

COMMUNITY HEALTH SCIENCE CURRICULUM FRAMEWORK



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VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



INTRODUCTION

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

This curriculum framework ensures the following:

- CTE course(s) and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, and/or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.
- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
COMMUNITY HEALTH SCIENCE**

PROGRAM INFORMATION

- Program Title: Community Health Science**
State Skill Standards: Principles of Health Science / Community Health Science
Standards Reference Code: PRN HEALTH SCI / CHS
Career Cluster: Health Science
Career Pathway: Support Services
Program Length: 2-year, completed sequentially
Program Assessments: TBD
Workplace Readiness Skills
CTSO: HOSA: Future Health Professionals
Grade Level: 9-12
Industry Certifications: See Nevada’s Approved Certification Listing

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Community Health Science industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Community Health Science
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - English Language Arts
 - Mathematics
 - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> and <https://www.air.org/sites/default/files/CTEClusters.pdf>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

COMMUNITY HEALTH SCIENCE**Required Core Course Sequence (R) with Complementary Courses (C)**

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Principles of Health Science	PRN HEALTH SCI	51.0000	14	002	G	1.00	12	14002G1.0012
R	Community Health Science	CMTY HEALTH SCI	51.2208	08	053	G	1.00	22	08053G1.0022
C	Community Health Science Advanced Studies	CMTY HEALTH SCI AS	51.2208	08	053	E	1.00	11	08053E1.0011
C	CTE Work Experience - Cluster Name	WORK EXPER HEALTH	99.0008	14	298	G	1.00	11	14298G1.0011

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills,” have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment may be implemented for those programs with current industry validated standards to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area; (2) completion of academic requirements governing receipt of a standard diploma; and (3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSES**RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION**

Course Title: Principles of Health Science
Abbreviated Name: PRN HEALTH SCI
Credits: 1
Prerequisite: None
CTSO: HOSA: Future Health Professionals

COURSE DESCRIPTION

The course will introduce students to human structure and function. Areas of study include anatomy, healthcare delivery systems, medical terminology, emergency management, health information technology, and legal practices. Students will demonstrate skills in cardiopulmonary resuscitation (CPR) and first aid. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 2.0: CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE

Performance Standard 2.1: Demonstrate Knowledge of Human Anatomy and Physiology

Performance Indicators: 2.1.1-2.1.4

Performance Standard 2.2: Relate Principles of Anatomy and Physiology to Diagnosis and Treatment

Performance Indicators: 2.2.1-2.2.3

Performance Standard 2.3: Apply Mathematics in Healthcare Practice

Performance Indicators: 2.3.1-2.3.5

CONTENT STANDARD 3.0: EXAMINE HEALTHCARE SYSTEMS

Performance Standard 3.1: Evaluate Healthcare Delivery Systems (i.e., Private, Public, Non-Profit, Government)

Performance Indicators: 3.1.1-3.1.5

CONTENT STANDARD 4.0: UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM

Performance Standard 4.1: Perform Duties According to Regulations, Policies, Laws, and Legislated Rights of Clients

Performance Indicators: 4.1.1-4.1.4

Performance Standard 4.2: Evaluate the Role of Ethical Issues Impacting Healthcare

Performance Indicators: 4.2.1-4.2.3

Performance Standard 4.3: Demonstrate Professional and Ethical Standards Impacting Healthcare

Performance Indicators: 4.3.1-4.3.7

CONTENT STANDARD 5.0: INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE

Performance Standard 5.1: Describe and Apply Behaviors for Prevention of Diseases and Promotion of Health and Wellness

Performance Indicators: 5.1.1-5.1.3

CONTENT STANDARD 6.0: UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM

Performance Standard 6.1: Demonstrate Workplace Readiness Skills

Performance Indicators: 6.1.1-6.1.2

CONTENT STANDARD 7.0: UNDERSTAND SAFETY PRACTICES

Performance Standard 7.1: identify Procedures Mandated by Local, State, and Federal Guidelines

Performance Indicators: 7.1.1-7.1.4

Performance Standard 7.2: Explain Principles of Infection Control

Performance Indicators: 7.2.1-7.2.4

Performance Standard 7.3: Understand Emergency Management and Preparedness

Performance Indicators: 7.3.1-7.3.16

CONTENT STANDARD 8.0: APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Standard 8.1: Demonstrate Healthcare Skills and Knowledge

Performance Indicators: 8.1.1-8.1.6

Performance Standard 8.2: Utilize Appropriate Assessment Tools to Evaluate Individual Situations

Performance Indicators: 8.2.1-8.2.6

CONTENT STANDARD 9.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT

Performance Standard 9.1: Interpret Records and Files Common to Healthcare

Performance Indicators: 9.1.1-9.1.3

Performance Standard 9.2: Utilize Health Information Technology to Securely Access and Distribute Patient Health Data and Other Health-Related Information

Performance Indicators: 9.2.1-9.2.5

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Algebra
Functions
Numbers and Quantity
Statistics and Probability

Science: Earth and Space
Engineering and Design
Life Science
Physical Science

Health: Analyze Influences
Core Concepts: Personal, Community, and Environment Health Strand
Core Concepts: Personal Safety Strand
Core Concepts: Safety Practices, Injury Prevention, and CPR/AED (SIC) Strand
Goal Setting
Interpersonal Communication
Self-Management

*Refer to the Principles of Health Science Standards for alignment by performance indicator.

COURSE INFORMATION

Course Title: Community Health Science
Abbreviated Name: CMTY HLTH SCI
Credits: 1
Prerequisite: Principles of Health Science
Program Assessments: TBD
Workplace Readiness Skills
CTSO: HOSA: Future Health Professionals

COURSE DESCRIPTION

This course is designed to provide students with knowledge and skills required for entry into the healthcare field that includes community health worker, biostatistics, epidemiology, public health, substance abuse, person health, cellular and molecular biology, and environmental health. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skill for employment and be prepared for postsecondary education.

TECHNICAL STANDARDS**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 2.0: DEVELOP PERSONAL HEALTH AND WELLNESS

Performance Standard 2.1: Categorize Dimensions of Wellness

Performance Indicators: 2.1.1-2.1.2

Performance Standard 2.2: Apply concepts of Personal Health—Assessment, Professionalism, and Self-Care

Performance Indicators: 2.2.1-2.2.6

CONTENT STANDARD 3.0: RESEARCH PUBLIC HEALTH BIOLOGY

Performance Standard 3.1: Apply Biological Principles and Pathophysiology

Performance Indicators: 3.1.1-3.1.3

Performance Standard 3.2: Assess the Public Health Burden

Performance Indicators: 3.2.1

Performance Standard 3.3: Evaluate Biological Basis of Disease Prevention

Performance Indicators: 3.3.1-3.3.4

CONTENT STANDARD 4.0: IDENTIFY PATTERNS OF SOCIAL AND BEHAVIORAL HEALTH

Performance Standard 4.1: Understand the Physical, Emotional, and Developmental Stages of the Life Cycle

Performance Indicators: 4.1.1-4.1.4

Performance Standard 4.2: Outline Health Profiles for Age Groups—Infant, Children, Adolescents, Adults, and the Elderly

Performance Indicators: 4.2.1-4.2.4

Performance Standard 4.3: Understand Mental Health and Mental Disorders

Performance Indicators: 4.3.1-4.3.4

Performance Standard 4.4: Examine Alcohol, Tobacco, and Other Drugs of Misuse (Addiction)

Performance Indicators: 4.4.1-4.4.4

CONTENT STANDARD 5.0: EXPLORE ENVIRONMENTAL HEALTH

Performance Standard 5.1: Understand Environmental Health and Justice

Performance Indicators: 5.1.1-5.1.6

Performance Standard 5.2: Classify Air Quality, Water, Sanitation, and Hygiene

Performance Indicators: 5.2.1-5.2.4

CONTENT STANDARD 6.0: APPLY CONCEPTS OF EPIDEMIOLOGY

Performance Standard 6.1: Classify and Describe Epidemiological Terms

Performance Indicators: 6.1.1-6.1.6

Performance Standard 6.2: Investigate Disease Outbreaks

Performance Indicators: 6.2.1-6.2.3

Performance Standard 6.3: Calculate, Analyze, and Interpret Epidemiological Data

Performance Indicators: 6.3.1-6.3.5

CONTENT STANDARD 7.0: EXPLORE BIostatISTICS

Performance Standard 7.1: Define and Demonstrate Measurement Scales and Errors

Performance Indicators: 7.1.1-7.1.3

Performance Standard 7.2: Discuss and Apply Study Design Concepts

Performance Indicators: 7.2.1-7.2.3

CONTENT STANDARD 8.0: UNDERSTAND THE PRINCIPLES OF ADMINISTRATION AND POLICY

Performance Standard 8.1: Recognize Ethical Responsibilities

Performance Indicators: 8.1.1-8.1.4

Performance Standard 8.2: Demonstrate and Understand Program Planning, Implementation, and Evaluation

Performance Indicators: 8.2.1-8.2.5

Performance Standard 8.3: Investigate Policy and Healthcare Systems

Performance Indicators: 8.3.1-8.3.7

CONTENT STANDARD 9.0: EXPLORE SOCIAL JUSTICE

Performance Standard 9.1: Recognize Diversity and Culture

Performance Indicators: 9.1.1-9.1.4

Performance Standard 9.2: Understand Disparities

Performance Indicators: 9.2.1-9.2.6

Performance Standard 9.3: Identify Risk, Protective Factors, and Determinants

Performance Indicators: 9.3.1-9.3.3

Performance Standard 9.4: Evaluate Self-Sufficiency and Advocacy

Performance Indicators: 9.4.1-9.4.2

Performance Standard 9.5: Explore Community Mobilization

Performance Indicators: 9.5.1-9.5.3

CONTENT STANDARD 10.0: CHARACTERIZE COMMUNITIES

Performance Standard 10.1: Recognize Underserved Populations

Performance Indicators: 10.1.1-10.1.2

Performance Standard 10.2: Identify Resources

Performance Indicators: 10.2.1-10.2.4

CONTENT STANDARD 11.0: RECOGNIZE THE IMPORTANCE OF COMMUNICATIONS AND PROFESSIONALISM

Performance Standard 11.1: Develop Health Literacy Skills

Performance Indicators: 11.1.1-11.1.3

Performance Standard 11.2: Examine Community Engagement

Performance Indicators: 11.2.1-11.2.3

CONTENT STANDARD 12.0: EXPLORE CAREER DEVELOPMENT

Performance Standard 12.1: Investigate Career Choices and Opportunities

Performance Indicators: 12.1.1

Performance Standard 12.2: Determine Workforce Needs and Pathways

Performance Indicators: 12.2.1-12.2.3

Performance Standard 12.3: Implement Career Enhancements

Performance Indicators: 12.3.1-12.3.2

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices
Algebra
Numbers and Quantity

Science: Engineering and Design
Life Science
Earth and Space

*Refer to the Community Health Science Standards for alignment by performance indicator.

COMPLEMENTARY COURSES**RECOMMENDED STUDENT PERFORMANCE STANDARDS**

Programs that utilize the complementary courses can include the following:

- Continuation course(s)
- Advanced Studies course
- Lab course(s)
- CTE Work Experience courses

COURSE INFORMATION

Course Title: Community Health Science Advanced Studies

Abbreviated Name: CMTY HLTH SCI AS

Credits: 1

Prerequisite: Community Health Science

CTSO: HOSA: Future Health Professionals

COURSE DESCRIPTION

This course is offered to students who have achieved all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS:

- School-Based Health Care
- Public Health Entomology
- Aging Disabilities
- Social Work

COURSE INFORMATION**Course Title: CTE Work Experience – Health Science****Abbreviated Name: WORK EXPER HEALTH****Credits: 1****Prerequisite: Level 1 course and concurrently enrolled in the Level 2 or higher course****CTSO: HOSA: Future Health Professionals****COURSE DESCRIPTION**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.