policies and procedures*

Performance Standard 7.3 Environmental Safety: Students will apply appropriate safety techniques to maintain a safe working environment.	
MEETS STANDARD (Level 1 & 2)	7.3.1 Develop safety techniques to prevent accidents and publish, display, and share products. 7.3.2 Examine OSHA documents. 7.3.3 Evaluate the workplace to recognize safe and unsafe working conditions. 7.3.4 Apply safety techniques to prevent accidents. 7.3.5 Discuss safety policies and procedures in the workplace.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Recognize the necessity for safety in the workplace. • Review safety regulations.

Nevada Academic Standards Correlation:
 Health: 1.12.7, 1.12.8, 7.12.1, 7.12.5, 7.12.7

**Health Science
Performance Level Descriptors**

Content Standard 7.0: Safety Practices – *Students will understand existing and potential hazards, safe work practices, and safety policies and procedures.*

Performance Standard 7.4 Common Safety Hazards: Students will comply with safety signs, symbols, labels, and Material Safety Data Sheets (MSDS).	
MEETS STANDARD (Level 1 & 2)	7.4.1 Assess workplace environment for safety. 7.4.2 Examine alternatives to toxic chemicals used in the workplace environment. 7.4.3 Explain safety signs, symbols, and labels. 7.4.4 Comply with safety signs, symbols, and labels. 7.4.5 Report chemical exposures to appropriate person. 7.4.6 Recognize potential safety hazards in the workplace environment.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Recognize dangerous materials and activities in the workplace. • Describe the purpose of the MSDS.

Nevada Academic Standards Correlation:

Health: 1.12.7, 1.12.8, 1.12.12, 3.12.1, 7.12.1, 7.12.5, 7.12.7

Health Science
Performance Level Descriptors

Content Standard 7.0: Safety Practices – *Students will understand existing and potential hazards, safe work practices, and safety policies and procedures.*

Performance Standard 7.5 Emergency Procedures and Protocols: Students will practice basic emergency procedures and protocols.	
MEETS STANDARD (Level 1 & 2)	<p>7.5.1 Apply principals of emergency response in natural disasters and other emergencies.</p> <p>7.5.2 Complete Emergency Preparedness Training.</p> <p>7.5.3 Prioritize appropriate response for emergency scenarios.</p> <p>7.5.4 Correlate the National Incident Management System (NIMS) with various state and local systems.</p> <p>7.5.5 Coordinate and participate in a light search and rescue drill.</p> <p>7.5.6 Recognize potential psychological outcomes for victims and responders.</p> <p>7.5.7 Analyze appropriate actions to take following a suspected terrorist incident.</p> <p>7.5.8 Compare and explain triage methods.</p> <p>7.5.9 Practice fire safety in health care setting.</p> <p>7.5.10 Practice principles of basic emergency response.</p> <p>7.5.11 Illustrate various levels of emergency management disaster systems.</p> <p>7.5.12 Predict potential psychological responses to emergency scenarios.</p> <p>7.5.13 Identify potential targets of terrorism in the community.</p> <p>7.5.14 Understand the principles of light search and rescue in emergency.</p>
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Demonstrate knowledge of emergency procedures. • Understand basic fire safety. • Differentiate between routine and disaster medical care. • Explore disaster management systems at local, state, and national levels. • Describe the disaster and post-disaster emotional environment. • Identify first responder stressors. • Define terrorism. • Define triage.

Nevada Academic Standards Correlation:
Health: 3.12.2

Health Science
Performance Level Descriptors

Content Standard 8.0: Teamwork – *Students will understand the roles and responsibilities of individual members as part of the health care team.*

Performance Standard 8.1 Health Care Teams: Students will describe characteristics of an effective health care team.	
MEETS STANDARD (Level 1 & 2)	8.1.1 Participate in a health care team 8.1.2 Explain characteristics of effective teams. 8.1.3 Research the role of a health care profession including limits of roles, historical perspective, and current professional activities. 8.1.4 Collaborate and model effective health care team roles.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify roles and responsibilities of health care team members.

**Health Science
Performance Level Descriptors**

Content Standard 8.0: Teamwork – *Students will understand the roles and responsibilities of individual members as part of the health care team.*

Performance Standard 8.2 Team Member Participation: Students will understand methods for building positive team relationships.	
MEETS STANDARD (Level 1 & 2)	8.2.1 Demonstrate conflict resolution and reinforce positive outcomes. 8.2.2 Recognize methods for building positive team relationships. 8.2.3 Analyze attributes and attitudes of an effective leader. 8.2.4 Recognize conditions that may lead to conflict. 8.2.5 Apply effective techniques for managing team conflict. 8.2.6 Collaborate electronically with peers, experts, and others to create digital products.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify conditions that lead to conflict. • Identify a problem and alternative solutions. • Read and follow directions to complete tasks or procedures.

Nevada Academic Standards Correlation:

Listening and Speaking: 8.12.4

Health: 4.12.1, 4.12.5

Computer and Technology: 2.A.12.1

Health Science
Performance Level Descriptors

Content Standard 9.0: Health Maintenance Practices – *Students will understand fundamentals of wellness and prevention of disease processes.*

Performance Standard 9.1 Healthy Behaviors: Students will describe and apply behaviors for prevention of diseases and promotion of health and wellness.	
MEETS STANDARD (Level 1 & 2)	9.1.1 Analyze risk factors and consequences of unhealthy behaviors. 9.1.2 Evaluate information and products as related to traditional and alternative health care. 9.1.3 Develop a wellness plan that can be used in personal and professional life. 9.1.4 Explain behaviors that promote health and wellness. 9.1.5 Describe strategies for prevention of diseases including health screenings and examinations. 9.1.6 Describe practices and lifestyle choices (diet and physical activity) that promote prevention of disease and injury. 9.1.7 Describe safety practices related to high-risk behaviors. 9.1.8 Discuss complementary and alternative health practices.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Recognize complementary and alternative health practices. • Identify behaviors that promote health and wellness.

Nevada Academic Standards Correlation:

Health: 1.12.1, 1.12.2, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.2, 2.12.5, 6.12.2, 7.12.2

**Health Science
Performance Level Descriptors**

Content Standard 10.0: Technical Skills – *Students will apply technical skills required for health care careers.*

Performance Standard 10.1	Technical Skills: Students will demonstrate skills and knowledge as appropriate.
MEETS STANDARD (Level 1 & 2)	10.1.1 Obtain appropriate exit level certifications in area of career specialties. 10.1.2 Model industry level employment skills. 10.1.3 Apply procedures to correctly measure and record vital signs. 10.1.4 Obtain CPR AED certification through American Heart Association. 10.1.5 Demonstrate skills appropriate to industry standards for a specific program.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify technical skills applicable to the health care industry. • Demonstrate skills in CPR, First Aid, and AED.

Nevada Academic Standards Correlation:
Math: 3.12.3, 5.12.1, 5.12.2

**Health Science
Performance Level Descriptors**

Content Standard 11.0: Information Technology Applications – *Students will understand the components necessary for health care information management.*

Performance Standard 11.1 Health Information Management: Students will interpret records and files common to health care.	
MEETS STANDARD (Level 1 & 2)	11.1.1 Analyze health care information records in files and electronic documents common to health care. 11.1.2 Interpret health care information records in files and electronic documents common to health care. 11.1.3 Justify method of electronically interacting for a specific goal or purpose. 11.1.4 Evaluate and justify the formats for reporting results to a variety of audiences.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Identify records, files, and electronic documents common to health care.

Nevada Academic Standards Correlation:

Reading: 2.12.2, 2.12.3, 3.12.9

Writing: 6.12.7

Health: 3.12.1

Science: N.12.A.2

**Health Science
Performance Level Descriptors**

Content Standard 11.0: Information Technology Applications – *Students will understand the components necessary for health care information management.*

Performance Standard 11.2	Information Technology: Students will utilize technology to access and distribute data and other information.
MEETS STANDARD (Level 1 & 2)	11.2.1 Correlate data received from Information Technology applications to patient care. 11.2.2 Communicate using technology to access and distribute data and other information 11.2.3 Use tables, charts, illustrations and graphs in making arguments and claims in oral and written presentations. 11.2.4 Apply new and existing knowledge to independently, or in collaboration with others, generate new ideas. 11.2.5 Create digital text, images, sound, and video for use in communication. 11.2.6 Select and apply digital tools to collect, organize and analyze data.
APPROACHES STANDARD (Level 1)	<ul style="list-style-type: none"> • Explore technology applications in health care.

Nevada Academic Standards Correlation:

Writing: 6.12.7

Math: 5.12.1.

Science: N.12.A.1, N.12.A.6

Computer and Technology: 1.12.A.1, 4.C.12.1

CROSSWALK OF HEALTH SCIENCE STANDARDS AND ACADEMIC STANDARDS

Content Standard 1.0: Academic Foundation – Students will understand academic principles of health science as they relate to a health science career.

Performance Indicators	Academic Standards
1.1.1	<u>Reading</u> 1.12.3: Decode unknown words in text using structural analysis through: base words; root words; suffixes; prefixes; syllables; and compound words.
1.1.2, 1.1.3, 1.1.4, 1.1.6	<u>Science</u> L.12.B.2: Students know the human body has a specialized anatomy and physiology composed of a hierarchical arrangement of differentiated cells.
1.1.5, 1.1.10	<u>Science</u> L.12.D: Students understand biological evolution and diversity of life. L.12.D: Students understand biological evolution and diversity of life.
1.2.5	<u>Health</u> 1.12.1: Evaluate the impact of family history, health choices, and stress on individual health. 1.12.4: Apply knowledge of food and nutrient needs to personal eating decision and meal planning. 1.12.5: Apply knowledge of physical activity and health to develop a daily activity plan. 1.12.6: Analyze the physiological, psychological, and social effects of substance use and abuse.
1.2.6	<u>Science</u> L.12.B.3: Students know disease disrupts the equilibrium that exists in a healthy organism.
1.3.1	<u>Math</u> 3.12.1: Estimate and convert between customary and metric systems. 3.12.2: Justify, communicate, and differentiate between precision, error, and tolerance in practical problems. 5.12.2: Select and apply appropriate statistical measures in mathematical and practical situations.
1.3.2	<u>Math</u> 3.12.4: Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications. <u>Science</u> N.12.A.1: Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.
1.3.3	<u>Math</u> 2.12.1: Use algebraic expressions to identify and describe the n^{th} term of a sequence. 2.12.2: Isolate any variable in given equations, inequalities, proportions, and formulas to use in mathematical and practical situations. 5.12.1: Organize statistical data through the use of tables, graphs, and matrices (with and without technology).
1.3.4	<u>Math</u> 3.12.2: Justify, communicate, and differentiate between precision, error, and tolerance in practical problems. 4.12.9: Formulate, evaluate, and justify arguments using inductive and deductive reasoning in mathematical and practical situations.
1.3.6	<u>Science</u> L.12.B.1: Students know cell structures and their functions.
1.3.7	<u>Math</u> 2.12.1: Use algebraic expressions to identify and describe the n^{th} term of a sequence. 2.12.2: Isolate any variable in given equations, inequalities, proportions, and formulas to use in mathematical and practical situations.

	3.12.2: Justify, communicate, and differentiate between precision, error, and tolerance in practical problems.
1.4.1	<u>Math</u> 5.12.5: Determine the probability of an event with and without replacement using sample spaces. Design, conduct, analyze and effectively communicate the results of multi-stage probability experiments.
1.4.3	<u>Math</u> 5.12.1: Organize statistical data through the use of tables, graphs, and matrices (with and without technology). <u>Computer and Technology</u> 3.C.12.1: Use digital resources to assemble and evaluate facts, opinions, and points of view appropriate to the task.
1.4.4	<u>Science</u> N.12.A.4: Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. <u>Computer and Technology</u> 3.C.12.1: Use digital resources to assemble and evaluate facts, opinions, and points of view appropriate to the task. 3.D.12.1: Use multiple digital tools to analyze data and critique theories and hypotheses.
1.4.5	<u>Science</u> N.12.A.4: Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.

Content Standard 2.0: Communications – Students will understand the various methods of giving and obtaining information in the health care setting.

Performance Indicators	Academic Standards
2.1.1	<u>Listening and Speaking</u> 8.12.4: Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.
2.1.3, 2.1.4, 2.1.7, 2.1.9, 2.1.10, 2.1.11	<u>Listening and Speaking</u> 7.12.1: Listen for a variety of purposes including: gaining information; being entertained; and understanding directions. Listen for and identify: main idea; mood; purpose; messages; tone; and persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate the effect of the speaker’s attitude on audience. 7.12.2: Listen to and evaluate oral communications for: content; delivery; point of view; ideas; purpose; and value. Listen for and evaluate the use of public speaking techniques. Listen to and evaluate the logic of a speaker’s argument(s). Listen to and provide constructive feedback on oral communications. 7.12.5: Actively listen to oral communications. Listen to and participate in conversations. Listen to and evaluate constructive feedback. Provide constructive feedback. Focus attention on a speaker to solve problems by identifying, synthesizing, and evaluating data. 8.12.1: Give directions to complete tasks or procedures with a focus on: clarity and technical vocabulary. Ask questions to clarify directions. 8.12.2: Use precise language to describe and elicit: feelings; experiences; observations; and ideas. Apply Standard English to communicate ideas. 8.12.3: Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; and purpose. Communicate information by: maintaining a clear focus; following a logical sequence;

	<p>and illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p> <p>8.12.4: Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
2.2.1	<p><u>Reading</u></p> <p>1.12.5: Apply knowledge of content-specific vocabulary in text to build comprehension. Read fluently aloud and/or silently with a focus on: prosody; accuracy; automaticity; and reading rate.</p> <p><u>Listening and Speaking</u></p> <p>8.12.4: Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
2.3.1	<p><u>Writing</u></p> <p>5.12.1: Use prewriting strategies to plan written work. Choose and narrow a topic to organize ideas. Explore a topic to plan written work.</p> <p>5.12.7: Prepare a legible final draft to display or share. Select a publishing format appropriate to the audience and purpose.</p> <p>6.12.7: Write a variety of communications in appropriate formats.</p>
2.3.2, 2.3.4, 2.3.6	<p><u>Writing</u></p> <p>6.12.7: Write a variety of communications in appropriate formats.</p>
2.3.5	<p><u>Writing</u></p> <p>6.12.7: Write a variety of communications in appropriate formats.</p> <p><u>Listening and Speaking</u></p> <p>8.12.3: Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; and purpose. Communicate information by: maintaining a clear focus; following a logical sequence; and illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p> <p><u>Science</u></p> <p>N.12.A.1: Students know tables, charts, illustrations, and graphs can be used in making arguments and claims in oral and written presentations.</p>

Content Standard 3.0: Systems – Students will understand health care systems and their individual role.

Performance Indicators	Academic Standards
3.1.1	<p><u>Health</u></p> <p>3.12.1: Evaluate the validity of health, information, products, and health services.</p> <p>3.12.2: Use resources from home, school, and community that provide reliable health services and health product information.</p>
3.1.2	<p><u>Health</u></p> <p>3.12.1: Evaluate the validity of health, information, products, and health services.</p>
3.1.6, 3.1.8	<p><u>Health</u></p> <p>3.12.2: Use resources from home, school, and community that provide reliable health services and health product information.</p>
3.1.15	<p><u>Science</u></p> <p>N.12.B.1: Students know science, technology, and society influenced on another in both positive and negative ways.</p> <p>N.12.B.2: Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.</p>

3.2.1, 3.2.2, 3.2.3, 3.2.4	<p><u>Health</u> 1.12.11: Analyze how the environment influences personal and community health.</p> <p><u>Science</u> N.12.B.1: Students know science, technology, and society influenced one another in both positive and negative ways. N.12.B.2: Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts. E.12.C.4: Students know processes of obtaining, using and recycling of renewable and non-renewable resources. L.12.C.3: Students know the amount of living matter an environment can support is limited by the availability of matter, energy, and the ability of the ecosystem to recycle materials.</p>
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Content Standard 4.0: Employability Skills - Students will achieve competence in workplace readiness, career development, and lifelong learning.

Performance Indicators	Academic Standards
4.1.2, 4.1.4, 4.1.6, 4.1.8, 4.1.10	<p><u>Reading</u> 4.12.3: Analyze a theme based on evidence. Compare themes generated by a single topic. Evaluate the impact of sequential and/or chronological order. Evaluate a cause and its effect on events and/or relationships. Evaluate a problem and its solution. Describe a main idea based on evidence. Compare events. Evaluate the author’s use of organizational structure. Evaluate the development of an author’s argument, viewpoint, and/or perspective.</p> <p><u>Listening and Speaking</u> 8.12.4: Participate in conversations to solve problems by identifying, synthesizing, and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p> <p><u>Health</u> 5.12.3: Determine the value of applying a thoughtful decision-making process in health-related situations.</p>
4.1.7	<p><u>Listening and Speaking</u> 8.12.2: Use precise language to describe and elicit: feelings; experiences; observations; and ideas. Apply Standard English to communicate ideas.</p>
4.2.2	<p><u>Listening and Speaking</u> 8.12.3: Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; and purpose. Communicate information by: maintaining a clear focus; following a logical sequence; and illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p>
4.2.6	<p><u>Listening and Speaking</u> 8.12.4: Participate in conversations to solve problems by identifying; synthesizing; and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solution to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options.</p>
4.2.7	<p><u>Science</u> N.12.A.6: Students know organizational schema can be used to represent and describe relationships of sets.</p>
4.3.1, 4.3.2	<p><u>Listening and Speaking</u> 7.12.1: Listen for a variety of purposes including: gaining information; being</p>

	<p>entertained; and understanding directions. Listen for and identify: main ideas; mood; purpose; messages; tone; and persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate that effect of the speaker’s attitude on audience.</p> <p>7.12.2: Listen to and evaluate oral communications for: content; and delivery; point of view; ideas; purpose; and value. Listen for and evaluate the use of public speaking techniques. Listen to and evaluate the logic of a speaker’s argument(s). Listen to and provide constructive feedback on oral communication.</p> <p>7.12.5: Actively listen to oral communications. Listen to and participate in conversations. Listen to and evaluate constructive feedback. Provide constructive feedback. Focus attention on a speaker to solve problems by identifying, synthesizing, and evaluating data.</p>
4.3.3	<p><u>Writing</u> 5.12.7: Prepare a legible final draft to display or share. Select a publishing format appropriate to the audience and purpose. 6.12.7: Write a variety of communications in appropriate formats.</p>
4.3.5, 4.3.10	<p><u>Writing</u> 5.12.7: Prepare a legible final draft to display or share. Select a publishing format appropriate to the audience and purpose.</p>
4.3.6	<p><u>Writing</u> 5.12.1: Use prewriting strategies to plan written work. Choose and narrow a topic to organize ideas. Explore a topic to plan written work. 5.12.3: Revise drafts for: voice; organization; focused ideas; audience; purpose; relevant details; word choice; and sentence fluency. 5.12.4: Edit essays and compositions to ensure correct spelling of high frequency words and content words. Edit for correct capitalization. Edit for correct use of internal and external punctuation. 5.12.5: Edit for correct use of: nouns; verbs; pronouns; adjectives; subject/verb agreements; verb tenses; adverbs; clauses; phrases; pronoun/antecedent agreement; and pronoun case. 5.12.6: Edit sentences for: complete sentences; combining sentences; compound sentences; complex sentences; and compound-complex sentences. Edit sentences for the elimination of fragments and run-ons. 5.12.7: Prepare a legible final draft to display or share. Select a publishing format appropriate to the audience and purpose.</p>
4.3.8	<p><u>Listening and Speaking</u> 7.12.2: Listen to and evaluate oral communications for: content; and delivery; point of view; ideas; purpose; and value. Listen for and evaluate the use of public speaking techniques. Listen to and evaluate the logic of a speaker’s argument(s). Listen to and provide constructive feedback on oral communication.</p>
4.5.9	<p><u>Health</u> 4.12.1: Apply refusal, negotiation and collaboration skills to enhance health.</p>
4.6.3	<p><u>Science</u> N.12.B.3: Students know the influence of ethics on scientific enterprise.</p>
4.7.3	<p><u>Computer and Technology</u> 4.D.12.1: Use multiple processes and consider diverse perspectives to derive original solutions to authentic problems using digital resources and assess their potential to address social, lifelong learning, and career needs.</p>
4.8.4, 4.8.5, 4.8.12	<p><u>Writing</u> 5.12.7: Prepare a legible final draft to display or share. Select a publishing format appropriate to the audience and purpose. 6.12.7: Write a variety of communications in appropriate formats.</p> <p><u>Computer and Technology</u> 5.C.12.1: Analyze the capabilities and limitations of current and emerging technologies and assess their potential to address personal, social, lifelong learning, and career needs.</p>

4.9	<p>Writing 5.12.7: Prepare a legible final draft to display or share. Select a publishing format appropriate to the audience and purpose.</p>
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Content Standard 5.0: Legal Responsibility – Students will understand the legal responsibilities, limitations, and implications of actions by self and others within the health care delivery system.

Performance Indicators	Academic Standards
5.1.2	<p>Science N.12.A.2: Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understanding of scientific investigations.</p>
5.1.5	<p>Reading 3.12.9: Make connections to self, other text, and/or the world. Use information to answer specific questions. Summarize information. Synthesize information. Paraphrase information. 4.12.1: Evaluate information from: illustrations; graphs; charts; titles; text boxes; diagrams; headings; and maps. Evaluate information from: table of contents; glossaries; and indices. Identify and explain the use of: bold-faced words; underlined words; highlighted words; and italicized words. Identify and explain the use of: abbreviations; acronyms; and parenthetical expressions.</p>
5.1.7	<p>Computer and Technology 5.A.12.2: Compare the similarities and differences between acceptable use of technology resources in school and work environments.</p>

Content Standard 6.0: Ethics – Students will comprehend ethical practices consistent with professional and organizational directives with respect to cultural, social, and ethnic differences.

Performance Indicators	Academic Standards
6.1.1	<p>Listening and Speaking 7.12.1: Listen for a variety of purposes including: gaining information; being entertained; and understanding directions. Listen for and identify: main ideas; mood; purpose; messages; tone; and persuasive techniques. Listen for and distinguish fact from opinion. Listen for and summarize ideas and supporting details. Listen for and evaluate that effect of the speaker’s attitude on audience. 7.12.2: Listen to and evaluate oral communications for: content; and delivery; point of view; ideas; purpose; and value. Listen for and evaluate the use of public speaking techniques. Listen to and evaluate the logic of a speaker’s argument(s). Listen to and provide constructive feedback on oral communication. 8.12.3: Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; and purpose. Communicate information by: maintaining a clear focus; following a logical sequence; and illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence. Science N.12.B.1: Students know science, technology, and society influenced one another in both positive and negative ways. N.12.B.3: Students know the influence of ethics on scientific enterprise.</p>
6.1.2	<p>Science N.12.B.3: Students know the influence of ethics on scientific enterprise.</p>
6.1.5	<p>Listening and Speaking 8.12.3: Use public speaking techniques to deliver presentations with appropriate: prosody; volume; eye contact; enunciation; posture; expressions; audience; and purpose. Communicate information by: maintaining a clear focus; following a logical sequence; and illustrating information with media aids. Communicate statements that express an opinion. Defend a position applying logic and citing evidence.</p>

6.2.1, 6.2.2	Science N.12.B.3: Students know the influence of ethics on scientific enterprise.
6.3.1, 6.3.2, 6.3.3, 6.3.4	Science N.12.B.2: Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.
6.3.5	Science N.12.B.3: Students know the influence of ethics on scientific enterprise.

Content Standard 7.0: Safety Practices –Students will understand existing and potential hazards, safe work practices, and safety policies and procedures.

Performance Indicators	Academic Standards
7.1.1	Science L.12.C.1: Students know relationships of organisms and their physical environment.
7.1.2	Health 2.12.5: Analyze current events and their influence on health promotion and disease prevention.
7.1.3	Science N.12.A.2: Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understanding of scientific investigations. N.12.A.4: Students know how to safely conduct an original scientific investigation using the appropriate tools and technology. L.12.C.1: Students know relationships of organisms and their physical environment.
7.1.7, 7.1.9	Science L.12.C.1: Students know relationships of organisms and their physical environment.
7.2.1, 7.2.2	Health 1.12.7: Examine ways to reduce or prevent injuries and violence. 1.12.8: Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors. 7.12.1: Analyze a variety of behaviors that avoid or reduce health risks to self and others.
7.2.5, 7.2.7	Health 7.12.5: Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others (i.e. Impaired driving, seatbelt usage, fighting, self-harming behaviors). 7.12.7: Evaluate personal responsibility in promoting health and avoiding or reducing risky behaviors to self and others.
7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5	Health 1.12.7: Examine ways to reduce or prevent injuries and violence. 1.12.8: Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors. 7.12.1: Analyze a variety of behaviors that avoid or reduce health risks to self and others. 7.12.5: Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e. Impaired driving, seatbelt usage, fighting, self-harming behaviors). 7.12.7: Evaluate personal responsibility in promoting health and avoiding or reducing risky behaviors to self and others.
7.4.1, 7.4.6	Health 1.12.7: Examine ways to reduce or prevent injuries and violence. 1.12.8: Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors. 7.12.1: Analyze a variety of behaviors that avoid or reduce health risks to self and others. 7.12.5: Demonstrate a variety of practices and behaviors that will avoid injury and

	reduce risks of injury to self and others (i.e. Impaired driving, seatbelt usage, fighting, self-harming behaviors). 7.12.7: Evaluate personal responsibility in promoting health and avoiding or reducing risky behaviors to self and others.
7.4.3, 7.4.4	<u>Health</u> 1.12.12: Explain how an informed health consumer may prevent illness/disease (health services and product choices). 3.12.1: Evaluate the validity of health information, products, and health services.
7.5.3	<u>Health</u> 3.12.2: Use resources from home, school, and community that provide reliable health services and health product information

Content Standard 8.0: Teamwork – Students will understand the roles and responsibilities of individual members as part of the health care team.

Performance Indicators	Academic Standards
8.2.1, 8.2.5	<u>Listening and Speaking</u> 8.12.4: Participate in conversations to solve problems by identifying; synthesizing; and evaluating data. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solution to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options. <u>Health</u> 4.12.1: Apply refusal, negotiation and collaboration skills to enhance health. 4.12.5: Apply strategies to prevent or resolve interpersonal conflicts without harming self or others.
8.2.6	<u>Health</u> 4.12.5: Apply strategies to prevent or resolve interpersonal conflicts without harming self or others. <u>Computer and Technology</u> 2.A.12.1: Collaborate electronically with peers, experts and others to create and publish digital products for authentic audiences.

Content Standard 9.0: Health Maintenance Practices – Students will understand fundamentals of wellness and prevention of disease processes.

Performance Indicators	Academic Standards
9.1.1	<u>Health</u> 1.12.1: Evaluate the impact of family history, health choices, and stress on individual health. 1.12.4: Apply knowledge of food and nutrient needs to personal eating decisions and meal planning. 1.12.5: Apply knowledge of physical activity and health to develop a daily activity plan. 1.12.6: Analyze the physiological, psychological, and social effects of substance use and abuse. 1.12.7: Examine ways to reduce or prevent injuries and violence. 1.12.8: Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors. 2.12.2: Analyze how personal perception of norms influence healthy and risky behaviors.
9.1.3, 9.1.4	<u>Health</u> 1.12.2: Formulate a personal health strategy utilizing self-reflection to achieve overall wellness. 6.12.2: Execute a plan that addresses strengths, needs, and risks to attain personal health

	goals. 7.12.2: Implement a wellness plan that meets dietary guidelines and incorporates moderate to vigorous physical activity.
9.1.5	<u>Health</u> 1.12.8: Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors. 1.12.9: Evaluate how research and medical advances influence the prevention and control of illness/disease. 2.12.5: Analyze current events and their influence on health promotion and disease prevention. 6.12.2: Execute a plan that addresses strengths, needs, and risks to attain personal health goals.
9.1.6	<u>Health</u> 1.12.4: Apply knowledge of food and nutrient needs to personal eating decisions and meal planning. 1.12.5: Apply knowledge of physical activity and health to develop a daily activity plan. 1.12.6: Analyze the physiological, psychological, and social effects of substance use and abuse. 1.12.7: Examine ways to reduce or prevent injuries and violence.

Content Standard 10.0: Technical Skills – Students will apply technical skills required for health care careers.

Performance Indicators	Academic Standards
10.1.3	<u>Math</u> 3.12.3: Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations. 5.12.1: Organize statistical data through the use of tables, graphs, and matrices (with and without technology). 5.12.2: Select and apply appropriate statistical measures in mathematical and practical situations.

Content Standard 11.0: Information Technology Applications – Students will understand the components necessary for health care information management.

Performance Indicators	Academic Standards
11.1.1, 11.1.2	<u>Reading</u> 2.12.2: Select during reading strategies appropriate to text and purpose to: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; and apply knowledge of text type. 2.12.3: Select after reading strategies appropriate to text and purpose to: recall details; restate main ideas; organize information; record information; synthesize text; evaluate text; and evaluate the effectiveness of reading strategies. 3.12.9: Make connections to self, other text, and/or the world. Use information to answer specific questions. Summarize information. Synthesize information. Paraphrase information. <u>Health</u> 3.12.1: Evaluate the validity of health, information, products, and health services. <u>Science</u> N.12.A.2: Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understanding of scientific investigations.
11.1.3, 11.1.4	<u>Writing</u> 6.12.7: Write a variety of communications in appropriate formats.

11.2.2	<p><u>Computer and Technology</u> 1.12.A.1: Apply new and existing knowledge to independently, or in collaboration with others, generate new ideas, products, or processes with digital tools. 4.C.12.1: Select and apply digital tools to collect, organize and analyze data to evaluate theories or test hypotheses.</p>
11.2.3	<p><u>Science</u> N.12.A.1: Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>
11.2.4, 11.2.5	<p><u>Writing</u> 6.12.7: Write a variety of communications in appropriate formats. <u>Computer and Technology</u> 1.12.A.1: Apply new and existing knowledge to independently, or in collaboration with others, generate new ideas, products, or processes with digital tools.</p>
11.2.6	<p><u>Math</u> 5.12.1: Organize statistical data through the use of tables, graphs, and matrices (with and without technology). <u>Science</u> N.12.A.6: Students know organizational schema can be used to represent and describe relationship of sets. <u>Computer and Technology</u> 1.12.A.1: Apply new and existing knowledge to independently, or in collaboration with others, generate new ideas, products, or processes with digital tools.</p>