



TEKS CORRELATIONS & SUGGESTED PACING GUIDE

Practicum in Health Science



iCEV Health Science Site

Meets 84% of TEKS

201 days of teaching material

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Scope & Sequence	Lesson Title	TEKS	Days of Teaching
1	Introduction to Professional Communication	1.A.i; 1.A.ii; 1.A.iii; 1.A.iv; 1.A.v; 1.A.vi	5
2	Teamwork & Collaboration	1.B.i; 1.B.ii; 1.B.iii	5
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8	Health Science Safety & Regulations	3.A.i; 5.A.i; 5.A.ii; 6.A.i	7
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17	The Human Body: Skeletal System	2.E.i	5
18	The Human Body: The Circulatory System	2.E.i	5
19	The Human Body: The Respiratory System	2.E.i	5
20	The Human Body: The Nervous System & Special Senses	2.E.i	10
21	The Human Body: The Muscular System	2.E.i	5
22	The Human Body: The Integumentary System	2.E.i	4
23	The Human Body: The Immune System	2.E.i	6
24	The Human Body: The Urinary System	2.E.i	5
25	The Human Body: The Reproductive System	2.E.i	6
26	Skills for Health Science Professionals	4.A.ii; 4.C.i; 4.C.ii; 7.A.ii	15
27	Exploring Careers: Health Science	7.B.i;	14
28	A Job Defined: Pharmacist	iCEV Exclusive	3

Introduction to Professional Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(i) plan a presentation	Introduction to Professional Communication
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(ii) prepare a presentation	Introduction to Professional Communication
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(iii) deliver a presentation	Introduction to Professional Communication
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner	(i) demonstrate verbal communication in a clear manner	Introduction to Professional Communications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner	(ii) demonstrate verbal communication in a concise manner	Introduction to Professional Communications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner	(iii) demonstrate verbal communication in a[n] effective manner	Introduction to Professional Communications

<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner</p>	<p>(iv) demonstrate non-verbal communication in a clear manner</p>	<p>Introduction to Professional Communications</p>
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner</p>	<p>(v) demonstrate non-verbal communication in a concise manner</p>	<p>Introduction to Professional Communications</p>
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p>	<p>(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner</p>	<p>(vi) demonstrate non-verbal communication in a[n] effective manner</p>	<p>Introduction to Professional Communications</p>

Teamwork & Collaboration

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team	(i) exhibit the ability to cooperate as a member of a team	Teamwork & Collaboration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team	(ii) exhibit the ability to contribute as a member of a team	Teamwork & Collaboration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team	(iii) exhibit the ability to collaborate as a member of a team	Teamwork & Collaboration
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(i) plan a presentation	Teamwork & Collaboration
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(ii) prepare a presentation	Teamwork & Collaboration
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(iii) deliver a presentation	Teamwork & Collaboration

Citizenship Basics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(9) The student recognizes the importance of participation in extended learning experiences. The student is expected to:	(A) participate in extended learning experiences such as community service, in career and technical student organizations, and professional organizations	(i) participate in extended learning experiences	Citizenship Basics
(9) The student recognizes the importance of participation in extended learning experiences. The student is expected to:	(B) create a plan of action targeting the career and technical student organization's community service goal	(i) create a plan of action targeting the career and technical student organization's community service goal	Citizenship Basics

The Health Care Industry

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(A) identify individual ethical and legal behavior standards according to professional regulatory agencies	(i) identify individual ethical behavior standards according to professional regulatory agencies	The Health Care Industry
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(A) identify individual ethical and legal behavior standards according to professional regulatory agencies	(ii) identify individual legal behavior standards according to professional regulatory agencies	The Health Care Industry
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(B) research case studies related to unethical behavior in the healthcare industry	(i) research case studies related to unethical behavior in the healthcare industry	The Health Care Industry
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(A) integrate regulatory standards such as standard precautions and safe patient handling	(i) integrate regulatory standards	The Health Care Industry
(7) The student explores the knowledge and skill levels necessary for advancing in the health care professions. The student is expected to:	(B) research career pathways pertaining to the health care industry	(i) research career pathways pertaining to the health care industry	The Health Care Industry

Mathematics in Health Science

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(A) interpret data from various sources in formulating conclusions	(i) interpret data from various sources in formulating conclusions	Mathematics in Health Science

Scientific Procedures & Safety

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(i) plan a presentation	Scientific Procedures & Safety
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(ii) prepare a presentation	Scientific Procedures & Safety
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(iii) deliver a presentation	Scientific Procedures & Safety
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(A) interpret data from various sources in formulating conclusions	(i) interpret data from various sources in formulating conclusions	Scientific Procedures & Safety

Scientific Reasoning & Problem Solving

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(A) interpret data from various sources in formulating conclusions	(i) interpret data from various sources in formulating conclusions	Scientific Reasoning & Problem Solving
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(B) develop new problem-solving strategies based on previous knowledge and skills	(i) develop new problem-solving strategies based on previous knowledge and skills	Scientific Reasoning & Problem Solving
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(i) plan a presentation	Scientific Reasoning & Problem Solving
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(ii) prepare a presentation	Scientific Reasoning & Problem Solving
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(iii) deliver a presentation	Scientific Reasoning & Problem Solving

Health Science Safety & Regulations

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student uses verbal and non-verbal communication skills. The student is expected to:	(A) accurately report information according to facility policies and procedures	(i) accurately report information according to facility policies and procedures	Health Science Safety & Regulations
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(A) identify individual ethical and legal behavior standards according to professional regulatory agencies	(i) identify individual ethical behavior standards according to professional regulatory agencies	Health Science Safety & Regulations
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(A) identify individual ethical and legal behavior standards according to professional regulatory agencies	(ii) identify individual legal behavior standards according to professional regulatory agencies	Health Science Safety & Regulations
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(A) integrate regulatory standards such as standard precautions and safe patient handling	(i) integrate regulatory standards	Health Science Safety & Regulations
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(B) evaluate hazardous materials according to the material safety data sheets	(i) evaluate hazardous materials according to the material safety data sheets	Health Science Safety & Regulations

Medical Terms & Terminology

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(A) demonstrate proficiency in medical terminology and skills related to the health care of an individual	(i) demonstrate proficiency in medical terminology related to the health care of an individual	Medical Terms & Terminology

Medical Terminology: Translation & Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student uses verbal and non-verbal communication skills. The student is expected to:	(B) demonstrate therapeutic communication skills to provide quality care	(i) demonstrate therapeutic communication skills to provide quality care	Medical Terminology: Translation & Communication
(3) The student uses verbal and non-verbal communication skills. The student is expected to:	(C) employ therapeutic measures to minimize communication barriers	(i) employ therapeutic measures to minimize communication barriers	Medical Terminology: Translation & Communication
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(A) demonstrate proficiency in medical terminology and skills related to the health care of an individual	(i) demonstrate proficiency in medical terminology related to the health care of an individual	Medical Terminology: Translation & Communication
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(C) evaluate performance for continuous improvement and advancement in health care	(i) evaluate performance for continuous improvement in health care	Medical Terminology: Translation & Communication
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(C) evaluate performance for continuous improvement and advancement in health care	(ii) evaluate performance for continuous advancement in health care	Medical Terminology: Translation & Communication
(7) The student explores the knowledge and skill levels necessary for advancing in the health care professions. The student is expected to:	(A) identify knowledge and skills that are transferable among health care professions	(ii) identify skills that are transferable among health care professions	Medical Terminology: Translation & Communication

Medical Records

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(3) The student uses verbal and non-verbal communication skills. The student is expected to:	(A) accurately report information according to facility policies and procedures	(i) accurately report information according to facility policies and procedures	Medical Records

Body Systems: Environmental Factors

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(D) examine the environmental factors that affect homeostasis	(i) examine the environmental factors that affect homeostasis	Body Systems: Environmental Factors

Chain of Infection

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(C) apply principles of infection control and body mechanics in all aspects of the health care industry	(i) apply principles of infection control in all aspects of the health care industry	Chain of Infection

Basic Anatomy & Physiology

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	Basic Anatomy & Physiology

Principles of Body Mechanics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(C) apply principles of infection control and body mechanics in all aspects of the health care industry	(ii) apply principles of body mechanics in all aspects of the health care industry	Principles of Body Mechanics

The Human Body: Digestive System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: Digestive System

The Human Body: Skeletal System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: Skeletal System

The Human Body: The Circulatory System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Circulatory System

The Human Body: The Respiratory System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Respiratory System

The Human Body: The Nervous System & Special Senses

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Nervous System & Special Senses

The Human Body: The Muscular System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Muscular System

The Human Body: The Integumentary System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Integumentary System

The Human Body: The Immune System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Immune System

The Human Body: The Urinary System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Urinary System

The Human Body: The Reproductive System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Reproductive System

Skills for Health Science Professionals

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(A) demonstrate proficiency in medical terminology and skills related to the health care of an individual	(ii) demonstrate proficiency in medical skills related to the health care of an individual	Skills for Health Science Professionals
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(C) evaluate performance for continuous improvement and advancement in health care	(i) evaluate performance for continuous improvement in health care	Skills for Health Science Professionals
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(C) evaluate performance for continuous improvement and advancement in health care	(ii) evaluate performance for continuous advancement in health care	Skills for Health Science Professionals
(7) The student explores the knowledge and skill levels necessary for advancing in the health care professions. The student is expected to:	(A) identify knowledge and skills that are transferable among health care professions	(ii) identify skills that are transferable among health care professions	Skills for Health Science Professionals

Exploring Careers: Health Science

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student explores the knowledge and skill levels necessary for advancing in the health care professions. The student is expected to:	(B) research career pathways pertaining to the health care industry	(i) research career pathways pertaining to the health care industry	Exploring Careers: Health Science

Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Subject	Chapter 130. Texas Essential Knowledge and Skills for Career & Technical Education
Subchapter	Subchapter H. Health Science
Course	§130.233. Practicum in Health Science (Two Credits), Adopted 2015.
Publisher	CEV Multimedia, Ltd.
Program Title	iCEV Health Science Site
Program ISBN	9781614592266
TKES Coverage (%)	84%

(a) General Requirements. This course is recommended for students in Grades 11 and 12. Prerequisites: Principles of Health Science, Health Science Theory, and Biology.
 (1) A student shall be awarded two credits for successful completion of this course when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Health Science Career Cluster.
 (2) A student shall be awarded three credits for successful completion of this course when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory or work-based application of previously studied knowledge and skills related to the Health Science Career Cluster.

(b) Introduction.
 (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
 (3) The Practicum in Health Science I course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.
 (4) To pursue a career in the health care industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.
 (5) The health care industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students recognize the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science certification or licensure through further education and employment.
 (6) Professional integrity in the health care industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions.
 (7) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 (8) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner	(i) demonstrate verbal communication in a clear manner	Introduction to Professional Communications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner	(ii) demonstrate verbal communication in a concise manner	Introduction to Professional Communications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner	(iii) demonstrate verbal communication in a[n] effective manner	Introduction to Professional Communications

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner	(iv) demonstrate non-verbal communication in a clear manner	Introduction to Professional Communications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner	(v) demonstrate non-verbal communication in a concise manner	Introduction to Professional Communications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner	(vi) demonstrate non-verbal communication in a[n] effective manner	Introduction to Professional Communications
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team	(i) exhibit the ability to cooperate as a member of a team	Teamwork & Collaboration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team	(ii) exhibit the ability to contribute as a member of a team	Teamwork & Collaboration
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team	(iii) exhibit the ability to collaborate as a member of a team	Teamwork & Collaboration
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(A) interpret data from various sources in formulating conclusions	(i) interpret data from various sources in formulating conclusions	Mathematics in Health Science
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(A) interpret data from various sources in formulating conclusions	(i) interpret data from various sources in formulating conclusions	Scientific Procedures & Safety
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(A) interpret data from various sources in formulating conclusions	(i) interpret data from various sources in formulating conclusions	Scientific Reasoning & Problem Solving
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(B) compile information from a variety of sources to create a technical report	(i) compile information from a variety of sources to create a technical report	N/A

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social	(C) plan, prepare, and deliver a presentation	(i) plan a presentation	Introduction to Professional Communication
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(i) plan a presentation	Scientific Reasoning & Problem Solving
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(i) plan a presentation	Teamwork & Collaboration
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(i) plan a presentation	Scientific Procedures & Safety
(2) The student applies mathematics, science, English language arts, and social	(C) plan, prepare, and deliver a presentation	(ii) prepare a presentation	Introduction to Professional Communication
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(ii) prepare a presentation	Scientific Reasoning & Problem Solving
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(ii) prepare a presentation	Teamwork & Collaboration
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(ii) prepare a presentation	Scientific Procedures & Safety
(2) The student applies mathematics, science, English language arts, and social	(C) plan, prepare, and deliver a presentation	(iii) deliver a presentation	Introduction to Professional Communication
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(iii) deliver a presentation	Scientific Reasoning & Problem Solving
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(iii) deliver a presentation	Teamwork & Collaboration
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(C) plan, prepare, and deliver a presentation	(iii) deliver a presentation	Scientific Procedures & Safety
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(D) examine the environmental factors that affect homeostasis	(i) examine the environmental factors that affect homeostasis	Body Systems: Environmental Factors

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	Basic Anatomy & Physiology
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: Digestive System
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: Skeletal System
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Circulatory System
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Respiratory System
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Nervous System & Special Senses
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Muscular System
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Integumentary System
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Immune System
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Urinary System
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(E) relate anatomical structure to physiological functions	(i) relate anatomical structure to physiological functions	The Human Body: The Reproductive System

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(2) The student applies mathematics, science, English language arts, and social sciences in health science. The student is expected to:	(F) distinguish atypical anatomy and physiology in the human body systems	(i) distinguish atypical anatomy and physiology in the human body systems	N/A
(3) The student uses verbal and non-verbal communication skills. The student is expected to:	(A) accurately report information according to facility policies and procedures	(i) accurately report information according to facility policies and procedures	Medical Records
(3) The student uses verbal and non-verbal communication skills. The student is expected to:	(A) accurately report information according to facility policies and procedures	(i) accurately report information according to facility policies and procedures	Health Science Safety & Regulations
(3) The student uses verbal and non-verbal communication skills. The student is expected to:	(B) demonstrate therapeutic communication skills to provide quality care	(i) demonstrate therapeutic communication skills to provide quality care	Medical Terminology: Translation & Communication
(3) The student uses verbal and non-verbal communication skills. The student is expected to:	(C) employ therapeutic measures to minimize communication barriers	(i) employ therapeutic measures to minimize communication barriers	Medical Terminology: Translation & Communication
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(A) demonstrate proficiency in medical terminology and skills related to the health care of an individual	(i) demonstrate proficiency in medical terminology related to the health care of an individual	Medical Terms & Terminology
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(A) demonstrate proficiency in medical terminology and skills related to the health care of an individual	(i) demonstrate proficiency in medical terminology related to the health care of an individual	Medical Terminology: Translation & Communication
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(A) demonstrate proficiency in medical terminology and skills related to the health care of an individual	(ii) demonstrate proficiency in medical skills related to the health care of an individual	Skills for Health Science Professionals
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(B) develop new problem-solving strategies based on previous knowledge and skills	(i) develop new problem-solving strategies based on previous knowledge and skills	Scientific Reasoning & Problem Solving
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(C) evaluate performance for continuous improvement and advancement in health care	(i) evaluate performance for continuous improvement in health care	Skills for Health Science Professionals
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(C) evaluate performance for continuous improvement and advancement in health care	(i) evaluate performance for continuous improvement in health care	Medical Terminology: Translation & Communication

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(C) evaluate performance for continuous improvement and advancement in health care	(ii) evaluate performance for continuous advancement in health care	Skills for Health Science Professionals
(4) The student implements the knowledge and skills of a health care professional necessary to acquire and retain employment. The student is expected to:	(C) evaluate performance for continuous improvement and advancement in health care	(ii) evaluate performance for continuous advancement in health care	Medical Terminology: Translation & Communication
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(A) identify individual ethical and legal behavior standards according to professional regulatory agencies	(i) identify individual ethical behavior standards according to professional regulatory agencies	The Health Care Industry
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(A) identify individual ethical and legal behavior standards according to professional regulatory agencies	(i) identify individual ethical behavior standards according to professional regulatory agencies	Health Science Safety & Regulations
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(A) identify individual ethical and legal behavior standards according to professional regulatory agencies	(ii) identify individual legal behavior standards according to professional regulatory agencies	The Health Care Industry
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(A) identify individual ethical and legal behavior standards according to professional regulatory agencies	(ii) identify individual legal behavior standards according to professional regulatory agencies	Health Science Safety & Regulations
(5) The student employs ethical behavior standards and legal responsibilities. The student is expected to:	(B) research case studies related to unethical behavior in the healthcare industry	(i) research case studies related to unethical behavior in the healthcare industry	The Health Care Industry
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(A) integrate regulatory standards such as standard precautions and safe patient handling	(i) integrate regulatory standards	The Health Care Industry
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(A) integrate regulatory standards such as standard precautions and safe patient handling	(i) integrate regulatory standards	Health Science Safety & Regulations
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(B) evaluate hazardous materials according to the material safety data sheets	(i) evaluate hazardous materials according to the material safety data sheets	Health Science Safety & Regulations
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(C) apply principles of infection control and body mechanics in all aspects of the health care industry	(i) apply principles of infection control in all aspects of the health care industry	Chain of Infection
(6) The student employs a safe environment to prevent hazardous situations. The student is expected to:	(C) apply principles of infection control and body mechanics in all aspects of the health care industry	(ii) apply principles of body mechanics in all aspects of the health care industry	Principles of Body Mechanics

Knowledge and Skills Statement	Student Expectation	Breakout	Lesson
(7) The student explores the knowledge and skill levels necessary for advancing in the health care professions. The student is expected to:	(A) identify knowledge and skills that are transferable among health care professions	(i) identify knowledge that [is] transferable among health care professions	All Correlated Lessons
(7) The student explores the knowledge and skill levels necessary for advancing in the health care professions. The student is expected to:	(A) identify knowledge and skills that are transferable among health care professions	(ii) identify skills that are transferable among health care professions	Skills for Health Science Professionals
(7) The student explores the knowledge and skill levels necessary for advancing in the health care professions. The student is expected to:	(A) identify knowledge and skills that are transferable among health care professions	(ii) identify skills that are transferable among health care professions	Medical Terminology: Translation & Communication
(7) The student explores the knowledge and skill levels necessary for advancing in the health care professions. The student is expected to:	(B) research career pathways pertaining to the health care industry	(i) research career pathways pertaining to the health care industry	The Health Care Industry
(7) The student explores the knowledge and skill levels necessary for advancing in the health care professions. The student is expected to:	(B) research career pathways pertaining to the health care industry	(i) research career pathways pertaining to the health care industry	Exploring Careers: Health Science
(8) The student implements skills in monitoring individual health status during therapeutic or diagnostic procedures. The student is expected to:	(A) identify care indicators of health status	(i) identify care indicators of health status	N/A
(8) The student implements skills in monitoring individual health status during therapeutic or diagnostic procedures. The student is expected to:	(B) record health status according to facility protocol	(i) record health status according to facility protocol	N/A
(9) The student recognizes the importance of participation in extended learning experiences. The student is expected to:	(A) participate in extended learning experiences such as community service, in career and technical student organizations, and professional organizations	(i) participate in extended learning experiences	Citizenship Basics
(9) The student recognizes the importance of participation in extended learning experiences. The student is expected to:	(B) create a plan of action targeting the career and technical student organization's community service goal	(i) create a plan of action targeting the career and technical student organization's community service goal	Citizenship Basics