



# Regional Occupational Program

## Medical Core 1 A-G 2025-2026

### COURSE DESCRIPTION

Medical Core I is a concentrator course intended to give the student a chance to explore the Health Care Industry by surveying the wide spectrum of possible career paths and equip them with the entry-level knowledge and skills that apply to a variety of health occupations. This course is a prerequisite for the many health career courses and is centered on the language of healthcare (Medical Terminology) through the study of anatomy and physiology. Emphasis is on providing students with a thorough understanding of body systems and their interrelationships. Students who successfully complete this course will acquire the necessary core knowledge and skills that will allow them to pursue an education and career in the Health Care industry.

#### Course Information:

Course Length: 1 to 2 Years  
 Prerequisite: None  
 Course Level: Concentrator  
 UC: Yes G - Elective  
 Articulated: No  
 Industry Cert.: No  
 Industry Sector: Health Science and Medical  
 Technology  
 Pathway: Patient Care  
 CALPADS: 7921

#### O\*Net SOC Codes:

31-9092 Medical Assistants  
 31-1121 Home Health Aides

#### Legend:

CTE - PS CTE Pathway Standards  
 CRP Career Ready Practices  
 CTE - AS CTE Anchor Standards  
 CCSS Common Core State Standards  
 ISTE International Society for Technology in  
 Education

*Includes updates from 24/25 Health Science and Medical Technology Advisory  
[Advisory Minutes](#)*

## Medical Core 1

### Course Orientation

- a. Discuss objectives for this course, including competencies, teacher expectations, classroom policies, and procedures.
- b. Identify and discuss the acquisition of transferable skills (communication, collaboration, creativity, and critical thinking) and their importance to being college and career ready and for future personal and professional success.
- c. Review objectives, competencies, and course syllabus.
- d. Discuss student and teacher expectations, including behavior, class rules, appropriate dress, pre-course knowledge, and grading policies, including enrollment and attendance requirements and procedures, and classroom/school safety and disaster procedures.
- e. Discuss next steps in course sequence related to the career pathway, the need for reinforcement of basic skills, transferrable skills, and postsecondary and career options.
- f. Discuss the Big Six: Career Ready Essentials and the Standards for Career Ready Practice as they relate to this course, all aspects of the industry sector, and being college and career ready.

## Big Six: Career Ready Essentials

1. Effective Communication	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate effective verbal communication and conflict resolution skills.</b></li> <li>b. <b>Use the writing process to develop written communication with the appropriate tone, organization, and format for the identified audience.</b></li> <li>c. Explain the effect of interpersonal skills on one's ability to communicate effectively and develop relationships.</li> <li>d. Describe the impact of ineffective communication on business relationships.</li> <li>e. Analyze the impact of vocabulary, body language, and tone on verbal communication.</li> <li>f. Demonstrate active listening skills.</li> <li>g. Accurately interpret industry-specific written communication.</li> <li>h. Model responsible and effective use of various communication technologies.</li> <li>i. Identify valid and reliable digital reference and resource materials.</li> <li>j. Gather information from multiple digital sources to compare and contrast, synthesize, and summarize.</li> <li>k. Identify and use appropriate communication and collaboration technologies.</li> <li>l. Utilize technology to problem solve, accomplish tasks, and to produce or publish products.</li> </ol>		<u>1</u> <u>2</u> <u>11</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>1b,c</u> <u>2c</u> <u>3b,c</u> <u>5c</u> <u>6b,c,d</u>
2. Collaboration, Creativity, and Critical Thinking	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ol style="list-style-type: none"> <li>a. <b>Demonstrate critical thinking skills for a variety of purposes and in different settings.</b></li> <li>b. <b>Collaborate to reach consensus on an identical objective through the sharing of knowledge, tasks, and learning.</b></li> <li>c. Discuss the importance of the critical thinking process to real-world applications.</li> </ol>		<u>2</u> <u>4</u> <u>5</u> <u>7</u>	<u>2</u> <u>3</u> <u>4</u> <u>5</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	<u>1c</u> <u>3c,d</u> <u>4a-d</u> <u>5c,d</u>

<ul style="list-style-type: none"> <li>d. Evaluate the impact of creative thinking on problem solving and innovation in real-world applications.</li> <li>e. Compile work that demonstrates the process used to (elaborate, refine, analyze) evaluate original ideas and maximize creative efforts.</li> <li>f. Apply divergent and convergent thinking to the development of an original idea or solution.</li> <li>g. Examine real-world limits to adopting ideas.</li> <li>h. Demonstrate creative thinking (preparation, insight, evaluation, elaboration, and communication) to create a new idea or concept.</li> <li>i. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.</li> <li>j. Evaluate evidence, arguments, claims, and beliefs to identify connections.</li> <li>k. Identify bias, prejudice, propaganda, self-deception, distortion, and misinformation.</li> <li>l. Produce intellectual, informational, or material products that serve an authentic purpose.</li> <li>m. Work effectively and respectfully with those from diverse backgrounds or cultures.</li> <li>n. Demonstrate respect, trust, commitment, and the ability to compromise in collaborative projects.</li> </ul>		<u>9</u> <u>10</u> <u>11</u>	<u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u> <u>11-12.2</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>	<u>6c</u> <u>7b,c,d</u>
<b>3. Leaders and Teams: Roles and Responsibilities</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Determine the individual and team members' roles and responsibilities.</b></li> <li>b. <b>Demonstrate leadership skills and qualities (i.e., reliability, negotiation skills, initiative, positive reinforcement, recognition of others' efforts, problem-solving skills, conflict resolution, and delegation).</b></li> <li>c. Explain the importance of technical, social, and communication skills to team success.</li> <li>d. Compare and contrast leadership styles and their effectiveness in various situations.</li> <li>e. Organize and delegate responsibilities in a team setting to encourage ideas, perspectives, and contributions from all team members.</li> <li>f. Develop a strong sense of team identity by brainstorming solutions, volunteering, assisting others, practicing respect and courtesy, and taking initiative.</li> <li>g. Examine situations in which a follower becomes the leader.</li> <li>h. Describe twenty-first-century skills required across all occupations.</li> <li>i. Identify and discuss the characteristics of a successful team (i.e., leadership, cooperation, and effective decision-making).</li> <li>j. Leverage social and cultural differences to increase innovation and quality of work.</li> </ul>		<u>7</u> <u>8</u> <u>9</u>	<u>3</u> <u>7</u> <u>8</u> <u>9</u> <u>11</u>	<u>SLS</u> <u>11-12.2</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>  <u>WS</u> <u>11-12.6</u>	<u>7a,c</u>
<b>4. Legal, Ethical, and Environmental Considerations</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate industry specific ethical and legal practices.</b></li> <li>b. <b>Identify eco-friendly industry specific practices and resources.</b></li> <li>c. Identify local, state, and federal regulatory agencies, entities, laws, and regulations.</li> </ul>		<u>5</u> <u>7</u> <u>8</u>	<u>3</u> <u>5</u> <u>7</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>	<u>2a,b</u> <u>3a,b</u> <u>5c</u>

<ul style="list-style-type: none"> <li>d. Identify discrimination based on race, nationality, religion, gender, age, disability, or sexual orientation.</li> <li>e. Summarize the ethical and legal implications of workplace discrimination and harassment.</li> <li>f. Explain the concept of corporate citizenship.</li> <li>g. Examine an employer's role in protecting the health and welfare of employees, the community, and the environment.</li> <li>h. Analyze current environmental laws and regulations and their impact on industry.</li> <li>i. Compare and contrast both society's and industry's impact on the environment.</li> </ul>		<a href="#">12</a>	<a href="#">8</a> <a href="#">9</a> <a href="#">11</a>	<a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a> <a href="#">11-12.2</a>	<a href="#">6c</a>
<b>5. Personal Growth and Career Planning</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate continued personal development and growth.</b></li> <li>b. <b>Develop and manage a personal growth and career plan.</b></li> <li>c. Explain the relationship between sound financial habits and financial security.</li> <li>d. Create and manage a personal financial plan.</li> <li>e. Demonstrate initiative in achieving personal and professional goals.</li> <li>f. Apply time management strategies to meet deadlines.</li> <li>g. Demonstrate a growth mindset through flexibility and a positive attitude.</li> <li>h. Select and demonstrate appropriate job-search and retention techniques.</li> <li>i. Demonstrate strategies to prepare for employment.</li> <li>j. Demonstrate interpersonal skills appropriate for the workplace.</li> <li>k. Elaborate on the importance of perseverance to personal and professional success.</li> <li>l. Discover personal career interests, aptitudes, and skills.</li> </ul>		<a href="#">1</a> <a href="#">2</a> <a href="#">3</a> <a href="#">4</a> <a href="#">6</a>	<a href="#">2</a> <a href="#">3</a> <a href="#">4</a> <a href="#">7</a> <a href="#">8</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a> <a href="#">11-12.2</a>  <a href="#">WS</a> <a href="#">11-12.6</a>	<a href="#">1a</a> <a href="#">3a,c</a> <a href="#">4d</a> <a href="#">6a,d</a> <a href="#">7b</a>
<b>6. Workplace Safety and Personal Wellness</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Demonstrate proper industry specific safe work practices to prevent injury or illness.</b></li> <li>b. <b>Assess the potential impact of goal setting on personal and professional success.</b></li> <li>c. Describe the role of security and emergency procedures in workplace safety.</li> <li>d. Describe the effect of preventative measures on emergencies in the workplace.</li> <li>e. Identify and describe the causes, prevention, and treatment of common accidents.</li> <li>f. Identify local, state, and federal agencies that regulate workplace safety.</li> <li>g. Explain the role of the California Occupational Safety and Health Administration (Cal-OSHA) and the Environmental Protection Agency (EPA).</li> <li>h. Discuss the basics of system operations.</li> <li>i. Demonstrate the proper use of personal protective equipment (PPE).</li> <li>j. Explain the purpose of and accurately interpret a Safety Data Sheet (SDS).</li> <li>k. Identify hazardous materials and chemicals.</li> <li>l. Demonstrate proper procedures to respond to work-related accidents and injuries.</li> </ul>		<a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">8</a> <a href="#">12</a>	<a href="#">2</a> <a href="#">5</a> <a href="#">6</a> <a href="#">7</a> <a href="#">8</a> <a href="#">10</a> <a href="#">11</a>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a>	<a href="#">1a,d</a> <a href="#">2a,d</a> <a href="#">5b</a>

<p>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</p> <p>n. Demonstrate cyber ethics, cyber safety, and cybersecurity.</p> <p>o. Assess the potential impact of preventative physical and mental health measures on workplace safety.</p>					
<b>Medical Core 1 Units of Instruction</b>					
<b>7. History and Trends of Health Care</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<p>a. Describe the difference between early beliefs about the cause of disease and treatment and current beliefs about disease and treatment.</p> <p>b. Identify major events and discoveries in the history of health care.</p> <p>c. Name at least six historical individuals and explain how each one has helped improve health care today.</p> <p>d. Identify current technological trends in health care.</p> <p>e. Describe the basic components of the affordable care act (ACA).</p>	<u>B1.0</u>	<u>1</u> <u>2</u> <u>4</u> <u>9</u> <u>11</u>	<u>2</u> <u>4</u> <u>9</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.6</u>  <u>SLS</u> <u>11-12.1b</u>	
<b>8. Health Care Systems</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<p>a. Describe at least eight types of private health care facilities.</p> <p>b. Name at least three government agencies and describe the services offered by each.</p> <p>c. Compare the basic principles of at least four different health insurance plans.</p> <p>d. Explain the purpose of organizational structures in health care facilities.</p>	<u>B3.0</u>	<u>1</u> <u>2</u> <u>4</u>	<u>2</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.6</u>	
<b>9. Personal Qualities of a Health Care Worker</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<p>a. Explain how diet, rest, exercise, good posture, and avoiding tobacco, alcohol, and drugs contribute to good health.</p> <p>b. Demonstrate the standards of a professional appearance as they apply to uniforms, clothing, shoes, nails, hair, jewelry, and makeup.</p> <p>c. Describe at least eight essential personal/professional traits or attitudes necessary in health care workers.</p> <p>d. Identify four factors that interfere with communication.</p> <p>e. Explain the importance of listening, nonverbal behavior, reporting, and recording in the communication process.</p> <p>f. Identify why teamwork is beneficial in health care.</p> <p>g. List six basic characteristics of leaders.</p> <p>h. State the difference between democratic, laissez-faire, and autocratic leaders.</p>	<u>B9.0</u> <u>B9.1</u> <u>B9.2</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>6</u> <u>12</u>	<u>2</u> <u>4</u> <u>5</u> <u>6</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>  <u>RSTS</u> <u>9-10</u> <u>11-12.4</u>	

<ul style="list-style-type: none"> <li>i. Explain the difference between positive and negative stressors by identifying the emotional response to each type.</li> <li>j. List six ways to eliminate or decrease stress.</li> <li>k. Explain how time management, problem solving, and goal setting contribute to reducing stress.</li> </ul>					
<b>10. Careers in Health Care</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Identify and investigate specific health careers that the student might pursue.</b></li> <li>b. <b>Define certification, registration, and licensure.</b></li> <li>c. Compare the educational requirements for associate, bachelor, and master’s degrees.</li> <li>d. Describe at least 10 different health careers by including a definition of the career, three duties, educational requirements, and employment opportunities.</li> <li>e. Interpret at least 10 abbreviations used to identify health occupations workers.</li> </ul>	<u>B12.0</u>	<u>1</u> <u>2</u> <u>4</u> <u>11</u>	<u>2</u> <u>4</u> <u>10</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.6</u>	
<b>11. Legal and Ethical Responsibilities</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Provide one example of a situation that might result in legal action for each of the following malpractice, negligence, assault and battery, invasion of privacy, false imprisonment, abuse, and defamation.</b></li> <li>b. <b>Define HIPAA and explain how it protects the privacy of health care information.</b></li> <li>c. Describe how contract laws affect health care.</li> <li>d. Define privileged communications and explain how they apply to health care.</li> <li>e. State the legal regulations that apply to health care records.</li> <li>f. List at least six basic rules of ethics for health care personnel.</li> <li>g. List at least six rights of the patient who is receiving health care.</li> <li>h. Name at least six professional standards and explain how they help meet legal/ethical requirements.</li> </ul>	<u>B6.6</u> <u>B12.0</u> <u>B13.0</u> <u>B13.3</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>12</u>	<u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>10</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>  <u>SLS</u> <u>11-12.1d</u>	
<b>12. Cultural Diversity</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>State the differences between culture, ethnicity, and race.</b></li> <li>b. <b>Create an example of how a bias, prejudice, or stereotype can cause a barrier to effective relationships with others.</b></li> <li>c. List the four basic characteristics of culture.</li> <li>d. Identify some of the major ethnic groups in the United States.</li> <li>e. Provide an example of acculturation in the United States.</li> <li>f. Describe at least four ways to avoid bias, prejudice, and stereotyping.</li> <li>g. Explain the difference between a nuclear family and an extended family.</li> <li>h. Identify ways in which language, personal space, touching, eye contact, and gestures are affected by cultural diversity.</li> </ul>	<u>B13.0</u> <u>B13.3</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>12</u>	<u>2</u> <u>4</u> <u>5</u> <u>8</u> <u>10</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.6</u> <u>11-12.7</u>  <u>SLS</u> <u>11-12.1d</u>	

<ul style="list-style-type: none"> <li>i. Compare the diverse health beliefs of different ethnic/cultural groups.</li> <li>j. List four ways health care providers can show respect for an individual's religious beliefs.</li> <li>k. Identify methods that can be used to show respect for cultural diversity.</li> </ul>					
<b>13. Medical Math</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Perform basic math calculations on whole numbers, decimals, fractions, percentages, and ratios.</b></li> <li>b. <b>Convert between the following numerical forms: decimals, fractions, percentages, and ratios.</b></li> <li>c. Round of numbers correctly.</li> <li>d. Solve mathematical problems with proportions.</li> <li>e. Express numbers using Roman numerals.</li> <li>f. Estimate angles from a reference plane.</li> <li>g. Use household, metric, and apothecary units to express length, volume, and weight.</li> <li>h. Convert between the Fahrenheit and Celsius temperature scales.</li> <li>i. Express time using the 24-hour clock (military time).</li> </ul>	<a href="#">B3.1</a> <a href="#">B3.3</a>	<u>1</u> <u>2</u> <u>4</u> <u>5</u>	<u>2</u> <u>4</u> <u>5</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.6</a>	
<b>14. Understanding the Principles of Infection Control</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Differentiate between antisepsis, disinfection, and sterilization.</b></li> <li>b. <b>Wash hands according to recommended aseptic technique.</b></li> <li>c. Identify five classes of microorganisms by describing the characteristics of each class.</li> <li>d. List the six components of the chain of infection.</li> <li>e. Observe standard precautions while working in the laboratory or clinical area.</li> <li>f. Don and remove a transmission-based isolation mask, gloves, and gown.</li> <li>g. Define bioterrorism and identify at least four ways to prepare for a bioterrorism attack.</li> </ul>	<a href="#">B10.0</a> <a href="#">B10.1</a> <a href="#">B10.3</a> <a href="#">B10.4</a> <a href="#">B10.5</a>	<u>1</u> <u>2</u> <u>6</u>	<u>2</u> <u>6</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.4</a>	
<b>15. Promotion of Safety</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>Define the term Body Mechanics as it is used.</b></li> <li>b. <b>Use correct body mechanics while performing procedures in the laboratory or clinical area.</b></li> <li>c. Observe all safety standards established by the Occupational Safety and Health Administration (OSHA), especially the Occupational Exposure to Hazardous Chemicals Standard and the Bloodborne Pathogens Standard.</li> <li>d. Follow safety regulations stated in the information sections while performing in the laboratory area.</li> <li>e. Observe all regulations for patient safety while performing procedures on student partners in the laboratory or clinical area or on a patient in any area.</li> </ul>	<a href="#">B8.0</a> <a href="#">B8.1</a> <a href="#">B10.0</a> <a href="#">B10.6</a> <a href="#">B11.0</a> <a href="#">B11.1</a> <a href="#">B11.2</a>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.7</a>  <a href="#">RSTS</a> <a href="#">9-10</a> <a href="#">11-12.1</a>	

16. Vital Signs	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. List vital signs.</li> <li>b. Count and record respirations to an accuracy within 1 respiration per minute.</li> <li>c. Read a clinical thermometer to the nearest two-tenths of a degree.</li> <li>d. Measure and record oral temperature accurately.</li> <li>e. Measure and record tympanic (aural) temperature accurately.</li> <li>f. Measure and record radial pulse to an accuracy within 2 beats per minute.</li> <li>g. Measure and record apical pulse to an accuracy within 2 beats per minute.</li> <li>h. Measure and record blood pressure to an accuracy within 2mm of actual mercury reading.</li> <li>i. State the normal range of oral temperature, axillary temperature, rectal temperature, pulse, respiration, systolic pressure, and diastolic pressure.</li> </ul>	<a href="#">B8.0</a> <a href="#">B8.4</a>	<u>1</u> <u>2</u> <u>4</u> <u>9</u>	<u>2</u> <u>4</u> <u>9</u> <u>11</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.6</a>  <a href="#">SLS</a> <a href="#">11-12.1b</a>	
17. Medical Terminology	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Identify basic four types of word parts used in the word building system for medical terminology.</li> <li>b. Define commonly used prefixes, word roots, combining forms, and suffixes that apply to medical terminology.</li> <li>c. Utilize word roots, combining forms, and prefixes to analyze unfamiliar medical terms and phrases.</li> <li>d. Pronounce medical word parts accurately.</li> <li>e. Discuss the importance of medical terms and the development of the language of healthcare.</li> <li>f. Define cells, tissues, organs, and systems.</li> </ul>	<a href="#">B5.0</a> <a href="#">B5.2</a> <a href="#">B5.3</a> <a href="#">B5.4</a> <a href="#">B5.5</a> <a href="#">B5.6</a> <a href="#">B5.7</a>	<u>1</u> <u>2</u>	<u>2</u> <u>10</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>  <a href="#">WS</a> <a href="#">11-12.6</a>	
18. The Human Body in Health and Disease	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. Define anatomy and physiology and the uses of anatomic reference systems to identify the anatomic position plus body planes, directions, and cavities.</li> <li>b. Identify the major organs and functions of the body systems.</li> <li>c. Recognize, define, spell, and pronounce the terms related to cells and genetics.</li> <li>d. Recognize, define, spell, and pronounce the terms related to the structure, function, pathology, and procedures of tissues and glands.</li> <li>e. Recognize, define, spell, and pronounce the terms used to describe pathology, the modes of transmission, and the types of diseases.</li> </ul>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
19. Musculoskeletal System	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. List major structures and functions of the musculoskeletal system.</li> <li>b. Discuss the use of medical terms in relation to the musculoskeletal system.</li> </ul>	<a href="#">B2.0</a> <a href="#">B2.3</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a>	

<ul style="list-style-type: none"> <li>c. Recognize, list, and identify basic word elements related to anatomy and physiology of the musculoskeletal system.</li> <li>d. Analyze, spell, and pronounce medical terms relating to clinical procedures associated with the musculoskeletal system.</li> <li>e. Define, utilize, and interpret the meaning of standard and common abbreviations related to the musculoskeletal system as they apply in a healthcare setting.</li> <li>f. Describe the gross structure, formation, and function of muscle.</li> </ul>	<a href="#">B2.4</a>			<a href="#">11-12.6</a>	
<b>20. Integumentary System</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>List the major structures and functions of the integumentary system.</b></li> <li>b. <b>Recognize, list, and identify basic word elements related to anatomy and physiology of the integumentary system.</b></li> <li>c. Analyze, spell, and pronounce medical terms relating to the integumentary system.</li> <li>d. Identify common pathologic conditions as they affect the integumentary system.</li> <li>e. Define, utilize, and interpret the meaning of standard and commonly used abbreviations related to the integumentary system.</li> <li>f. Identify cancerous disorders, including physiology, manifestations, and causes.</li> <li>g. Identify common surgical procedures used in treating diseases and disorders of the integumentary system.</li> </ul>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
<b>21. Respiratory System</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>List major structures and functions of the respiratory system.</b></li> <li>b. <b>Recognize, list, and identify basic word elements related to anatomy and physiology of the respiratory system.</b></li> <li>c. Analyze, spell, and pronounce medical terms relating to the respiratory system.</li> <li>d. Identify common pathologic conditions as they affect the respiratory system.</li> <li>e. Analyze, define, spell, and pronounce words related to clinical procedures associated with the respiratory system.</li> <li>f. Define, utilize, and interpret the meaning of standard and commonly used abbreviations related to the respiratory system.</li> </ul>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	
<b>22. Urinary System</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>List major structures and functions of the urinary systems.</b></li> <li>b. <b>Recognize, list, and identify basic word elements related to anatomy and physiology of the urinary system.</b></li> <li>c. Identify common pathologic conditions as they affect the urinary system.</li> <li>d. Analyze, spell, and pronounce medical terms relating to the urinary system.</li> </ul>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	

<ul style="list-style-type: none"> <li>e. Analyze, define, spell, and pronounce words related to clinical procedures associated with the urinary systems.</li> <li>f. Define, utilize, and interpret the meaning of standard and commonly used abbreviations related to the urinary system.</li> </ul>					
<b>23. Reproductive System</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>List the major structures and functions of the Human reproductive system.</b></li> <li>b. <b>Recognize, list, and identify basic word elements related to anatomy and physiology of the Human reproductive system.</b></li> <li>c. analyze, define, spell, and pronounce medical terms relating to the human reproductive system.</li> <li>d. Identify common pathologic conditions and sexually transmitted disease.</li> <li>e. Analyze and describe relating to clinical procedures and laboratory tests associated with human reproductive system.</li> <li>f. Define, utilize, and interpret the meaning of standard and commonly used abbreviations related to the human reproductive system, as they apply in the healthcare setting.</li> </ul>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	g
<b>24. Cardiovascular and Lymphatic System</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>List the major structures and functions of the cardiovascular and lymphatic systems.</b></li> <li>b. <b>Recognize, list, and identify basic word elements related to anatomy and physiology of the cardiovascular and lymphatic system.</b></li> <li>c. Analyze, spell, and pronounce medical terms relating to the cardiovascular and lymphatic systems.</li> <li>d. Discuss the common pathologic conditions in relation to the cardiovascular and lymphatic systems.</li> <li>e. Trace pathway of blood through the heart.</li> <li>f. Analyze, define, spell, and pronounce words related to clinical procedures associated with the cardiovascular and lymphatic systems.</li> <li>g. Define, utilize, and interpret the meaning of standard and common abbreviations related to cardiology and lymphatic systems, as it applies in a healthcare setting.</li> </ul>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	h
<b>25. Digestive System</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<ul style="list-style-type: none"> <li>a. <b>List the major structures and functions of the digestive system.</b></li> <li>b. <b>Recognize, list, and identify basic word elements related to the anatomy and physiology of the digestive system.</b></li> <li>c. Discuss the common pathologic conditions in relation to the digestive system.</li> <li>d. Analyze, define, spell, and pronounce words related to clinical procedures associated with the digestive system.</li> </ul>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	f.

e. Define, utilize, and interpret the meaning of standard and commonly used abbreviations related to the digestive system, as it applies in a healthcare setting.					
<b>26. Nervous System</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<p>a. <b>List the major structures and functions of the nervous system.</b></p> <p>b. <b>Recognize, list, and identify basic word elements related to anatomy and physiology of the nervous system.</b></p> <p>c. Analyze, spell, and pronounce medical terms relating to the nervous system.</p> <p>d. Discuss the use of common pathologic conditions in relation to the nervous system.</p> <p>e. Analyze, spell, and pronounce words related to clinical procedures associated with the nervous system.</p> <p>f. Define, utilize, and interpret the meaning of standard and common abbreviations related to the nervous system as it applies in a health care setting.</p>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	g
<b>27. Endocrine System</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<p>a. <b>List the major structures, functions, and major components of the endocrine system.</b></p> <p>b. <b>Recognize, list, and identify basic word elements related to anatomy and physiology of the endocrine system.</b></p> <p>c. Analyze, spell, and pronounce medical terms relating to the endocrine systems.</p> <p>d. Discuss the common pathologic conditions and clinical procedures in relations to the endocrine system.</p> <p>e. Define, utilize, and interpret the meaning of standard and commonly use abbreviations related to the endocrine system as it applies in a healthcare setting.</p> <p>f. Describe diabetes mellitus, including its physiology, effects, manifestations, and management.</p>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	g
<b>28. Ears and Eyes</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>
<p>a. <b>List the major structures and functions of the ears and eyes.</b></p> <p>b. <b>Recognize, list, and identify basic word elements related to anatomy and physiology of the ears and eyes.</b></p> <p>c. Analyze, spell, and pronounce medical terms relating to clinical procedures associated to the ears and eyes.</p> <p>d. Analyze, spell, list, and pronounce the use of medical terms in relation to conditions of the ears and eyes.</p> <p>e. Define, utilize, and interpret the meaning of standard and commonly used abbreviations related to the eyes and ear, as it applies in a healthcare setting.</p> <p>f. Identify common surgical procedures used in treating diseases and disorders of the eye and ear.</p>	<a href="#">B2.0</a> <a href="#">B2.3</a> <a href="#">B2.4</a>	<u>1</u> <u>2</u>	<u>2</u>	<a href="#">LS</a> <a href="#">9-10</a> <a href="#">11-12.6</a>	g

## A-G Approved Key Assignments

1.	Create a timeline showing what you feel are the 20 most important discoveries in health care. <i>Unit(s) 7</i>
2.	Research and Identify at least five current trends or changes currently occurring in health care and write a 3-page report on the findings, and answer the question: "Will these new trends effect your role as a health care worker? Why or why not?" <i>Unit(s) 7</i>
3.	Students will research a non-profit organization and investigate it. Write a 300-word paper describing the mission and purpose and how they might get involved with the organization. <i>Unit(s) 7, 8, 10, 11</i>
4.	Use a health care insurance quote from <a href="http://www.healthinsurance.com">http://www.healthinsurance.com</a> and create a chart depicting the following information premiums, co-pays, annual deductibles, prescription drug coverage, out of pocket maximum, lifetime maximum, emergency room, outpatient surgery, and hospitalization would cost them. In addition, determine if the quote includes infertility, well baby checks, maternity coverage, preventative health screenings, dental and vision. <i>Unit(s) 7, 8, 11</i>
5.	Students will each choose a different health care facility in the community to visit or contact and prepare a report to class on type of services offered, departments, job titles, and patients served. Presented findings to the class including an explanation of the function of individual departments in the facilities, duties of staff and any additional information regarding their interactions with patients if an in person visit. They will discuss anything that they would improve on based upon the information gathered. <i>Unit(s) 8-12</i>
6.	The "perfect" health care worker is about to give a speech to the class. Have students write an introduction for this speaker. <i>Unit(s) 9</i>
7.	Students will create a written code of conduct that expresses their moral and ethical values, personal characteristics, and legal aspects, and appropriate conduct for providing health care to patients. Students are encouraged to use the terminology they have learned while writing it in their own words. They must have a minimum of twenty standards to abide by. <i>Unit(s) 9, 11, 12, 17</i>
8.	Role play: Divide students into three groups. Each group is to develop a set of classroom rules. Assign one group a democratic leader, the second group a laissez-faire leader, and the third group an autocratic leader. Students act out the creation of rules with each type of leader. Discuss what occurs with each group. <i>Unit(s) 3</i>
9.	Students will complete a Career Interest Inventory to prepare them for their research assignment to assist them in identifying the healthcare careers mostly likely to satisfy their personality. <i>Unit(s) 5</i>
10.	Students will go to the Bureau of Labor Statistics <a href="http://www.bls.gov/search">http://www.bls.gov/search</a> ( <a href="http://www.bls.gov/search">http://www.bls.gov/search</a> ) and go to the Occupational Outlook Handbook to research two possible careers of their choosing. They will write about the significant points, nature of the work, working environment, education and training, licensure and/or certification, other qualifications, opportunities for advancement, job outlook, earnings, related occupations, things they like, things they do not like, and if it is a realistic career choice for them. <i>Unit(s) 5, 9, 10</i>
11.	Students will select one of the two careers, create a poster presentation or brochure on their career choice, and present to the class. <i>Unit(s) 5, 9, 10</i>
12.	Students research past medical lawsuits that involve legal responsibilities in health care. Students will write a brief explanation about each article and state what criminal law or tort is involved, whether they agree or disagree with the action or results of the legal action, and ways the situation could have been prevented. <i>Unit(s) 11</i>
13.	Students will look up current events on medical lawsuits and create a newspaper article with each example: malpractice, negligence, assault and battery, invasion of privacy, defamation, abuse, discrimination, and sexual harassment. <i>Unit(s) 11, 12</i>
14.	Students will develop a two-page written script and role-play how to violate HIPAA therefore learning what is against the law. <i>Unit(s) 11</i>

15.	Students will create a training brochure or Power Point Presentation simulating that they are the Human Resources Manager for a major health care agency, and they are going to provide a training on respecting culture and ethnicity in their work environment. They will include key points on how they can avoid prejudices, bias, and stereotyping. <i>Unit(s) 11, 12</i>
16.	Shopping expedition: Student's "shop" online or in grocery stores to find metric, household, apothecary labels. Students can use the labels to convert between systems of measurement and visualize the similarities and differences between the two systems. <i>Unit(s) 13</i>
17.	Students will research the history of technologies used in the health care industry. They will choose a minimum of two technological advances and write a 500-word report on how these have improved outcomes for patients. <i>Unit(s) 7</i>
18.	Students will create a slide show on the computer; subject matter will be Health care and education. Students will create their slide show from either PowerPoint, or other presentation program. Students will present the slide show to the class and complete a presentation of the subject matter. <i>Unit(s) 8 - 10</i>
19.	Properly perform glove removal, proper handwashing, and proper disinfecting techniques. <i>Unit(s) 14, 15</i>
20.	Properly demonstrate and receive accurate readings on the following: blood pressure technique, pulse, respiration, temperature on a fellow student or teacher. <i>Unit(s) 16</i>
21.	Write a 3-page report on assigned disease. The report will include pathology, modes of transmission, prognosis, causes, preventative measures, and common treatment options. <i>Unit(s) 17, 18</i>
22.	Create a presentation on a body system of choice, topics should include diseases common to the system, description of the anatomy and physiology, a description of processes and functions, and common clinical treatments for various ailments. <i>Unit(s) 17-28</i>

## **Standards Alignment**

The curricula have been aligned with the CTE Model Curriculum Standards released in 2013. Each industry sector was updated to meet the increased rigor and relevancy requirements of the Common Core State Standards. The curriculum also includes the new Standards for Career Ready Practices.

### Standards for Career Ready Practice

1. *Apply appropriate technical skills and academic knowledge.*
2. *Communicate clearly, effectively, and with reason.*
3. *Develop an education and career plan aligned with personal goals.*
4. *Apply technology to enhance productivity.*
5. *Utilize critical thinking to make sense of problems and persevere in solving them.*
6. *Practice personal health and understand financial literacy.*
7. *Act as a responsible citizen in the workplace and the community.*
8. *Model integrity, ethical leadership, and effective management.*
9. *Work productively in teams while integrating cultural and global competence.*
10. *Demonstrate creativity and innovation.*
11. *Employ valid and reliable research strategies.*
12. *Understand the environmental, social, and economic impacts of decisions.*

## CTE Anchor Standards—Common Core English Language Arts Alignment

### *Anchor Standard 1: Academics*

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector.

### *Anchor Standard 2: Communications*

Language Standard: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

### *Anchor Standard 3: Career Planning and Management*

Speaking and Listening Standard: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2

### *Anchor Standard 4: Technology*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

### *Anchor Standard 5: Problem Solving and Critical Thinking*

Writing Standard: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow, or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7

### *Anchor Standard 6: Health and Safety*

Reading Standards for Science and Technical Subjects: Determine the meaning of symbols, keywords, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10, 11-12.4

### *Anchor Standard 7: Responsibility and Flexibility*

Speaking and Listening Standard: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10, 11-12.1

### *Anchor Standard 8: Ethics and Legal Responsibilities*

Speaking and Listening Standard: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d

### *Anchor Standard 9: Leadership and Teamwork*

Speaking and Listening Standard: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b

### *Anchor Standard 10: Technical Knowledge and Skills*

Writing Standard: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6

### *Anchor Standard 11: Demonstration and Application*

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in the classroom, laboratory, and workplace settings, and the career technical student organization. Note: no alignment evident for this standard. WS 11-12.6

## CTE Model Curriculum Standards—Industry Sectors and Pathways

### **HSMT: Health Science and Medical Technology**

#### **B. Patient Care Pathway**

- B1.0 *Recognize the integrated systems approach to health care delivery services: prevention, diagnosis, pathology, and treatment.*
- B2.0 *Understand the basic structure and function of the human body and relate normal function to common disorders.*
- B2.3 *Recognize common disease and disorders of the human body.*
- B2.4 *Compare normal function of the human body to the diagnosis and treatment of disease and disorders.*
- B3.0 *Know how to apply mathematical computations used in health care delivery system.*
- B3.1 *Apply mathematical computations related to health care procedures (metric and household, conversions, and measurements).*
- B3.3 *Record time using the 24-hour clock.*
- B5.0 *Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.*
- B5.2 *Accurately spell and define occupationally specific terms related to health care.*
- B5.3 *Use roots, prefixes, and suffixes to communicate information.*
- B5.4 *Use medical abbreviations to communicate information.*
- B5.5 *Know the basic structure of medical terms.*
- B5.6 *Demonstrate the correct pronunciation of medical terms.*
- B5.7 *Practice word building medical terminology skills.*
- B6.6 *Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.*
- B8.0 *Demonstrate the principles of body mechanics as they apply to the positioning, transferring, and transporting of patients.*
- B8.1 *Explain the principles of body mechanics.*
- B8.4 *Evaluate equipment for possible hazards.*
- B9.0 *Implement wellness strategies for the prevention of injury and disease.*
- B9.1 *Know and implement practices to prevent injury and protect health for self and others.*
- B9.2 *Determine effective health and wellness routines for health care workers (i.e., stress management, hygiene, diet, rest, and drug use).*
- B10.0 *Comply with protocols and preventative health practices necessary to maintain a safe and healthy environment for patients, health care workers, coworkers, and self within the health care setting.*
- B10.1 *Describe the infection control cycle with consideration of the various types of microorganisms.*
- B10.3 *Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.*
- B10.4 *Demonstrate the use of appropriate personal protective equipment (PPE).*
- B10.5 *Practice proper hand hygiene.*
- 11.0 *Comply with hazardous waste disposal policies and procedures, including documentation, to ensure that regulated waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations.*
- B11.1 *Describe basic emergency procedures used to respond to a hazardous spill.*

- B11.2 Explain how waste is handled, packaged, stored, and disposed of in accordance with federal, state, and local regulations including hazardous chemicals, biohazards, and radioactive materials.*
- B12.0 Adhere to the roles and responsibilities, within the scope of practice, that contributes to the design and implementation of treatment planning.*
- B13.0 Research factors that define cultural difference between and among different ethnic, racial, and cultural groups and special populations.*
- B13.3 Ask questions and explore aspects of global significance.*

## ISTE Standards for Students

**1. Empowered Learner-** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.*
- b) Students build networks and customize their learning environments in ways that support the learning process.*
- c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways*
- d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.*

**2. Digital Citizen-** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

- a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.*
- b) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.*
- c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.*
- d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.*

**3. Knowledge Constructor-** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.*
- b) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.*
- c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.*
- d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.*

**4. Innovative Designer-** Students use a variety of technologies within a design process to identify and solve problems creating new, useful, or imaginative solutions.

- a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.*
- b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.*
- c) Students develop, test, and refine prototypes as part of a cyclical design process.*
- d) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.*

**5. Computational Thinker-** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.*
- b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.*
- c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.*

*d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.*

**6. Creative Communicator-** Students communicate clearly and express themselves creatively for a variety of purposes using platforms, tools, styles, formats, and digital media appropriate for their goals.

*a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.*

*b) Students create original works or responsibly repurpose or remix digital resources into new creations.*

*c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.*

*d) Students publish or present content that customizes the message and medium for their intended audiences.*

**7. Global Collaborator-** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

*a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.*

*b) Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.*

*c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.*

*d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.*