



REQUEST FOR INSTRUCTIONAL MATERIAL ADOPTION AND EVALUATION REPORT

High School

| High School Site | Signature - Principal or Academic AP Designee | Signature - Teacher Leader (enter N/A if no Teacher Leader) | Comments: |
|------------------------------------|---|---|-----------|
| American Canyon HS | Andrew Goff | Michelle Davis | |
| Napa HS | Kate Gauger | Ron Solomon | |
| Napa Valley Independent Studies | Susan Wilson | NA | |
| New Tech HS | Susan Miller | na | |
| Valley Oak HS | Maria Cisneros | NA | |
| Vintage HS | Katelyn Estudillo | Jim Costan | |

| | | | |
|-----------------------|---------------|--------------|-----------------|
| Request submitted by: | Gillie Miller | School Site: | NCOE CTE Office |
|-----------------------|---------------|--------------|-----------------|

Executive Director, Secondary Education: _____

Please review below submission and sign above if you approve or write reason in comment area if you do not.

NOTE:

- Approved core materials must be agreed on and used by all high school campuses as the main resource. Approved non-core and supplemental materials must be agreed on by all high schools, but may be used by individual sites to supplement and not "supplant" the core. (core = English, health, mathematics, physical education, sciences, social sciences, and world languages)
- Since NVUSD has move toward digital usage, we strongly encourage the review and recommendation of new instructional programs that offer online student textbooks and resources rather than printed materials.

[Instructional Material Information Cover Sheet](#)

COURSE NAME & NUMBER: P CTE Sports Medicine 3 (CTE817)

DEPARTMENT: Career Technical Education

TITLE OF TEXT: **Introduction to Community Health**, 7th edition

GRADE(S): 9-12

Check one: Basic: ☒ Supplementary: ☐

Check one: Hardcover: ☐ Soft cover: ☐ Paperback: ☒

AUTHOR: James F. McKenzie

PUBLISHER: Jones and Bartlett Learning

COPYRIGHT DATE: 2012 ISBN#: 13: 978-0763790110

COST: \$20.00

There are definite criteria to be considered when analyzing and evaluating a prospective text or supplemental instructional material. Give each of the following items listed a rating of 1 (poor) 2 (good) 3 (very good) 4 (the best we have seen).

___4___ 1. Are the objectives clearly stated?

___4___ 2. Do the assessments included, either at the end of a chapter or unit, exactly match the stated objectives?

___4___ 3. Do the objectives for student learning match the outcomes/objectives from the State Framework and Model Curriculum Standards in your content area? If less than a 4, please indicate areas of strength and weakness (be specific). _____

___4___ 4. Do the teaching suggestions and resources suggested by the teacher's edition match the instructional suggestions of the California State Framework and Model Curriculum Standards in your content area? If less than a 4, please indicate areas of strength and weakness (be specific). _____

___4___ 5. Are the teaching suggestions, supplementary materials, etc, valuable?

___4___ 6. In your opinion, will students be able to read this book? Yes ☒ No ☐ If no, what adjustments in teaching strategies are necessary to insure student success? _____

___4___ 7. Is the organization of the text suited to learning and teaching?

___4___ 8. Are the narrative quality and teaching aids provided interesting enough to engage students?

___4___ 9. Are the illustrations in keeping with the times?

___4___ 10. Does the content of this text allow compliance with [NVUSD Board of Education Policy 6144](#) regarding controversial issues and prohibited instruction.

Use this space to compare the development of one important concept in this textbook with the development of the same concept in current textbook:

| <u>Concept</u> | <u>Development in Current Text</u> | <u>Development in Recommended Text</u> <u>(including alignment to Common</u> <u>Core standards)</u> |
|----------------|------------------------------------|---|
| | | |

ADDITIONAL COMMENTS:

COMPUTER TITLE:

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|---|---|---|---|---|---|---|---|---|---|---|---|
| P | C | T | E | S | P | R | T | M | E | D | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|

COURSE TITLE: P CTE Sports Medicine 3
COURSE NUMBER: CTE817
GRADE LEVEL: 11 - 12
LENGTH OF COURSE: 1 Year/10 credits (5 credits/semester)
GRAD REQUIREMENT: Elective (Z)
CSU/UC REQUIREMENT: "g" (College Preparatory Elective)
VOCATIONAL ED: Completer
CBEDS NUMBER: 7922
PATHWAYS CODE: HLT 198
NCLB: No
APPROVAL DATE: June 2017
REVISED DATE: June 2019 – pending board approval

COURSE OVERVIEW

DESCRIPTION OF COURSE:

This Sports Medicine III course is designed as a capstone course within a Sports Medicine CTE pathway. In this course, students will more deeply explore their college, career, and life path within the Health Science and Medical Technology industry sector. Students will research and evaluate apprentice, intern, employment, industry certification, and secondary schooling opportunities. Leadership skills will be embedded throughout the course, preparing students to be leaders in their field of choice after high school. Through this course, students will have opportunities for advanced certifications. At the completion of this course, students will successfully apply concepts regarding the human characteristics (collaboration, communication, creativity, and critical thinking) vital in the 21st century workplace. Students will also complete a significant Work-Based Learning experience such as an internship, extended job shadow, etc. as part of the course, providing an opportunity to apply the career and academic skills gained in the pathway in a practical setting. This experience is aligned with local policy and program expectations.

COURSE CONTENT

Unit 1: Professional Communication, Character, & SMART goals

Goal: Students reflect on and create their own individual plans and goals for the school year related to progression in the industry.

This unit will cover the fundamentals of professional communication and explore the role it plays in Health Science and Medical Technology. Students will analyze and interpret the traits needed to succeed in the field, and will define, identify, and evaluate specific professional characteristics. Students will research and identify barriers, successes, and failures of health professionals, with the intent of hypothesizing the importance of resilience. Students research "What it takes" to be a professional in Health Science and Medical Technology and will investigate professionals in California, the United States, and globally. Students will also be trained in sexual harassment policies and procedures.

Students will be able to describe the practical aspects of planning a career. Students will further explore the tools used for identifying and researching career possibilities. Building on work done in the previous courses, students will update their career assessment which includes their goals, values, interests, skills, and aptitudes. Students will then prepare a plan of action around a career choice. These steps should include updating/creating a resume, a reference page, and an effective cover letter. Students will explore current methods for conducting a job search including Cyber Etiquette, networking, and social media presence, such as LinkedIn.

Students will develop a career action plan, including identified career possibilities, career assessments, timeline plan of action, resume, reference page, and an effective cover letter. Building off of work done in Sports Medicine II, students will create SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals for themselves for the school year within the Health Science and Medical Technology field.

Example Activities

SMART Goal Creation: Students will create their goals looking at the entire school year and what they personally want to focus on in the Health Science and Medical Technology field in alignment with their ambitions for after graduation. Goals will go through various iterations with peer, instructor, and industry feedback before moving forward. Goals will include plans for:

Completing an internship and/or other significant work-based learning experience
Industry certification(s)
Post-secondary exploration
Volunteer work
Other industry related objectives within the school year

Students will summarize the information gained in their self-assessments; this will help them communicate their strengths, interests, preferences, and values, as well as their skill development needs. Students will set career goals - short term one-year, medium two-five, and long range 5+ year goals. Students will create a roadmap for development activities, using their career goals as a guide, identifying the skills and competencies that they need to develop. Then, they will brainstorm the resources (money, time, support relationships, etc.) that will be needed for success. Students will write out the action steps that will be needed to create milestones and timelines to measure their success.

Active Listening Role Play and Reflection: Using TED Talks “The Power of Vulnerability” and “Listening to Shame” from Brene Brown and articles about active listening in healthcare settings, students will role play active listening. To demonstrate learning, students will write a script of their dialogue, which highlights their own process of engaging through active listening. Before presenting their role play, students will have a peer review to provide initial feedback and ask clarifying/probing questions to support active listening. Students watching role plays will use rubrics to provide feedback for effectiveness of active listening. At the end of the role-plays, students will write a self-reflection including: 1) What they have mastered in active listening, 2) What they need to work on, 3) A plan to reach mastery on the areas that need additional work.

Anchor Standards: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 10.4, 11.1, 11.3, 11.4

Pathway Standards:

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)

B9.4 Know how to access available wellness services (i.e screening, exams, and immunizations)

B9.6 Explore consequences of not utilizing available wellness services and behaviors that prevent injury and illness.

Unit 2: Digital Portfolio

Goal: Students learn how to create a professional digital portfolio, relevant to the Health Science and Medical Technology field, and the process of curating work.

Learning Objectives:

To help students understand the process of curate > reflect > publish, a process that requires critical thinking and in depth reflection to edit and revise work that has been done throughout the pathway, showcasing the student's current abilities

To give students experience creating a digital portfolio

To synthesize everything that has been learned and accomplished throughout the pathway into one usable place: an e-portfolio that will follow the student and can be used to get an internship, job, college acceptance, etc.

Sample Assignments

Digital Portfolio: Students create a website to be the home of their digital portfolio. Website creator is up to the student, examples are Google Sites, Blogger, Wix, Weebly, etc. The website should represent the uniqueness of the student, while also being professional and appropriate for student's chosen career. Personal style and aesthetic should add to the originality of the site, but it should not distract from the content. The site needs to be appealing to a larger global audience, so the font style should be easy to read and consistent throughout. Contents should include: professional profile (updated from beginning of year), work examples along with process (digital writing piece, digital media piece, artwork, project examples, etc.), resume, SMART goals including personal goals, education and career goals along with plan for getting there, letters of recommendation, and reflective blog posts. **Editing and Revising:** each piece must reflect the student's current abilities as a writer and student. They will need to edit and revise each piece to reflect growth and development. **Reflective Blog Posts:** as students work, they will need to post a series of separate (approximately 1 per week) blog posts spanning the length of their work on this project. Each blog post should reflect on the work they have done on their portfolio to that point.

What aspects of your work have dramatically improved?

Which pieces were the most enjoyable or most challenging to work on?

What elements were missing from previous pieces that you were able to add?

Can you see your growth and development as you work on older pieces?

Quality, not quantity on these blogs is important. The final blog should be a reflection on how their portfolio will help them with an internship, postsecondary, and/or job. Finally, students share their website. Three separate individuals will view and assess their website. One should be a family member, one can be a friend or another student, and one should be a professional from the specific industry the student is interested in. Evaluators will use a Google Form (or something similar) to assess elements ranging from aesthetics to quality of content. There will also be an in class gallery walk of final portfolios.

Students will update the portfolio throughout the course with posts and reflections.

Anchor Standards: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 7.5, 8.6, 11.3, 11.4, 11.5

Pathway Standards:

B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated healthcare delivery system.

B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment.

Unit 3: Meaningful Career Exploration

Goal: Further informing students about the range of career options in the industry, challenging them to explore a variety of careers, and exposing them to different workplace environments so they can further recognize their own interests and talents. This variety will also help them to see the differences among ethnic, racial and cultural groups in the way they approach medicine. Additionally, these methods aim to help students strengthen their motivation and informed decision-making skills.

Students will explore a range of careers they are interested in within Health Science and Medical Technology fields through further work-based learning activities. Instructor will help facilitate and manage activities. Students will be responsible for their own time-management and alignment to their goals. They will post evidence and explanations of their activities along with reflections to their digital portfolio.

Students will contextualize their experiences by researching and referencing specific concepts and frameworks related to their focus. Students will also review workplace conduct and rights, specifically digital citizenship and sexual harassment. They will learn about time management, "code switching", interviewing other professionals, identifying needs and reaching out for support to fully benefit from their meaningful career exploration. Students will identify their professional goals in relation to their internship placement, as well as reflect on their work-readiness, noting areas that need development. In addition, students will define the steps they are planning to take in order to reach their professional goals and work-readiness growth.

Example Activities

Interviews with industry representatives from a variety of careers in the field. Students write a reflection for each interview including interview details.

Research on local ethnic and cultural groups' attitudes towards health care and alternative medicine that they may practice.

On-site work with school athletics

Job shadow opportunities

Site visits

Mentorships

Socratic Seminar and Academic Precis: Students will read and annotate Chapter 3 "The People's Free Medical Clinics" from *Body and Soul* to identify and then discuss the need for health advocacy for underserved communities by people from those same communities. Students will review the mental and behavioral health standards and select the core standards which best connect to community engagement and should explain why and how they are connected. After the Socratic Seminar, students summarize key points in a written academic precis, which should include points raised in the discussion.

Internship Interview and Work Readiness Portfolio: Using skills learned in Unit 1, students will prepare for interviews with potential internship sites. To contextualize workplace experience, students will read and explore their community health focus area/topic, using *An Introduction to Community Health* text. Based on the chapter selected, students must complete and present to the class one of the activities listed for their corresponding chapter. For example, in the "Community Mental Health" chapter an activity is to make an appointment with a local counseling and psychological service center for an orientation of the services offered. To further prepare for interviews, students

must learn to anticipate questions specific to their desired workplace, respond confidently and clearly, and prepare their own questions for the workplace site. Students will prepare a Work Readiness Portfolio by updating their digital portfolio to include an updated resume, cover letter, and a completed work application.

Workplace Scenario Analysis and Essay: In groups, students read and analyze workplace scenarios with issue, conflict, or ethical dilemma, using examples from the the US National Library of Medicine, National Institutes of Health, and PubMed Central. Students must create a role play with three alternative endings. One ending must show apathy or lack of action. The second must show intervention with inappropriate responses for the situation. The third must show a professional and/or ethical response. Scenarios will include challenges around communication, power dynamics, theft, inappropriate use of technology, and boundaries. Individually, in a 500 word essay, students will summarize their scenario and reflect on what they learned about themselves through their own scenario or other scenarios presented by peers. They will also identify their positions on ethical dilemmas as an element of their professional identities.

Anchor Standards: 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.6, 8.7, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5

Pathway Standards:

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

B6.2 Use active listening skills and communication techniques to gather information from the patient

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

B6.6. Maintain written guidelines of HIPAA

B6.7 Demonstrate observation techniques

B13.1 Utilize culturally appropriate community resources

B13.2 Recognize complementary and alternative medicine as practiced within various cultures

B13.3 Develop ethnographic skills, by location and information retrieval, carefully observe social behavior, and manage stress and time.

B13.4 Ask questions and explore aspects of global significance

B13.5 Analyze data using relevant concepts.

B13.6 Know when and how to incorporate trained interpreters to facilitate communication and improve patient outcomes.

Unit 4: Industry Certification

Goal: Students gain industry certifications relevant and applicable to their goals within the Health Science and Medical Technology field.

For students that are interested, there will be an opportunity for Pharmaceutical Assistant Certification—through the PassAssured program the students are prepared to take the Pharmaceutical Assistant exam. Students will also have the opportunity to prepare for and acquire industry certifications of their choice that pertain to the field(s) they want to go into. This will align with their goals created at the beginning of the year.

Example Activities

Red Cross Adult and Pediatric CPR/AED with First Aid Certification available for all students (this is a two-year certification, those that took it in level one will be recertifying in level three). A copy of their certification will be posted to their digital portfolio.

Documentation of industry certification process: students will document their process of acquiring the industry certification and will post to their digital portfolio. This includes information on:

Certification details - what it is, who needs it, why student wants it

Certification requirements

Studying

What was learned

Reflections on the process

Anchor Standards: 10.4, 10.5, 11.2, 11.5

Pathway Standards:

B1.5 Describe the importance of reimbursement systems in relationship to the delivery of patient care.

B3.2 Analyze diagrams, charts, graphs, and tables to interpret health results

B10.3 Evaluate potential causes and methods of transmitting infections and how to apply standard precautionary guidelines.

B10.4 Demonstrate the use of personal protective equipment.

B10.6 Use various manual and mechanical decontamination and sterilization techniques and procedures

B11.4 Apply protective practices and procedures for airborne and blood-borne pathogens for equipment and facilities and identify unsafe conditions for corrective action.

B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment.

Unit 5: Deeper Work-Based Learning Experience/Internship

Goal: Deepening students' knowledge about careers of interest and the workplace, helping them develop personal qualities and workplace readiness skills, and offering them beginning professional knowledge and skills that will be of value in further education and in a range of possible future careers.

The Work-Based Learning Experiences may be paid or non-paid, working and learning experiences that provide students the opportunity to apply their career and academic skills in professional settings. Examples of experiences include an internship, a series of job shadows or an extended job shadow, clinical rounds, service learning, etc. Through this deeper experience, students are able to develop and practice an understanding of the high skill career area duties and responsibilities, terminology, climate, protocol, and other information that will enable them to analyze and revise their meaningful future plans. Experiences are supported with activities and assignments to deepen and enhance learning. Structures of experiences align with local policy and program expectations.

Deeper Work-Based Learning Experience Example:

Internship with Weekly Reflection. While completing an internship in a physical therapy clinic, a student learns why completing tasks in a timely manner is important to business operations and decision making. Preparing a Rehabilitation plan, monitoring a patient's ability to do the exercises and then using that to plan the next rehab session requires students to think about the role that record keeping plays in health care and how crucial it is to have up-to-date information in order for the patient to progress. The student will reflect on the following in written entries on their digital portfolio:

How important is planning ahead for a rehabilitation session and then taking notes during that session?

Why do physical therapy clinic employees often work longer hours than just when they are seeing patients?

Assignments

Internship Blog: Students will be required to update blog posts on a weekly basis throughout their internship. The blog postings will include the following topics: planning and preparedness (including transportation and timeliness), goals, progress and reflection, "A Day in the Life of an Intern," supervisor communication, balancing internship duties and academic/personal commitments, workplace culture, and peer questions and responses to blog postings.

Individualized Training Plan: Using Health Science and Medical Technology standards, students will develop an Individualized Training Plan. Students begin with a pre-assessment, including categories such as Developing, Emerging, Proficient and Advanced to identify their 3-5 competencies /standards they will focus on. Students will develop a training plan in conjunction with their supervisor that will include actions steps and a timeline for completion. To prepare for their final evaluation, student will review progress on their individualized training plan with their supervisors and use this feedback to identify steps they might take for future growth. Students are responsible for monitoring their own progress and providing evidence of growth through written reflections throughout the internship.

Interview a Professional: Students will need to interview 2-3 professionals in addition to their supervisor and describe how these different jobs relate to the overall services offered at the site. Students will develop the interview questions and follow-up questions. Upon completing interviews, students will create a short presentation, using PowerPoint, Google Slides, Prezi, or other presentation tool. Students must include 1) job title 2) description of skill needed 3) preparation need for job 4) highlights/challenges of the job 5) possible interest in these positions based on information acquired and personal knowledge/interests.

Intern Profile: During the latter part of their internship, students will identify their acquired skills and dispositions and integrate them by revising the cover letter they wrote at the beginning of the course. Students will be required to incorporate their internship and mentorship acquired skills, based on Health Science and Medical Technology

standards.

Internship Presentation: At the end of their internship, students will create a presentation, using Google Slides or Prezi, to share their learning with other students. This is a way in which students communicate their learning and expose others to diverse opportunities in the field. In order to do so students' presentations will include: 1) Mission of the organization 2) description of the role of the intern 3) role of the department students were in fulfilling the mission of the organization 4) What they learned and how they learned it 5) How they have grown personally and professionally through the experience.

Anchor Standards: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.6, 8.7, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5

Pathway Standards:

B6.2 Use active listening skills and communication techniques to gather information from the patient

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

B6.6. Maintain written guidelines of HIPAA

B6.7 Demonstrate observation techniques

Unit 6: Exit Interview/Final Presentation

Goal: Students culminate their course and pathway experience through a presentation of learning to an authentic audience.

This is a culminating event for the course and pathway. Students will synthesize everything gained in the pathway and the course and will participate in an exit interview with an industry panel. They will update, revise, edit, and finalize documents created throughout the pathway including their digital portfolio, resume, cover letter, and a job application. They will receive guidance and practice on presenting, interviewing skills, professionalism, and communication.

Example Activities

Final Presentation: Students will present their digital portfolio including their significant Work-Based Learning experience to a room of peers, level 1 and 2 students, community members, administrators, etc. They will communicate how their experience in the pathway impacted them personally, providing evidence. They will explain their plans for the future (immediate and long term).

Exit Interview: Students will individually participate in an exit interview/mock interview with an industry panel. The panel will consider and provide feedback on what the student communicates as well as on the portfolio, resume, cover letter, application, oral interview, and overall appearance and behavior of the student.

Anchor Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.4, 8.6, 8.7, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4, 11.5

Pathway Standards:

B12.2 Describe the various roles and responsibilities of health care workers as team members in an integrated healthcare delivery system.

B12.3 Demonstrate the knowledge and delivery of specific skills and procedures as outlined within the scope of practice appropriate for patient care in prevention, diagnosis, pathology, and treatment.

INSTRUCTIONAL STRATEGIES

Lecture and Demonstrations

Multimedia Sources

Labs/Stations

Project-Based Learning

Work-Based Learning

INSTRUCTIONAL MATERIALS / TEXTBOOKS

Title: Introduction to Community Health

Edition: 7th Edition

Date:

Publisher:

Author(s): James F. McKenzie

SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Digital Citizenship: <http://achieve.lausd.net/Page/8613>

Ted Talks

https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are

https://www.ted.com/talks/brene_brown_on_vulnerability

https://www.ted.com/talks/brene_brown_listening_to_shame

Internship Handbook Sample

https://docs.google.com/document/d/1ny-m5JodyGugkW5U8tm19QYb8b1x_e63_d83jTV4wPI/edit?usp=sharing

Active Listening Articles:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4844478/>

<https://www.concorde.edu/blog/active-listening>

<https://pocketsense.com/five-active-listening-skills-needed-in-the-medical-field-12520659.html>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4723284/>

U.S. National Library of Medicine: <https://www.nlm.nih.gov/>

National Institutes of Health: <https://www.nih.gov/>

PubMed Central: <https://www.ncbi.nlm.nih.gov/pmc/>

Red Cross CPR & First Aid Curriculum

iCEV: <https://www.icevonline.com/>

CTE Online

Leadership Logistics: <http://www.leadershiplogistics.us/teachingleadership>

Habitudes materials: <https://growingleaders.com/habitudes/habitudes-for-middle-and-high-school/>

Various web based platforms for digital portfolios such as Wix, Weebly, Google Sites

PassAssured

STANDARDS SUMMARY

Health Science and Medical Technology Knowledge and Performance Anchor Standards

1.0, 2.1-2.6, 3.1-3.9, 4.1-4.6, 5.1-5.4, 7.1-7.8, 8.6, 8.7, 9.2-9.7, 10.3-10.5, 11.1-11.5

Patient Care Pathway Standards

B1.5, B3.2, B5.3-B5.7, B6.2, B6.4, B9.1, B9.2, B9.4, B9.6, B10.3, B10.4, B10.6, B11.4, B12.2, B12.3, B13.1-B13.6

Common Core and Academic Standards

LS 11-12.1 to 11-12.6, RSIT 11-12.4, 11-12.7, 11-12.8, 11-12.10, RRLST 11-12.1 to 11-12.6, 11-12.8, 11-12.9, WS 11-12.2, 11-12.4, 11-12.6 to 11-12.9, WHSST 11-12.2 to 11-12.10, A-SEE 1, A-CED1, 3, A-APR 1, A-REI 1, 3, 10, F-IF 1,2, 4, 5, 6, 9, F-LE 1, 3, N-Q 1-3, S-IC 1-6, S-ID 1, 5, 7, 9, PS1, PS2, PS4.B, LS1.B, ETS2, AD 12.2.1, 12.2.5, 12.7, PE 12.4.2, 12.4.3, 12.5.2, US 11.11.3, 11.11.6, 11.11.7, HR 4