



# Regional Occupational Program

## Pharmacy Clerk 2026-2027

### COURSE DESCRIPTION

Pharmacy Clerk is an introductory course that provides students with foundational knowledge and skills related to pharmacy support careers and the pharmacy technician pathway. Students who complete Pharmacy Clerk will acquire basic knowledge and skills related to pharmacy assistant, pharmacy clerk, customer service, inventory, and pharmacy support responsibilities. Students will be introduced to the roles, responsibilities, educational requirements, and regulatory expectations for pharmacy-related careers. Students will acquire basic knowledge of HIPAA requirements, infection control, medical terminology, pharmacy terminology, and common health conditions as they relate to pharmacy practice. A primary role of a pharmacy clerk is to communicate professionally with pharmacists, pharmacy staff, healthcare providers, and customers while following confidentiality and workplace procedures. Students will develop appropriate communication and customer service skills. In addition, students will use appropriate technology and apply mathematical reasoning in performing daily tasks.

#### Course Information:

Course Length: 1 Year  
 Prerequisite: Keyboarding/Basic Math Skills  
 Course Level: Concentrator  
 UC: No  
 Articulated: No  
 Industry Cert.: No  
 Industry Sector: Health Science and Medical  
 Technology  
 Pathway: Patient Care  
 CALPADS: 7921

#### O\*Net SOC Codes:

53-7065 Stockers and Order Fillers  
 29-2052 Pharmacy Technicians

#### 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 25/26 Health Science and Medical Technology Advisory  
[Advisory Minutes](#)*

## Pharmacy Clerk

### 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. Identify eco-friendly industry-specific practices and resources.</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>		<u>12</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>6c</u>
<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. Develop and manage a personal growth and career plan.</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>		<u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>6</u>	<u>2</u> <u>3</u> <u>4</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</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>11-12.6</u>	<u>1a</u> <u>3a,c</u> <u>4d</u> <u>6a,d</u> <u>7b</u>
<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. Assess the potential impact of goal setting on personal and professional success.</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> <li>m. Describe how ergonomics, housekeeping, and maintenance are related to accidents and injuries.</li> </ul>		<u>2</u> <u>5</u> <u>6</u> <u>8</u> <u>12</u>	<u>2</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>10</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	<u>1a,d</u> <u>2a,d</u> <u>5b</u>

<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>					
Pharmacy Clerk Units of Instruction					
7. Careers in Pharmacy	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Compare and contrast career options in pharmacy.</p> <p>b. Describe the historical evolution of the pharmacy field.</p> <p>c. Evaluate and report on various pharmacy careers.</p> <p>d. Identify significant milestones and leaders in the history of the pharmacy profession.</p> <p>e. Explain the difference between pharmacy clerk responsibilities, pharmacy technician tasks, and pharmacists' responsibilities.</p> <p>f. Compare educational, training, licensure, and potential salary expectations for pharmacy-related career pathways.</p> <p>g. Identify five professional organizations related to the pharmacy field.</p> <p>h. Explain why continuing education is important to pharmacy careers.</p> <p>i. Examine and compare several current trends or changes in healthcare and their impact on pharmacy employment opportunities.</p>		<p><u>1</u></p> <p><u>2</u></p> <p><u>4</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>4</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>LS</u></p> <p><u>9-10</u></p> <p><u>11-12.6</u></p> <p><u>WS</u></p> <p><u>11-12.6</u></p> <p><u>11-12.7</u></p>	
8. Contemporary Pharmacy Settings	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Identify contemporary pharmacy practice models.</p> <p>b. Compare and contrast the different pharmacy careers available in various settings.</p> <p>c. Describe the work environment and operations of health system pharmacies.</p> <p>d. Describe the work environment and operations of a home health care pharmacy and the career opportunities it offers.</p> <p>e. Describe the work environment and operations of a mail-order pharmacy and the career opportunities it offers.</p> <p>f. Describe the work environment and operations of a hospital pharmacy and the career opportunities it offers.</p> <p>g. Describe the work environment and operations of a community pharmacy and the career opportunities it offers.</p> <p>h. Describe the operations of industrial pharmacies and the career opportunities they offer.</p> <p>i. Describe the operations of public pharmacies and the career opportunities they offer.</p>		<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>1</u></p> <p><u>2</u></p> <p><u>5</u></p> <p><u>11</u></p>	<p><u>LS</u></p> <p><u>9-10</u></p> <p><u>11-12.6</u></p> <p><u>WS</u></p> <p><u>11-12.7</u></p>	
9. Ethical, Legal, and Personal Responsibilities	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<p>a. Describe laws and ethics related to pharmaceutical operations.</p> <p>b. Explain the importance of the health and safety code of conduct.</p>	<p><u>B6.6</u></p>	<p><u>1</u></p> <p><u>2</u></p>	<p><u>1</u></p> <p><u>2</u></p>	<p><u>LS</u></p> <p><u>9-10</u></p>	

<ul style="list-style-type: none"> <li>c. Identify and apply basic rules of ethics required of pharmacy employees.</li> <li>d. Explain the importance of patient confidentiality and the need to abide by HIPAA regulations.</li> <li>e. Explain the impact of government regulations on pharmacy operations.</li> <li>f. Describe organizational ethics utilized by pharmacies.</li> <li>g. Review regulations regarding sexual harassment in the work environment and identify employee responsibilities.</li> <li>h. Explain the role of regulatory agencies and laws such as the U.S. Food and Drug Administration (FDA), the Combat Methamphetamine Epidemic Act (CMEA), the Drug Enforcement Administration (DEA), and the California State Board of Pharmacy.</li> </ul>		<u>5</u> <u>7</u> <u>8</u> <u>11</u> <u>12</u>	<u>5</u> <u>7</u> <u>8</u> <u>11</u>	<u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	
<b>10. Brand Name and Generic Pharmaceutical Products</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>Compare and contrast a brand name drug and a generic drug.</b></li> <li>b. <b>Identify classifications of brand-name and generic drugs.</b></li> <li>c. Define brand-name and generic-name medications.</li> <li>d. Describe classification of each medication category.</li> <li>e. Analyze and describe the uses of brand-name and generic medications commonly used in pharmacy practice.</li> <li>f. Pronounce medication names accurately.</li> <li>g. Define classifications for selected brand-name and generic-name medications.</li> </ul>		<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>  <u>RTS</u> <u>9-10</u> <u>11-12.4</u>	
<b>11. Pharmaceutical and Medical Terminology</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>Know the definition, spelling, pronunciation, and use of appropriate pharmaceutical and medical terminology.</b></li> <li>b. <b>Demonstrate the correct pronunciation of medical terms.</b></li> <li>c. Explain the components of a medical term and use basic prefixes, suffixes, and combining forms to build medical terms.</li> <li>d. Give five examples of roots.</li> <li>e. Define general numerical prefixes.</li> <li>f. Explain the rules for forming and spelling medical terms.</li> <li>g. Define basic terms and abbreviations used in pharmacy.</li> <li>h. Identify common abbreviations used in prescriptions.</li> <li>i. Describe common symbols used in medicine.</li> <li>j. Describe general abbreviations used in measurement.</li> </ul>	<u>B5.0</u> <u>B5.2</u> <u>B5.3</u> <u>B5.4</u> <u>B5.5</u> <u>B5.6</u> <u>B5.7</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>1</u> <u>2</u> <u>5</u> <u>6</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>  <u>RTS</u> <u>9-10</u> <u>11-12.4</u>	
<b>12. Prescription Filling Procedures</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>Interpret basic prescription information and SIG codes using pharmacy terminology.</b></li> <li>b. <b>Describe the pharmacist-supervised prescription-filling process in community and institutional pharmacy settings.</b></li> </ul>		<u>1</u> <u>2</u> <u>4</u>	<u>1</u> <u>2</u> <u>4</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>	

<ul style="list-style-type: none"> <li>c. List procedures for receiving prescriptions by phone, fax, walk-in, and e-prescribing, consistent with pharmacy policies and legal requirements.</li> <li>d. Describe the process for interpreting a new prescription and refill information.</li> <li>e. Identify requirements related to controlled substances and explain the importance of following pharmacy policies and legal requirements.</li> <li>f. Complete the physician identification information.</li> <li>g. Describe prescription-processing procedures in hospital and ambulatory settings and identify general concepts related to IV preparation.</li> <li>h. Demonstrate classroom-appropriate prescription calculation, counting, pouring simulation, handling, sanitation, labeling, container, and storage concepts.</li> <li>i. Describe the importance of the pharmacist's final check.</li> <li>j. Demonstrate procedures for recording patient information and notifying the pharmacist of reported changes in allergies, medications, or potential interactions.</li> </ul>		<u>5</u> <u>6</u> <u>8</u>	<u>5</u> <u>6</u> <u>8</u> <u>11</u>	<u>WS</u> <u>11-12.6</u> <u>11-12.7</u>  <u>RSTS</u> <u>9-10</u> <u>11-12.1</u>  <u>SLS</u> <u>11-12.1d</u>	
<b>13. Human Anatomy and Physiology</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>Use appropriate medical terminology to describe structures, functions, and diseases of human anatomical systems and organs.</b></li> <li>b. <b>Identify common medication categories used to treat illnesses and conditions of specific human anatomical systems and organs.</b></li> <li>c. List major structures and functions of each human anatomical system and organ.</li> <li>d. Recognize, list, and identify terminology related to anatomy and physiology of human anatomical systems and organs.</li> <li>e. Define, spell, and pronounce medical terms relating to the human anatomical systems and organs.</li> <li>f. Pronounce the names of selected medications commonly used to treat conditions of specific human anatomical systems and organs.</li> </ul>	<u>B2.0</u> <u>B2.1</u> <u>B2.3</u> <u>B5.0</u> <u>B5.2</u> <u>B5.5</u>	<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	
<b>14. Inventory</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 procedures for maintaining accurate pharmacy inventories.</b></li> <li>b. <b>Describe procedures for routine ordering, stocking, and rotation of medications.</b></li> <li>c. Describe the process for ordering medications, including methods for determining order quantity, packaging type, manufacturer selection, ordering system, and storage location.</li> <li>d. Follow correct procedures for receiving medication orders and verifying accuracy.</li> <li>e. Explain procedures to maintain and rotate stock, including shelf organization, expiration dates, storage requirements, and security requirements.</li> <li>f. Demonstrate the procedure for documenting shortages and maintaining a distribution ledger.</li> <li>g. Explain inventory-control processes, including expiration review and quantity adjustments.</li> </ul>		<u>1</u> <u>2</u> <u>5</u>	<u>1</u> <u>2</u> <u>5</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u>	
<b>15. Basic Pharmaceutical Mathematics</b>	<b>CTE - PS</b>	<b>CRP</b>	<b>CTE - AS</b>	<b>CCSS</b>	<b>ISTE</b>

<p>a. <b>Apply mathematical computations related to pharmacy and health care procedures, including metric and household conversions and measurements.</b></p> <p>b. <b>Apply arithmetic operations to perform daily tasks in a pharmacy.</b></p> <p>c. Identify routine pharmacy tasks that require mathematics.</p> <p>d. Set up task-based word problems and perform the required mathematical calculations.</p> <p>e. Demonstrate how to check the answer to determine if the answer is correct.</p> <p>f. Explain basic terminology and function of percentages, fractions, and decimals.</p> <p>g. Reduce fractions to lowest terms and find the lowest common denominator.</p> <p>h. Perform mathematical operations using fractions, percentages, and decimals.</p> <p>i. Perform mathematical operations to solve problems involving different units of measurement.</p> <p>j. Interpret terminology and numeric systems used in prescriptions and pharmacy practice, such as Roman numerals, quantity, and days' supply.</p>	<p><a href="#">B3.0</a> <a href="#">B3.1</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">11</a></p>	<p><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></p>	
<p><b>16. Communication Skills in the Healthcare Environment</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. <b>Communicate procedures and goals to patients.</b></p> <p>b. <b>Use various communication strategies to respond to patients' questions and concerns.</b></p> <p>c. <b>Utilize principles of effective verbal and written communication skills.</b></p> <p>d. Use correct medical and pharmacy terminology.</p> <p>e. Apply positive verbal and non-verbal communication skills using appropriate vocabulary, demeanor, and vocal tone.</p> <p>f. Practice professional verbal skills for resolving a conflict.</p> <p>g. Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.</p> <p>h. Read and interpret written information and directions.</p> <p>i. Explain the role of the pharmacy team in patient education and referral to the pharmacist when appropriate.</p> <p>j. Describe processes for communicating with prescribers and other healthcare professionals according to pharmacy procedures.</p> <p>k. Demonstrate how to respond to patients empathetically.</p>	<p><a href="#">B6.0</a> <a href="#">B6.2</a> <a href="#">B6.3</a> <a href="#">B6.4</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">8</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">5</a> <a href="#">7</a> <a href="#">8</a> <a href="#">11</a></p>	<p><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="#">SLS</a> <a href="#">9-10</a> <a href="#">11-12.1</a> <a href="#">11-12.1d</a></p>	
<p><b>17. Technology and Business Procedures</b></p>	<p>CTE - PS</p>	<p>CRP</p>	<p>CTE - AS</p>	<p>CCSS</p>	<p>ISTE</p>
<p>a. <b>Apply technological skills to solve problems and perform routine business tasks in a pharmacy.</b></p> <p>b. <b>Demonstrate basic use of pharmacy management computer software or simulated pharmacy software.</b></p> <p>c. Explain correct use of phone and web-based communications systems.</p> <p>d. Discuss common policies for delivering and receiving information electronically in accordance with workplace procedures and privacy requirements.</p>		<p><a href="#">1</a> <a href="#">2</a> <a href="#">4</a> <a href="#">5</a> <a href="#">11</a></p>	<p><a href="#">1</a> <a href="#">2</a> <a href="#">4</a> <a href="#">5</a> <a href="#">11</a></p>	<p><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="#">11-12.7</a></p>	

<ul style="list-style-type: none"> <li>e. Demonstrate how to use email correctly and appropriately.</li> <li>f. Describe functions pharmacy management software may perform, such as inventory, POS, electronic communication, refill notifications, and ordering.</li> <li>g. Describe various security systems and procedures that are used in a pharmacy setting.</li> <li>h. Identify various record-management systems, including electronic and manual systems, and explain their application in a pharmacy setting.</li> <li>i. Develop touch-keyboarding skills at acceptable speed and accuracy level.</li> </ul>					
<b>18. Customer Service Cashiering</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Demonstrate the skills necessary to provide excellent customer service to diverse individuals with a range of personalities.</b></li> <li>b. <b>Effectively process financial transactions utilizing point of sale (POS) systems.</b></li> <li>c. Demonstrate the principles and processes for providing customer and personal service, including customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.</li> <li>d. Identify strategies necessary to deliver outstanding customer service in a variety of settings, such as face-to-face, peer-to-peer, telephone, and electronic communication.</li> <li>e. Distinguish between positive and negative attitudes.</li> <li>f. Describe self-concept and how it relates to the workplace.</li> <li>g. Demonstrate how to handle difficult situations, such as prejudice, harassment, and discrimination.</li> <li>h. Explain the key concepts of group dynamics and how they apply to customer service.</li> <li>i. Describe the function of common pharmacy equipment, including POS systems, credit card readers/terminals, computers, and barcode readers.</li> <li>j. Describe and practice procedures for receiving payment by cash, check, credit card, voucher, or automatic debit, as appropriate in classroom or workplace settings.</li> <li>k. Issue receipts, refunds, credits, or change due to customers.</li> </ul>		<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>11</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>7</u> <u>8</u> <u>11</u>	<u>LS</u> <u>9-10</u> <u>11-12.6</u>  <u>WS</u> <u>11-12.7</u> <u>11-12.6</u>  <u>SLS</u> <u>9-10</u> <u>11-12.1</u> <u>11-12.1d</u>	
<b>19. Health Insurance and Health Benefits Programs</b>	CTE - PS	CRP	CTE - AS	CCSS	ISTE
<ul style="list-style-type: none"> <li>a. <b>Identify various types of prescription drug insurance programs and describe the characteristics of each plan.</b></li> <li>b. <b>Demonstrate classroom-appropriate skills related to determining insurance coverage and preparing claims information.</b></li> <li>c. Classify and identify various types of insurance coverage, including Medicare Part D, Medi-Cal, TRICARE, CHAMPVA, workers' compensation, HMO, PPO, EPO, and disability coverage.</li> <li>d. List types of insurance and patient information required to determine insurance coverage and file claims for the various types of insurance plans.</li> <li>e. Calculate percentage of benefits for sample claims.</li> <li>f. Identify functions of Electronic Health Record (EHR) software and discuss their application.</li> </ul>	<u>B6.6</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</u> <u>11</u>	<u>1</u> <u>2</u> <u>4</u> <u>5</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>	

<ul style="list-style-type: none"> <li>g. Identify HIPAA requirements related to EHR software, including electronic transactions and code sets, the Privacy Rule, Security Rule, and National Provider Identifier standards.</li> <li>h. Identify computer tasks necessary to manage patient records.</li> <li>i. Enter sample data, such as demographic characteristics, history, diagnostic information, or prescription information into a computer system.</li> <li>j. Generate claim forms.</li> </ul>					
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## 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

**Health Science and Medical Technology**

**B. Patient Care Pathway**

*B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.*

*B2.1 Know basic human body structure and function in relationship to specific care between prevention, diagnosis, pathology, and treatment.*

*B2.3 Recognize common disease and disorders of the human body.*

*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).*

*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.*

*B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.*

*B6.2 Use active listening skills (e.g., reflection, restatement, and clarification) and communication techniques to gather information from the patient.*

*B6.3 Formulate appropriate responses to address the patients concerns and questions in a positive manner.*

*B6.4 Employ sensitivity and withhold bias when communicating with patients.*

*B6.6 Maintain written guidelines of the Health Insurance Portability and Accountability Act (HIPAA) in all communications.*



## 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.*